



Tackling Extremism and Radicalisation

Autumn 2026



Our Lady of Fatima Catholic Multi Academy Trust is a charitable company limited by guarantee registered in England and Wales under company registration number: 07696069 and registered address: St. Alban's Catholic Academy, First Avenue, Harlow, Essex, CM20 2NP.

1. Policy Statement

The Trust is committed to safeguarding children from all forms of harm, including radicalisation and extremist influence. Protecting children from radicalisation is part of the Trust's wider safeguarding responsibilities. All concerns will be managed in accordance with the Child Protection and Safeguarding Policy and current statutory guidance, including Keeping Children Safe in Education and the Prevent Duty.

2. Links to other Policies

This policy should be read alongside the Child Protection and Safeguarding Policy, Online Safety Policy, Behaviour Policy, Staff Code of Conduct, Keeping Children Safe in Education (current edition), Working Together to Safeguard Children (current edition), and the Prevent Duty Guidance (current edition).

3. Aims and Principles

3.1 Our Lady of Fatima Catholic Multi Academy Trust Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

3.2 The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

3.3 The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation, that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

4. Definitions and indicators

4.1 Radicalisation refers to the process by which a person comes to support terrorism or forms of extremism that may lead to terrorism.

4.2 Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate or destroy the fundamental rights and freedoms of others; undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to do so.

4.3 Staff should remain professionally curious and alert to indicators of vulnerability, including changes in behaviour, isolation, exposure to extremist material online, fixation on conspiracy narratives, expressions of hatred, or association with individuals promoting extremist views. Indicators should never be viewed in isolation and must be assessed in context. There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:-

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.

- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggest identification with a group, cause or ideology.
- Using insulting or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - Physical or verbal assault
 - Provocative behaviour
 - Damage to property
 - Derogatory name calling
 - Possession of prejudice-related materials
 - Prejudice related ridicule or name calling
 - Inappropriate forms of address
 - Refusal to co-operate
 - Attempts to recruit to prejudice-related organisations
 - Condoning or supporting violence towards others.

4.4 Vulnerability to radicalisation may arise from exposure to a range of ideologies, including religious extremism, extreme right-wing extremism, conspiracy-based extremism, mixed or unstable ideologies and other forms of violent extremist narratives.

5. Procedures for Referrals

5.1 Although serious incidents involving radicalisation have not occurred within Our Lady of Fatima Catholic Multi Academy Trust to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any **‘professional disbelief’** that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise, referring any concerns through the appropriate channels.

5.2 We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

5.3 All concerns relating to radicalisation, extremism or terrorism will be recorded using the school's safeguarding recording system and referred immediately to the DSL.

5.4 The DSL will determine whether a referral is required to Children’s Social Care, the Police Prevent Team, or other relevant agencies.

5.5 As with any Child Protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves. See note referral form in the appendices.

6. Governors, Leaders and Staff

6.1 The Designated Safeguarding Lead (DSL) has lead responsibility for managing concerns relating to radicalisation and extremism. Deputy DSLs may also receive concerns and take appropriate action in accordance with the Trust's safeguarding procedures.

6.2 Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

6.3 Governors and Trustees will ensure that:

- the Prevent Duty is effectively implemented;
- safeguarding arrangements are compliant with statutory guidance;
- staff receive appropriate Prevent training;
- risks relating to extremism and radicalisation are monitored;
- this policy is reviewed regularly

6.4 The Headteacher and external agencies will decide the best course of action to address concerns which arise.

6.5 Prejudicial behaviour can be a factor in radicalisation and extremism, Procedures for dealing with prejudicial behaviour is outlined in the Behaviour Policy.

7. The Role of the Curriculum

7.1 Our curriculum is rooted in the Gospel Values and promotes respect, tolerance and diversity. Children are taught explicitly about British Values (Fundamental British Values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.). Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

7.2 Our PSHE provision is embedded across the curriculum and taught explicitly through our Well Being Curriculum. It influences our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

7.3 Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to see adult help if they are upset or concerned about anything they read or see on the internet. Children are asked to sign an acceptable use policy at the start of every year.

