

# Preventing Extremism and Radicalisation

Rood End Primary School



<b>Approved by:</b>	Full Governing Board	<b>Date:</b> 13 <sup>th</sup> January 2026
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## **1. Rationale**

This policy has been adopted and written in relation to the Preventing Extremism and Radicalisation Policy at Rood End Primary and should be read in conjunction with the Local Authority's Policies and Procedures and any Department for Education Policy, Statements and Guidelines.

## **2. Introduction**

Since 2011, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

The Prevent strategy is part of the UK Government's overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act, this has simply been expressed as the need to "prevent people from being drawn into terrorism".

The 2011 Prevent strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address.

There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views. These views include those justifying political, religious, sexist or racist violence. Additionally, there have been attempts to steer children and young people into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Rood End Primary values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Rood End Primary is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All

adults at Rood End Primary recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This Preventing Extremism and Radicalisation Policy is one element within our overall arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

This policy should be read in conjunction with other linked school policies including:

- The Safeguarding and Child Protection Policy
- The Behaviour Policy
- Staff Code of Conduct
- Acceptable Use of ICT Policy
- Whistleblowing Policy
- Low Level Concerns Policy

Our Rood End Primary's Preventing Extremism and Radicalisation Policy also draws upon advice and guidance provided within the following documents amongst others:

- Keeping Children Safe in Education (updated 2024)
- Working Together to Safeguard Children (updated 2024)
- Revised Prevent duty guidance: for England and Wales (updated 2023)
- The Counter Terrorism and Security Act 2015.
- The Prevent duty: Safeguarding learners vulnerable to radicalisation (updated 2023)
- Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism, 2020
- Channel: Vulnerability assessment framework, 2012
- Promoting fundamental British values through SMSC 2014
- Teaching Online Safety in Schools (Non-Statutory Guidance), updated 2023

This policy has been equality impact assessed and we believe in line with the Equality Act 2010. It does not have an adverse effect on race, gender or disability equality.

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED. The government will be producing guidance to help schools deliver the required standards (issued under section 29 of the Act).

**Pardeep Brar is the Strategic Prevent Coordinator in Sandwell and offers support and challenge in relation to the Prevent agenda. To contact Pardeep, please call 0121 569 4725 or 07500 129348 or email [pardeep\\_brar@sandwell.gov.uk](mailto:pardeep_brar@sandwell.gov.uk)**

**The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism.**

**Teachers can call: 0207 340 7264 or email: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)**

**Further support can be sought from Justin Nixon, Prevent Education Officer, Sandwell MBC. 0121 569 2252 and 07790 396643 or email [Justin\\_nixon@sandwell.gov.uk](mailto:Justin_nixon@sandwell.gov.uk)**

Mrs Leanne Doughty, Deputy Head Teacher, is the named staff member for leading Prevent. Should any safeguarding concerns arise, they should be recorded on our safeguarding platform My Concern. The staff member reporting the concern, must also report the issue to Mrs Doughty directly or if not in school, another member of the safeguarding team. Whenever, a concern is logged on the platform, all members of the safeguarding team will also receive an email alert.

Following the incident being reported, the issue will be assessed by Mrs Doughty and the wider safeguarding team and appropriate actions will take place.

Should there be a serious concern, MARF Referral forms should be sent and copy in the Prevent Team - clearly marked Prevent.

### **3. Rood End Primary Ethos and Practice**

When operating this Policy, Rood End Primary uses the following accepted Governmental definition of extremism which is:

*'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'*

*Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:*

- 1. negate or destroy the fundamental rights and freedoms of others; or*
- 2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or*
- 3. intentionally create a permissive environment for others to achieve the results in (1) or (2).*

*An ideology that aims to negate or destroy the fundamental rights and freedoms of others*

There is no place for extremist views of any kind in Rood End Primary, whether from internal sources (pupils, staff or governors) or external sources (Rood End Primary community, external agencies or individuals). Our pupils see Rood End Primary as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

At Rood End Primary we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, Rood End Primary will provide a broad and balanced curriculum, delivered by skilled professionals, with the aim that our pupils are enriched; that they understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued rather than marginalized.

Please see notes on associated terminology on **Appendix 1**.

