

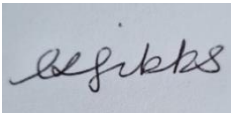


## Prevent Policy

Date: September 2025      Review date: September 2026

Signed:  (Chair of Governors)

Val Male

Signed:  (Headteacher)

Claire Gibbs



# Preventing Extremism and Radicalisation Safeguarding Policy

**Margaret Wix Primary School is committed to the protection and safety of its children**

## **Our Aims**

### **In our happy, caring community school, we at Margaret Wix Primary School:**

- have high expectations and we promote high standards of work and behaviour;
- encourage adults and children to take a pride in and a responsibility for themselves, their behaviour, their achievements and their school
- value and respect our own and other cultures;
- encourage care and respect for others;
- enable every child to achieve their full potential through a broad, balanced, differentiated and interesting curriculum, including the requirements of the National Curriculum and life skills;
- help children to develop lively, imaginative and enquiring minds, with the ability to question and justify their point of view;
- encourage children to gain skills to live as independent, resourceful, self motivated adults;
- develop cooperative working relationships between all pupils, staff, governors and parents;
- encourage children to feel part of the school and foster links with the local community and show concern for their environment;
- encourage children to take an active part in their learning and set themselves goals to work towards;
- provide equal opportunities for all.

### **Most importantly!**

We remember that children are the centre of our focus, and that they provide along with the staff, parents and wider neighbourhood, a whole school community worthy of everyone's education and support.

### **Introduction**

Margaret Wix Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Margaret Wix 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.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Margaret Wix Primary Schools delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004<sup>1</sup>. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE Guidance "Keeping Children Safe in Education, 2016"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

*<sup>1</sup> the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

### **School Ethos and Practice**

When operating this policy Margaret Wix Primary School 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'.*

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school 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.

As a school 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, at Margaret Wix Primary we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, at Margaret Wix Primary we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

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 Margaret Wix Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Hertfordshire's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

## **Teaching Approaches**

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 our school this will be achieved by good teaching, primarily via PSHE; 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.

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. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

Our approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. 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 support from a school counselor or therapist. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Margaret Wix Primary we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. 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.

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

At Margaret Wix Primary we encourage 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.

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, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.

Our school 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 school 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 schools to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

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.

### **Whistle Blowing**

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 (refer to the Hertfordshire Whistle Blowing Policy.)

## **Child Protection**

Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties.

Staff at Margaret Wix Primary will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore, all adults working in Margaret Wix School (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Senior Person for Safeguarding (Claire Gibbs) or the Deputy Designated Senior Person for Safeguarding (Laura Campbell-Pugh and Catherine Abbott).

In Margaret Wix Primary School our Child Protection reporting arrangements are set out fully in our Child Protection Policy.

The Designated Senior Person for Safeguarding is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies

In line with Recommendation 2 of Peter Clarke's Report; In Margaret Wix Primary the role of the Designated Senior Person for Safeguarding will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

## **Training**

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and Hertfordshire's Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Senior Person for Safeguarding and Deputy Designated Senior Person for Safeguarding will attend Hertfordshire training courses as necessary and the appropriate inter-agency training organised by the Hertfordshire Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

## **Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow Hertfordshire's guidance for 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.

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 our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the

opportunities for our pupils thereby rendering them vulnerable 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 school and staff team we will minimise the opportunities for extremist views to prevail.

### **Role of Governing Body**

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2021' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly yearly and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

### **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'.

At Margaret Wix Primary, the Headteacher, will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

### **Monitoring and review**

This information report is reviewed annually by the governing body.

## Prevent Risk Assessment

<b>Name of Educational Establishment:</b>	
<b>DSL Prevent Lead:</b>	
<b>Date DSL Prevent Lead HCC Train the Trainer session attended:</b>	

### Introduction

**All educational establishments are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people supporting terrorism or becoming terrorists”. This duty is known as the Prevent duty.**

Staff in the education sector are particularly important as they are able to identify concerns early and provide help for students, staff and parents to prevent concerns from escalating. Educational establishments and their staff form part of the wider safeguarding system for students. This system is described in statutory guidance Working Together to Safeguard Children (December 2025) and Keeping Children Safe in Education (September 2025)

Educational establishments should work with Children's Services, the Police, Health Services, and other services to promote the welfare of students and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy.

### **The Prevent Strategy has three main objectives:**

1. Tackle the causes of radicalisation and respond to the ideological challenges of terrorism
2. Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support
3. Enable those who have already engaged in terrorism to disengage and rehabilitate

The Prevent duty should be seen as part of the education sector's wider safeguarding obligations. Designated Safeguarding Leads and other senior leaders in educational establishments should familiarise themselves with the revised Prevent duty guidance especially paragraphs 141-210, which are specifically concerned with education.