7.4 The Trust recognises that radicalisation can occur through social media platforms, gaming environments, encrypted messaging services, video-sharing platforms, online communities and emerging technologies, including AI-generated content. Pupils will be taught how to identify misinformation, manipulation, harmful narratives and extremist content online.

8. Staff Training

8.1 All staff will receive Prevent awareness training appropriate to their role as part of safeguarding induction and annual safeguarding updates. <https://www.elearning.prevent.homeoffice.gov.uk/>

8.2 The DSL, Deputy DSLs, Headteacher and relevant governors will undertake enhanced Prevent training and keep their knowledge up to date through regular updates, professional development and local safeguarding partnership guidance.

8.3 Records of all Prevent training will be maintained by the school.

9. Visitors and the Use of School Premises

9.1 Visitors entering school receive the school's information leaflet which summarises the school's Safeguarding and Health and Safety Information. This makes reference to Prevent. Visitors are subject to appropriate Safeguarding Checks.

9.2 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the Designated Safeguarding Lead are and how to report any concerns which they may experience.

9.3 If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy the school will contact the police and terminate the contract.

9.4 External speakers, visitors and organisations using school premises will be subject to appropriate risk assessment. The Trust will ensure that external contributions promote fundamental British Values and do not undermine safeguarding, equality or community cohesion.

Equality and Inclusion

Implementation of this policy will be proportionate, evidence-based and consistent with the Equality Act 2010, human rights legislation and safeguarding duties. The Trust promotes respect, inclusion, diversity and positive relationships.

Appendix – Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

In the event of prejudicial behaviour the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to the SLT or the Head Teacher.
- All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted where appropriate and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.
- The SLT follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to the external agencies.
- In the event of a referral relating to serious and immediate concerns about potential radicalisation or extremism, the school will also contact Essex Police Prevent Team

Staff Safeguarding Training Type of Training	Delivered by	Delivered to	When and at what frequency
https://www.elearning.prevent.homeoffice.gov.uk/	DFE – E learning	All Staff, all governors	Refreshed on 2 year basis.
Safeguarding and Child Protection Training	Essex LA	All SLT and designated governors for child protection	Refreshed on 2 year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training – (Dissemination)	SLT	All staff, governors, office staff, site management and dinner supervisors	Yearly (Autumn term), and as appropriate

Prevent - FAQs

What is Prevent?

Prevent is part of the UK government's counter terrorism strategy. It aims to stop people becoming involved in terrorism or supporting terrorism.

In schools it is concerned with

- Building pupils' resilience to radicalisation
- Enabling pupils to challenge extremist views
- Identifying and supporting people who have come under the influence of extreme views.

It is not intended to stop pupils debating controversial issues within a context of respect for others. Schools should provide a safe place in which children and young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

What is 'extremism'?

Extremism is displayed by vocal or active opposition to fundamental British Values such as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Extremist groups and individuals are engaged in calls to violence to further their aims. They accentuate division and difference and exploit fears based on ignorance and prejudice. Extremist views could be political (far left or far right), religious, racial or single issue focused (e.g. animal rights extremists)

Is extremism really a risk in our area?

Yes. For any individual radicalisation could occur through face to face contact or via the internet. It is therefore possible for anyone anywhere to come under the influence of extremism.

With very young children the risk identified might be about the activity or views of adults, older siblings or others who provide their care.

Does the Prevent duty apply to all educational settings?

Yes. This includes

- early years and all other childcare settings, including child minders
- primary and first schools
- middle and secondary schools
- special schools
- academies
- PRUs (ESCs)
- independent schools
- F.E. and H.E.

What do schools and childcare providers need to put in place to fulfil the Prevent duty?