#### **4. The Counter Terrorism and Security Act July 2015**

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Statutory guidance has been published and comes into force on 1st July 2015.

Rood End Primary leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff are trained regularly around the Prevent Duty, Extremism and Radicalisation as a vital part of their regular safeguarding training in order to understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies (see below)
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children from this threat, both online and offline
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LCSP policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that not only filter out extremist materials but also raise an immediate alert with the DSL where a child has attempted to access these materials.
- Rood End Primary buildings must not be used to give a platform to extremists

Rood End Primary recognises that any attempt to counter extremism and prevent radicalisation cannot be achieved by one organisation alone but relies on the sharing of information and productive partnership working. In upholding the Prevent duty, Rood End Primary works with a number of partners, including:

- The Police and PCSOs
- Children's Social Care
- Community and religious leaders
- Parents and the wider community
- Other Educational Organisations

Ofsted are responsible for monitoring how well schools are implementing this duty.

## **5. Recognising the indicators of susceptibility to radicalisation**

Here at Rood End Primary, we recognise that there is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit individuals to drive a wedge between them and their families and communities. It is vital that Rood End Primary staff use their professional curiosity and are able to recognise those susceptibilities.

Indicators of include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement /reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct policy for staff.

Recognising our student's differences in communication and specific vulnerabilities, we always take steps to educate and support them to fully grasp why their behaviour must be challenged.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive Prevent training (provided by trainers who have attended the Workshop to Raise Awareness of Prevent) and radicalisation and extremism will be an integral part of annual staff safeguarding training. Where possible, all training is differentiated to ensure it meets the individual needs of our students.

We are aware that the media can tend to focus on only one or two forms of extremism and while raising awareness of these is important, this can lead to children being missed if they do not fit into these categories.

Therefore, we strive to ensure that all staff Prevent training includes information about various different forms of extremism as well as developing threats such as Incel Culture and the link with Covid-19 conspiracy theories for example.

The list below gives some further examples of different forms of extremism that staff are made aware of and therefore would aim to spot amongst our pupils and the wider community:

- Animal Rights Extremism
- Environmental Extremism
- Homophobic/Biphobic/Transphobic Extremism
- Misogynistic Extremism
- Islamist Extremism
- Far Right Extremism

Rood End Primary is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for Rood End Primary is Mrs Leanne Doughty (Deputy Head Teacher).

We have made the decision for the SPOC to be our Designated Safeguarding Lead as they are uniquely placed to fully understand and integrate the needs of our students around preventing extremism and radicalisation within their wider safeguarding needs.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or headteacher. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered swift and robust assistance. Additionally in such instances, Rood End Primary will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Rood End Primary will closely follow the locally agreed procedure as set out by the Local Children's Safeguarding Partnership for safeguarding individuals vulnerable to extremism and radicalisation.

## **6. Teaching Approaches**

At Rood End Primary, we will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences.

In Rood End Primary this will be achieved by good teaching, primarily via PSHE sessions; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011. These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and pupils; building resilience in pupils; improving pupil skills for collaborative work; improving pupils' ability to interact with each other and a peer mentoring scheme. We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

In regards to British Values, Rood End Primary will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without a faith. British Values are a thread throughout our curriculum and all staff promote these through their teaching and through leading by example. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our pupils' experiences and horizons.

Since the Covid-19 pandemic, with many young people having experienced disruptions to their education and remote learning, we are aware of the impact this can have on children and their susceptibility to a wide variety of risks. You can find more information within the Safeguarding and Child Protection Policy on our safeguarding procedures during times of blended and remote learning, including welfare calls and home visits. All staff are to be made aware in training of the link between Online Safety and online radicalisation and steps that can be taken to monitor young people's safety.

We recognise that technology can facilitate many forms of abuse and exploitation including that of radicalisation. Radicalisation may take place online, offline or a combination of the two. We also recognise that children

and young people may be targeted and groomed by others and become radicalised through this process. Other children and young people may already hold extreme views and use the internet to research these views in more depth and thus become radicalised, meeting others who share their views and aims, along the way.

Learners are at risk of accessing inappropriate and harmful extremist content online. This could include downloading or sharing terrorist material, which could be a criminal act.

