OVERSTONE PARK SCHOOL

Prevent Duty – Dealing with Extremism & Radicalization Policy

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Overstone Park, Northampton, NN6 0DT

Prevent Duty - Dealing with Extremism and Radicalisation

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead
September 2025	August 2026	Mrs D York	Ms J Sinnamon Miss A West

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Education Act 2011
- Counter Terrorism and Security Act 2015
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Principals, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Prevent Strategy (HM Gov)
- Teaching approaches that help build resilience to extremism among people (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Channel Duty Guidance - Protecting vulnerable people being drawn into terrorism (HM Government)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are committed to safeguarding and promoting the welfare of all children and we take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2015)' as the safety and protection of children is of paramount importance to everyone in this school.

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare

of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We understand that radicalisation ' is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice'. (Wikipedia) Whilst extremism is best defined as the holding of extreme political or religious views.

We understand that is our duty under the statutory guidance on the Prevent duty to have in place a risk assessment, a working partnership with the Local Safeguarding Children Boards (LSCBs), training school personnel and IT policies.

We have a duty to actively promote and embed British values such as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' within this school and to challenge pupils, school personnel or parents who express extremist views contrary to these values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We will refer any concerns we may have regarding individuals or groups of individuals who have or demonstrate extremist views to the relevant outside agencies as we feel that we have a duty to intervene at the earliest opportunity and to protect those concerned.

We will ensure that counter-radicalisation strategies will not prevent teachers discussing with their pupils controversial ideas and topics as we wish pupils to further develop their own critical thinking skills.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To safeguard and promote the welfare of all children and individuals.
- To identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views.
- To be vigilant against all forms of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Principal and Senior Leadership Team

The Principal and the Senior Leadership Team will:

- assess the risk of children being drawn into terrorism;
- have in place an excellent working partnership with the LSCB;
- ensure all school personnel attend the 'Workshop to Raise Awareness of Prevent (WRAP)';
- provide training for school personnel about the risks to children of online activity from terrorist and extremist groups;
- ensure children are safe from terrorist and extremist material when accessing the school's internet;
- provide an effective Personal, Social and Health Education curriculum in order to develop in all pupils resilience, determination, self-esteem and confidence;
- develop Citizenship in order for all pupils to play an active part in society;
- ensure school personnel are vigilant against radicalisation and extremism;
- ensure a broad and balanced curriculum is taught;
- ensure that British values are promoted and embedded in the school;
- ensure pupils are taught about staying safe;
- ensure that pupils are not influenced by the views and beliefs of others;
- make refer any concerns about individuals or groups of individuals to the appropriate outside agencies;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure good practice is shared throughout the school;
- be prepared for all types of school inspection;
- work closely with the link governor and Designated Safeguarding Lead;
- provide leadership and vision in respect of equality;

- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:

  - ☐ monitoring learning and teaching through observing lessons
  - ☐ monitoring planning and assessment
  - ☐ speaking with pupils, school personnel, parents and governors

- annually report on the success and development of this policy.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Principal and the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to;

  - ☐ understand the assessment process
  - ☐ understand the procedures of a child protection case conference and child protection review conference
  - ☐ understand the specific needs of children in need
  - ☐ understand the specific needs of children with special educational needs and those of young carers
  - ☐ have in place a secure and accurate record system of all concerns and referrals

- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;
- raise awareness that female genital mutilation (FGM) affects girls particularly from north African countries and it is illegal to allow girls to undergo this practice either in this country or abroad;
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- ensure all confidential child protection information is stored securely in central place;
- inform parents that information is kept on their children;
- ensure that no information will disclosed to a parent if this would put a child at risk of significant harm;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;

- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from the Local Authority Designated Officer when the need arises;
- liaise with social care and other agencies;
- record the transfer of all child protection files of any pupil leaving to join another school by keeping the following record:

Date of Transfer	Child's Name	D.o.B.	Means of Transfer			Destination	Records received by
			Electronically	Special/Recorded Delivery	Direct Handover		

- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date will all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary;
- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- annually review the policy with the Principal.

Role of School Personnel

School personnel will:

- attend WRAP training;
- be aware of the risks to children of online activity from terrorist and extremist groups;
- ensure children are safe from terrorist and extremist material when accessing the school's internet;
- teach PSHE and Citizenship;
- be vigilant against radicalisation and extremism;
- ensure a broad and balanced curriculum is taught;

- be aware of the DfE guidance 'Teaching approaches that help build resilience to extremism among young people';
- ensure British values are promoted and embedded in the school;
- ensure pupils are taught about staying safe;
- ensure that pupils are not influenced by the views and beliefs of others;
- refer any concerns about individuals or groups of individuals to the Designated Safeguarding Lead or to the appropriate outside agencies;
- be asked to report any of the following. Pupils:

  - ☐ having extremist political or religious views;
  - ☐ disclosing that they have been exposed to:

    - ➢ extremist views and materials
    - ➢ online extremist material
    - ➢ extremist social networking sites

  - ☐ being approached by known extremists in the local community;
  - ☐ voicing extremist views and opinions;
  - ☐ voicing anti-British values;
  - ☐ voicing ant-Western views;
  - ☐ in possession of extremist materials;
  - ☐ changing their style of dress or appearance;
  - ☐ behaving differently in school and at home;
  - ☐ attempting to impose extremist views on others;
  - ☐ committing prejudice-related attacks against others.

- comply with all aspects of this policy;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents and governors;
- promote good behaviour;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will promote a positive image of the school and themselves by:

- being aware of and comply with this policy;
- being encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listening carefully to all instructions given by the teacher;
- asking for further help if they do not understand;
- treating others, their work and equipment with respect;
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaising with the school council;
- taking part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be invited to attend training that provides advice to parents/carers on how to keep children and young people safe against radicalisation and extremism that covers the following:

  - ☐ Why might a young person be drawn towards extremist ideologies?
  - ☐ How might this happen?
  - ☐ Recognising the Signs of Extremism which may include:

    - Out of character changes in behaviour and peer relationships
    - Secretive behaviour
    - Losing interest in friends and activities
    - Showing sympathy for extremist causes
    - Glorifying violence
    - Possessing illegal or extremist literature
    - Advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non-proscribed extremist groups such as the English Defence League

  - ☐ How can parents support children and young people to stay safe?

- be encouraged to take an active role in the life of the school;
- be encouraged to support the school Code of Conduct and guidance necessary to ensure the smooth running of the school.

Raising Awareness of this Policy

- School Handbook/Prospectus;

- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:
  - Facebook
  - Twitter
  - Virtual pin boards
  - School blog

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:

  - ☐ All aspects of this policy
  - ☐ Safeguarding & Child Protection
  - ☐ Workshop to Raise Awareness of Prevent (WRAP)
  - ☐ Anti-bullying
  - ☐ Pupil Behaviour & Discipline
  - ☐ E-Safety
  - ☐ Internet Social Networking Websites
  - ☐ Promoting British Values
  - ☐ Involving Pupils in School Policies
  - ☐ Equal opportunities
  - ☐ Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Training will be provided by an accredited trainer for the Principal and all members of the senior leadership team, the school bursar deals with

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Principal:	**Mrs M F Brown**	**Date:**	**September 2025**