The key themes for the education sector within the Prevent duty guidance include:

- Leadership and Partnership
- Risk Assessment
- Sharing Information
- Reducing Permissive Environments (IT Policies / External Speakers)
- Monitoring and Assurance

Duty	What this means	Action	Evidence:
<b>Risk Assessment</b>			
<p>Assess the risk of students being radicalised, supporting terrorism or becoming a terrorist</p>	<p>Staff can demonstrate a general understanding of current extremism/terrorism risks</p>	<p>All staff have read Part 1, Part 5, Annex B and Annex C of "Keeping Children Safe in Education", September 2025</p> <p>The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty" (DfE, June 2015)</p> <p>All staff have completed the online Home Office Prevent Module or attended in house session from DSL Prevent Lead (in the last 12 months)</p>	
	<p>Staff can identify individual students who may be at risk of radicalisation and how to support them</p>	<p>The Prevent Lead has informed staff about signs and indicators of radicalisation</p>	
	<p>There is a clear procedure in place for protecting</p>	<p>All staff have read the Safeguarding Policy which includes a statement regarding the Prevent duty.</p>	

	students at risk of radicalisation	All staff understand how to record and report concerns regarding risk of radicalisation	
	The educational establishment has identified a Prevent Lead <b>(Insert Name)</b>	Prevent Lead has attended HCC DSL Prevent Lead Train the Trainer within last 3 years.  All staff know who the Prevent Lead is and that this person acts as a source of advice and support	
Prohibit extremist speakers and events in the educational establishment	The educational establishment exercises "due diligence" in relation to requests from external speakers and organisations using the premises of the educational establishment	Request an outline of what the speaker intends to cover  Research the person/organisation to establish whether they have demonstrated extreme views/actions  Deny permission for people/organisations to use the premises if they have links to extreme groups or ideologies and flag to Herts Prevent Programme Manager	

## Working in Partnership

<p>Use existing local Partnership (Hertfordshire Safeguarding Children Partnership) arrangements in exercising its Prevent duty</p>	<p>Staff record and report Prevent concerns in line with existing policies and procedures</p>	<p>All staff record and report concerns to the Prevent Lead</p>	
	<p>The Prevent Lead makes appropriate referrals to other agencies including Children's Services and Prevent</p>	<p>Records of referrals are kept in student's safeguarding folder.</p> <p>Referrals are followed up appropriately</p> <p>The Prevent Lead will attend Channel Panel if requested by the Prevent Police Team</p>	

## Staff Training

<p>Equip staff to identify students at risk of supporting terrorism or</p>	<p>Assess the training needs of staff in the light of the educational establishment's</p>	<p>The Prevent Lead (DSL/DDSL) undertakes Prevent Awareness Training (Train the Trainer) and relays to staff,</p>	
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<p>becoming a terrorist and to challenge extremist ideas</p>	<p>assessment of the risk of radicalisation</p>	<p>recommendation is at least every 3 years.</p> <p>Consider all staff complete online Home Office Prevent Module annually and pastoral/safeguarding staff complete the additional REFERRAL and CHANNEL Modules as well as the Prevent Module annually.</p>	
<p><b>IT Policies</b></p>			
<p>Ensure that Students are safe. from terrorist and extremist material when accessing the internet in educational establishments</p>	<p>The educational establishment has policies in place which make reference to the Prevent duty.</p>	<p>E-Safety</p> <p>Filtering system on devices linked to the educational establishment that not only blocks users from accessing extremist/terrorist material but also should flag up to the DSL to investigate that online search.</p>	
	<p>Students are taught about online safety with</p>	<p>The curriculum reflects this duty</p>	

	specific reference to the risk of radicalisation		
<b>Building student resilience to radicalisation</b>			
Ensure that students have a "safe environment" in which to discuss "controversial issues"	Students develop "the knowledge, skills and understanding to prepare them to play a full and active part in society"	Through PSHE/Citizenship, and other curriculum activities, students can explore political, religious, and social issues.  Students are taught about the diverse national, regional, and ethnic identities in the UK and the need for mutual respect.  Relevant staff are aware of the government guidance	

[Working together to safeguard children 2025: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101421/working-together-to-secure-childrens-future-2025-statutory-guidance.pdf)

[Keeping children safe in education 2025 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101421/keeping-children-safe-in-education-2025.pdf)

[The Prevent Duty: Departmental advice for schools and childcare providers", DfE, June 2015](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/404212/Prevent-Duty-Departmental-advice-for-schools-and-childcare-providers-2015.pdf)

[Prevent in Education - Hertfordshire Grid for Learning \(thegrid.org.uk\)](https://www.thegrid.org.uk/prevent-in-education)

[Prevent Radicalisation in Hertfordshire](https://www.thegrid.org.uk/prevent-radicalisation-in-hertfordshire)

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