



# THE LATYMER SCHOOL

Founded 1624

## POLICY FOR THE PREVENTION OF EXTREMISM AND RADICALISATION

Policy presented to Governing Body	Full Governing Body Meeting July 2025
Policy circulated	June 2025
Review policy	June 2027 (to be reviewed biennially)

## 1. Purpose and Aims

All schools have a legal duty under **Section 26 of the Counter-Terrorism and Security Act 2015 (Part 5)** to “have due regard to the need to prevent people from being drawn into terrorism.” This is known as the Prevent duty, and forms a vital part of our wider safeguarding responsibilities, as detailed in **Keeping Children Safe in Education (KCSIE) 2024**, p.157.

At The Latymer School, safeguarding against radicalisation and extremism is treated no differently than protecting students from any other form of harm. Our approach includes:

- Preventing the risk of radicalisation
- Protecting students from exposure to extremist views
- Providing support to those at risk

There is no single indicator of vulnerability. Radicalisation can occur through multiple influences and settings (e.g. online, peer groups, or home), but school staff are well placed to notice concerning changes in behaviour or attitudes.

## 2. Our Commitments

At The Latymer School, we will ensure:

- The Designated Safeguarding Lead (DSL) will also serve as the Designated Senior Lead for Prevent, with overall responsibility for coordinating the school’s Prevent strategy, training, and implementation.
- All staff, governors and volunteers understand their duties under Prevent and receive regular training (updated at least every 2 years).
- A broad and balanced curriculum actively promotes:
  - Democracy
  - Rule of Law
  - Individual Liberty
  - Mutual Respect and Tolerance of Different Faiths and Beliefs
- The curriculum is used to build resilience against radicalisation for all learners, including through:
  - PSHE education
  - Citizenship lessons focused on critical thinking and respectful debate
- Parents/carers and students are aware that safeguarding systems protect against extremism and are regularly reviewed.
- The school is a safe space for discussion of controversial issues, where pupils are encouraged to challenge extremist ideologies safely.

### **3. Roles and Responsibilities**

#### **3.1 Staff Responsibilities**

All staff must:

- Be alert to changes in student behaviour and potential indicators of radicalisation (see Appendix 2).
- Follow safeguarding procedures if concerned, including speaking to the DSL or Child Protection Team and, where appropriate, initiating a Prevent referral.

#### **3.2 DSL Responsibilities**

The **DSL (Designated Safeguarding Lead)**:

- Acts as the Prevent Lead, ensuring the school understands and manages risk appropriately.
- Oversees filtering and monitoring systems for online safety (per KCSIE 2024, para. 102).
- Maintains protocols for guest speakers, use of school premises (including by external groups), and risk assessments in line with local Prevent profiles.
- Ensures SEND pupils are considered vulnerable to online radicalisation (KCSIE 2024, Annex C).
- Liaises with:
  - Enfield SPOE
  - Prevent Programme Manager
  - Enfield Channel Panel
  - Safeguarding Partners and Local Policing Teams

**Contact:**

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### **4. Curriculum & Enrichment**

We ensure:

- SMSC development underpins all lessons.
- Pupils learn to value diversity and democracy.
- The curriculum encourages informed citizenship and empathy.
- Assemblies, clubs, enrichment, and debate forums support personal development and resilience.

### **5. Working with External Agencies and Speakers**

The school follows strict procedures:

- External speakers are vetted and supervised at all times.
- Materials are reviewed to ensure they align with British values.
- Events are embedded in the curriculum and evaluated for impact.
- External lettings must comply with safeguarding expectations. Use may be withdrawn if concerns arise.

## 6. Online Safety

We:

- Use filtering and monitoring tools to restrict access to extremist content.
- Conduct regular risk assessments for online radicalisation.
- Provide staff training on how to protect pupils online.

## 7. Managing Concerns and Making Referrals

All concerns are managed in line **with our Safeguarding & Child Protection Policy**.

- Radicalisation is a safeguarding issue.
- Concerns should be reported to the **DSL** or most senior available staff member.
- The DSL will decide on appropriate action, which may include referrals to:
  - Children's Social Care via SPOE
  - Channel Panel
  - Police

Referrals are:

- Documented thoroughly
- Made with due regard to UK GDPR, ensuring data sharing is necessary and proportionate.
- If concerns involve staff, the Headteacher or Chair of Governors must be informed immediately in line with the Whistleblowing Policy.

## 8. Training

- All staff receive:
  - Prevent awareness training (updated at least every two years)
  - Induction safeguarding training
  - Annual safeguarding updates
- The DSL receives enhanced Prevent training (e.g. Channel panel involvement, understanding ideologies).
- Governors and Heads of Learning complete:
  - Home Office Prevent eLearning
  - Training refreshed at least every 3 years.