The internet and social media make spreading divisive and hateful narratives easier. Extremist and terrorist groups and organisations use social media (for example, apps, forums, blogs, chat rooms) to identify and target susceptible individuals.

It is crucial that staff do not dismiss or minimise the online risks to children and young people and understand that online radicalisation is no less harmful than offline radicalisation.

Therefore, all our staff are trained to spot the signs that a child could be being radicalised online. Staff know to immediately report this as a safeguarding concern to the DSL and SPOC.

At Rood End Primary we take our role very seriously in equipping children and young people to stay safe online, both in Rood End Primary and outside. Online safety is taught regularly through the ICT and PSHE curriculums. This includes teaching children about online radicalisation, how to spot fake news and what to do if they access or are shown inappropriate and/or harmful content.

Furthermore, we use systems to filter and monitor online activity using our Rood End Primary devices. This filtering and monitoring system blocks inappropriate and extremist content and sends an alert to Rood End Primary if students attempt to access this material. At Rood End Primary, these alerts are sent daily to Mr Thomas Corbett (Assistant Head Teacher), who is trained as a Deputy Designated Safeguarding Lead. In his absence, the alerts are read and responded to by another member of the safeguarding team.

Filtering: School Protect. Monitoring: Senso

## **7. Use of External Agencies and Speakers**

Rood End Primary encourages the use of external agencies or speakers to enrich the experiences of our pupils; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, Rood End Primary's values and ethos.

Rood End Primary will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the Rood End Primary and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by Rood End Primary to ensure that they are effective

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

## **8. Whistleblowing**

Where there are concerns of extremism or radicalisation, pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

Please refer to the separate Whistleblowing Policy and Low-Level Concerns Policy.

## **9. Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to Rood End Primary will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks. In line with recommendations made in Keeping Children Safe In Education 2022, we also conduct online checks for all shortlisted candidates for roles within Rood End Primary.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within Rood End

Primary so as to unduly influence Rood End Primary's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them susceptible to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our Rood End Primary and staff team, we will minimise the opportunities for extremist views to prevail.

## **10. Role of Governing Board**

The Governing Board of Rood End Primary will undertake annual training led by the Designated Safeguarding Lead or external consultant, to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. In line with guidance from Keeping Children Safe In Education 2024, this also includes training on online safety which includes the risk of online radicalisation.

The Governing Board of Rood End Primary will support the ethos and values of our school and will support Rood End in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2024' the governing body will challenge Rood End Primary's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually, but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

## **11. Standards for Teachers**

The 2011 (updated 2021) Teachers' Standards (part two) states: A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Rood End Primary by:

- **Treating pupils with dignity, building relationships rooted in mutual respect**, and at all times observing proper boundaries appropriate to a teacher's professional position
- **Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others**

- **Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs**
- Ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability, or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the Rood End Primary in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

**NB.** The phrase **'fundamental British values'** refers to the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011 and updated recently. It includes the need for schools to explore with pupils and students **'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'**.

## **12. Policy Adoption, Monitoring and Review**

This Policy was considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' 2024 and duties as set out in the Counter Terrorism and Security Act 2015.

Parents/carers will be issued with a hard copy of this Policy on request from the Rood End Primary office. This Policy will also be made available to parents/carers via Rood End Primary's website.

## **13. Supporting children who are travelling/have travelled abroad to specific locations**

If a staff member (including volunteers, contractors or anyone working in any capacity within Rood End Primary or in another location with our students) has concerns either post-travel or pre-travel and/or identify any concerns in relation to extremism as identified above, they must swiftly report their concerns to the SPOC or in their absence, the Head who will in turn make a referral to the local MASH. To be clear, this would be a referral to the MASH within the area of which the pupil or family in question resides.

All staff are trained to understand that in the absence of the SPOC, DSL, DDSL or Head, as with any safeguarding concern, they must make a referral to the MASH themselves. Please refer to the Safeguarding and Child Protection policy for further details.

If any of the indicators of concern are noted upon return or an extremism risk is identified then consideration via the MASH will given to making a referral to the Channel panel who would then suggest appropriate intervention. This will be from a safeguarding perspective around a

number of issues that will encompass extremism vulnerabilities. If any responses/discussions give further indicators for concern around extremism then the Local Security and Partnership Officer will be contacted.