The Prevent duty is entirely consistent with schools'/settings' existing responsibilities and should not be burdensome. Schools/settings should ensure

Ongoing awareness and risk assessment - Protecting children and adults from the risk of radicalisation should be seen as part of schools'/settings' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. The 'Notice – Check – Share' procedure should be in place.

Work in partnership –using normal safeguarding routes by developing community relationships as a part of the prevention strategy (relevant to the school's Community Cohesion duty)

Staff training - Training, advice and support to all members of staff on protecting children from the risk of radicalisation is available. It is essential that all staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified.

Policy and practice – It is not necessary to have distinct policies for the implementation of the Prevent duty. Child protection and safeguarding policies should reference Prevent (see model policies available on the grid). In addition, IT policy and practice should ensure that children are safe from terrorist and extremist material when accessing the internet in schools/settings (see model policy on the grid), including through suitable filtering. It is recommended that steps are taken to assist parents and carers to understand the risk of radicalisation online, particularly in relation to social networking and searches online.

How would I know that a person was vulnerable to radicalisation?

There is no single way of identifying who is likely to be drawn into extremism or radicalisation. The factors that may have a bearing on someone becoming vulnerable may include

- Peer pressure
- Influence from others
- Bullying
- Being a victim of crime
- Displaying anti-social behaviour
- Family change or tensions
- Being exposed to propaganda
- Becoming isolated or socially excluded
- Involvement in hate crime
- Lack of self-esteem or sense of identity
- Feeling overwhelmed by life
- Feeling indebted or guilty
- Personal grievance including those based on historical, religious or political issues

What behaviour might alert us to this vulnerability?

- Significant changes in behaviour or personality
- New friendship groups or increased isolation
- Withdrawn, crying or desperate
- Aggressive, short tempered, angry or newfound arrogance
- Use of 'scripted speech' and changed language use
- Fixations on certain subjects
- Increased use of the internet
- Absence from school or planned journeys abroad
- Closed to new ideas or conversations
- Asking inappropriate questions
- Significant change in physical appearance or clothing

What are the key learning sets to educate against extremism?

As part of delivering a broad and balanced curriculum that is fully inclusive of spiritual, moral, social and cultural education, schools need to equip young people with the knowledge, skills and reflexes to

- Think for themselves and identify risk
- Challenge and debate
- Recognise and challenge stereotypes and prejudice
- Develop their own positive identity
- Take responsibility for their actions and resist peer pressure
- Express their views with respect and appreciate the impact their views can have on others

- Appreciate and value different cultures and faiths
- Understand that the use of violence to further any cause is criminal
- Keep themselves and others safe from harm and reject any call to harm others
- Accept and value difference as positive
- Advocate British Values such as democracy, the rule of law, individual liberty, mutual respect and tolerance of difference
- Have a sense of agency in their own life and know that they have choices.

What are the referral procedures?

Schools and settings should follow their normal safeguarding procedures. You can discuss any concerns with the Multi-agency Safeguarding Hub (MASH). In addition schools can also consider contacting youth settings or local faith or community leaders to discuss how they might help support individuals about whom there are concerns. However, a school with a significant or continuing concern should not hesitate make a direct referral.

Schools can also contact the DfE dedicated helpline to discuss non-emergency concerns on 02073407264 or by email to counter.extremism@education.gsi.gov.uk, which exists to enable staff and governors to raise concerns relating to extremism.

In the case of immediate or imminent risk of harm, for example a family preparing to leave the UK with their children to travel to a war zone, the school should make an immediate Child Protection Referral. In the case of criminal activity please call 101 (non-emergency) or 999 (emergency only) as appropriate.

Do I need to inform parents before I make a referral?

Making a referral is a means of accessing support for a vulnerable individual. In most circumstances sharing information about your concerns and your intention to access further support from a multi-agency group is entirely appropriate. In rare circumstances, e.g. where a child would be at increased risk or actions escalated, it may be appropriate to make a referral without informing parents.