## 9. Monitoring and Review

The Governing Body ensures:

- The policy is reviewed every two years
- Training is monitored
- Policies are updated in line with national guidance

- Prevent is embedded in wider school policies (e.g. Online Safety, Lettings, Whistleblowing, Behaviour).

## **10. Related Policies**

- Safeguarding & Child Protection Policy
- Online Safety Policy
- Equality Objectives
- Whistleblowing Policy
- Behaviour and Attendance Policy
- Lettings Policy
- Child-on-Child Abuse Policy

## **Appendix 1: Glossary of Terms**

*(Aligned with KCSIE 2024, Counter-Terrorism and Security Act 2015, and Prevent Duty Guidance – Updated 7 September 2023)*

### **Extremism**

Extremism 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. This also includes calling for the death of members of our armed forces.

### **Non-violent extremism**

Extremism that is not accompanied by violence but can still create an environment conducive to terrorism and promote divisive ideologies.

### **Radicalisation**

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

### **Terrorism**

Terrorism is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public, and is made for the purpose of advancing a political, religious or ideological cause.

### **Terrorist-related offences**

Offences that are not necessarily listed under terrorism legislation but are committed in furtherance of a terrorist aim.

### **Vulnerability**

Describes the characteristics or circumstances that make an individual more susceptible to being drawn into terrorism. This includes social, emotional, cognitive, and contextual factors.

### **Prevention**

Reducing or eliminating the risk of individuals becoming involved in terrorism. This includes:

- Raising awareness
- Promoting British values
- Early identification and referral to the Channel programme or safeguarding partners.

### **Safeguarding**

The process of protecting children from abuse or neglect. In this context, it includes preventing them from being drawn into terrorist-related activity through early identification, support, and referral pathways.

**Channel**

A voluntary, confidential programme that provides early support to individuals who are identified as being susceptible to radicalisation. It is a multi-agency safeguarding mechanism established under the Counter-Terrorism and Security Act 2015.

## Appendix 2: Warning Signs / Indicators of Concern

*(Updated to reflect Prevent guidance 2023 and KCSIE 2024)*

There is no single profile of a person likely to be drawn into terrorism. Children and young people may be vulnerable due to personal, social, or contextual factors. Radicalisation can take place online, in person, or through peer or family influence.

### Social, Personal or Contextual Risk Factors

Factors that may make a young person more susceptible to radicalisation include:

- **Identity Crisis:** Experiencing discomfort with cultural or religious heritage; feeling disconnected from family or community.
- **Personal Crisis:** Family tensions, isolation, low self-esteem, or a need for belonging. May involve a change in peer group.
- **Personal Circumstances:** Migration, discrimination, racism, or events affecting their country of origin that cause personal grievance.
- **Unmet Aspirations:** Perceived injustice, sense of failure, lack of future opportunities.
- **Criminality:** Involvement with gangs or criminal networks, or poor reintegration after custody.
- **Special Educational Needs and Disabilities (SEND):** Difficulties with empathy, social interaction, risk assessment or understanding of motivations of others (KCSIE 2024, Annex C).

Pupils may also be at risk if they are experiencing:

- Substance or alcohol misuse
- Peer pressure
- Online grooming or contact with extremist content
- Domestic violence
- Bullying
- Race/hate crimes

### Behavioural Indicators of Concern

Behaviours that may indicate a pupil is at risk of radicalisation include:

- Increasing isolation or withdrawal from peers not associated with extremist groups
- Accessing, possessing or sharing extremist material (online or offline)
- Use of extremist narratives to explain personal disadvantage
- Justifying the use of violence to solve social or political grievances
- Graffiti, artwork or writing that promotes extremist ideologies
- Changes in appearance, dress, or online identity to reflect a new ideology
- Attempts to recruit others to extremist causes
- Use of insulting or derogatory names for other groups
- Increased prejudice-related incidents, including:
  - Verbal or physical assaults
  - Provocative behaviour or dress
  - Damage to property
  - Possession of prejudice-related materials
  - Inappropriate forms of address or refusal to cooperate
  - Ridicule or mocking of other faiths or cultures
  - Promotion of or support for violence



## Contextual and External Reports

Concerns may also be raised through:

- Parental reports of changes in a child's behaviour, beliefs, or friends
- Reports from other schools, police or local authorities regarding community issues or identified individuals of concern
- Online safety incidents involving extremist websites or encrypted communications platforms

## Important Notes for Staff

- Staff must follow the school's **safeguarding and Prevent protocols** for identifying and responding to concerns.
- **Online radicalisation** should be considered when students engage in private forums, gaming platforms, or encrypted apps that promote extremist views.
- Any concerns should be reported to the **DSL** or **Child Protection team**, who will assess the situation and may escalate through:
  - Enfield SPOE
  - The police
  - Channel panel

All decisions to share personal information must be made in accordance with **UK GDPR**, ensuring that disclosures are **lawful, necessary, and proportionate**, as per Prevent Duty guidance (Dec 2023).