## **14. LINKS AND SUPPORTING DOCUMENTS**

### **The Prevent Duty departmental advice for Schools and Childcare providers**

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

### **HO Foreign Travel Advice-**

<https://www.gov.uk/foreign-travel-advice>

### **Guidance on the self-assessment tool**

[How to use the Prevent duty self-assessment tool for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/how-to-use-the-prevent-duty-self-assessment-tool-for-schools)

### **Prevent Tragedies**

[www.preventtragedies.co.uk](http://www.preventtragedies.co.uk)

### **How social media is used to encourage travel to Syria and Iraq**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/440450/How\\_social\\_media\\_is\\_used\\_to\\_encourage\\_travel\\_to\\_Syria\\_and\\_Iraq.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf)

### **Promoting British Values through SMSC**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

### **Tackling extremism in the UK - Task Force report (see pages 5 – 7)**

<https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce>

### **Channel Guidance**

[Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/Channel_Duty_Guidance_Protecting_people_vulnerable_to_being_drawn_into_terrorism.pdf)

### **Prevent Duty Guidance**

[Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance-for-england-and-wales)

### **Keeping Children Safe in Education September 2024**

[https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)

### **Teaching Approaches**

[Teaching approaches that help to build resilience to extremism among young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/teaching-approaches-that-help-to-build-resilience-to-extremism-among-young-people)

## **Working Together to Safeguard Children**

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## **Teaching Online Safety in Schools**

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>

## **Prevent Consultation**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/388934/45584\\_Prevent\\_duty\\_guidance\\_a\\_consultation\\_Web\\_Accessible.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/388934/45584_Prevent_duty_guidance_a_consultation_Web_Accessible.pdf)

## **Appendix 1 – Associated terminology**

**Al-Qaeda** - An international organization of loosely affiliated groups/cells that carry out attacks and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism

**British-** People who are the inhabitants of Britain (e.g. citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Channel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory

**Channel** – A key element of the Prevent Strategy; Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs

**English Defence League (EDL)** - The English Defence League is a far right, street protest movement, which opposes what it considers to be a 'spread of Islamism', and Islamic extremism in the United Kingdom.

**Ethnicity** - This is linked to distinctive shared social, linguistics, physical (e.g. skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen as others as being a member of the group

**Extremism** - One who advocates or resorts to ideologies and measures beyond the norm, in politics and religion often using violence and terror tactics to make their views known, or to gain power.

**Ideology-** A set of ideas and beliefs of a group, religious or political party

**Identity** - An umbrella term used to describe an individual's understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc.

**Media** - The means of communication that reaches large numbers of people e.g. the television, newspapers, and the internet

**Propaganda** - Ideas or statements that are often false or exaggerated and that are spread in order to help a cause

**Islamaphobia** - A hatred or fear of Muslims, their religion and sometimes-related politics or culture.

**Islamist** - A western term used to describe an extreme Muslim usually politicised

**Jihad**- Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary

**Nationalism** - a feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries

**Nationality** - The status of belonging to a particular nation by origin, birth, or naturalization

**Racism** - This term refers to the deeply rooted but groundless belief that certain groups are inherently inferior to others. Racism is expressed through attitudes, behaviours and institutional policies and procedures. It disadvantages certain groups in terms of housing, job opportunities and education. Some White people experience racism (for example people from Irish, Jewish or Traveller backgrounds).

**Radical** - A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions

**Resilience** - The ability to recover quickly from change, or misfortune

**Right wing** - A conservative or reactionary element in a political party or other organization, often associated with fascism, nationalism and racism.

**Social media** - Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content e.g. videos.

**Stereotypes** - This involves making generalised assumptions about a person or group; applying these assumptions; expecting people to conform to them

**Terrorism** - The unlawful use or threatened use of force or violence by a person or an organised group against people or property with the intention of intimidating individuals, coercing societies or governments, often for ideological or political reasons.

**Terrorist** - One that engages in acts or an act of terrorism

**Xenophobia** - An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange.