

St John's Highbury Vale CE Primary School



'I can do all things through Christ who strengthens me' Philippians 4:13

Anti-Radicalisation Policy

Ratified: July 2026

Review Date: July 2027

At the heart of our school vision is a desire for an authentic and life-giving relationship with ourselves, one another, our world, and with God. We believe that it is through Christ who gives us the strength, all can achieve within a learning environment where every child is valued as a unique individual created in the image of God, and where teaching and learning is of consistently high standard.

STJHV Statement of Intent

St John's Highbury Vale in Islington is committed to providing a nurturing and inspiring environment where every child is empowered to reach their full potential. Grounded in our Christian ethos and guided by our values, we strive to create a vibrant and dynamic educational experience that prepares our pupils to lead fulfilling lives and contribute positively to society.

1. Policy Statement

St John's Highbury Vale CE Primary School is fully committed to safeguarding and promoting the welfare of all children. We recognise that safeguarding against radicalisation and extremism is part of our wider safeguarding responsibilities and is no different from protecting children from other forms of harm, abuse or exploitation.

As a Church of England school, our Christian vision, "I can do all things through Christ who strengthens me" (Philippians 4:13), underpins our commitment to nurturing pupils who are respectful, compassionate and able to engage positively with people from all backgrounds, faiths and beliefs. We promote dignity, respect, inclusion and courageous advocacy, ensuring that every child is valued as a unique individual made in the image of God.

This policy reflects the requirements of:

- Counter-Terrorism and Security Act 2015
- Revised Prevent Duty Guidance for England and Wales (2023)
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (2023)
- Equality Act 2010

The school recognises that radicalisation may occur through direct contact, social influences or online activity. We are committed to building pupils' resilience, critical thinking skills and understanding of democratic values so that they can recognise and challenge harmful ideologies.

2. Aims and Principles

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

The principal objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the procedures when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- Referrals will be managed in accordance with safeguarding protocols and may involve Prevent coordinators or the Channel Panel as appropriate.
- Children identified as vulnerable will receive targeted support through early help or multi-agency pathways as needed.

3. Vulnerability to Radicalisation

The school recognises that radicalisation is a safeguarding concern and that children may be susceptible to extremist influences regardless of their background, faith, ethnicity, gender or family circumstances.

Radicalisation does not necessarily involve a particular religion, political belief or ideology. Risks may arise from:

- Religious extremism
- Extreme right-wing ideologies
- Misogynistic or incel-related ideologies
- Conspiracy theories

- Mixed, unstable or unclear ideologies
- Online extremist content

Staff will remain professionally curious and consider the context of any concerns, avoiding assumptions or stereotyping.

4. Definitions and Indicators

Radicalisation refers to the process through which a person becomes susceptible to supporting or participating in terrorism or extremist ideologies associated with terrorism.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate or destroy the fundamental rights and freedoms of others or undermine democracy, the rule of law and mutual respect.

There are a number of behaviours that might indicate that an individual is at risk of being radicalised or exposed to extreme views. Such behaviours may include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of materials or symbols associated with an extremist cause;
- Attempts to introduce others to the group/cause;
- Communications with others that suggests identification with a group, cause or ideology;
- Using names/language ranging from insulting to derogatory for members of another group;
- Increase in prejudice-related incidents committed by that person – these may include:
 - Physical or verbal assault;
 - Provocative behaviour;
 - Damage to property;
 - Derogatory name calling;
 - Possession of prejudice-related materials;
 - Prejudice related ridicule or name calling;
 - Inappropriate forms of address;
 - Refusal to co-operate;
 - Attempts to recruit to prejudice-related organisations;
 - Condoning or supporting violence towards others.

This list is in no sense intended to be exhaustive. Behaviours should always be viewed within context and reported in line with safeguarding protocols.

It is also worth noting that several of the behaviours listed will neither be relevant to – nor exhibited by – primary-aged children, particularly younger children.

5. Procedures for Referrals

5.1 It is important for us to remain constantly vigilant and remain fully informed about the issues which affect the wider region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation could not happen here and to refer any concerns through the appropriate channels (currently via the Child Protection Designated Safeguarding Lead).

5.2 Referrals may also be escalated to the Local Authority Prevent team or the Channel Panel, which offers early intervention for individuals at risk.

5.3 The Department for Education operates an Extremism Helpline for school staff and governors: 020 7340 7264 or counter.extremism@education.gov.uk (check and verify current contact details annually).

5.4 The DSL will maintain a record of any Prevent concerns, referrals, and outcomes in line with data protection and child protection protocols.

5.5 Where appropriate, concerns may also lead to Early Help referrals in line with local safeguarding thresholds and with parental consent unless there is risk of harm.

6. The Role of the Curriculum

6.1 Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

6.2 Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and promotes the school values and expectations in learning and behaviour.

6.3 Pupils are taught to evaluate information critically, challenge misinformation and disinformation, engage in respectful discussion and understand how democratic processes operate within modern Britain. Through the curriculum, pupils develop the knowledge and skills needed to recognise manipulation, prejudice and extremist narratives.

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6.5 It is recognised that children with low aspirations can often be more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for them.

6.6 Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

7. Online Safety and Radicalisation

The school recognises that online environments present a significant risk in relation to radicalisation. Children may encounter extremist material through:

- Social media platforms
- Video-sharing websites
- Gaming platforms
- Messaging applications
- Online forums and discussion groups

Through the curriculum and online safety education, pupils are taught to:

- Evaluate information critically
- Recognise misinformation and disinformation
- Identify manipulative content
- Report concerns to trusted adults
- Stay safe online

Staff remain vigilant to indicators that pupils may be accessing harmful or extremist content online.

8. Staff Training

8.1 Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; and are aware of the process of radicalisation and how this might be identified early on.

8.2 All staff receive Prevent training appropriate to their role and receive regular safeguarding updates in accordance with statutory guidance and local safeguarding partnership expectations.

8.3 The Designated Safeguarding Lead and senior leaders will undertake additional training as required to fulfil their responsibilities under the Prevent Duty.

9. Prevent Risk Assessment

- School maintains an annual Prevent Risk Assessment.
- Assessment reviewed by governors.
- Risks considered include:
 - online exposure
 - local community factors
 - visiting speakers
 - curriculum provision
 - staff training
 - safeguarding referrals

10. Governance and Monitoring

The Governing Body is responsible for ensuring compliance with the Prevent Duty and receives regular reports regarding safeguarding and Prevent implementation.

The Designated Safeguarding Lead acts as the school's Prevent Lead and is responsible for:

- Managing referrals
- Liaising with Prevent professionals
- Monitoring safeguarding concerns
- Ensuring staff training is current
- Maintaining records

11. Equality and Inclusion

The school recognises that safeguarding against radicalisation must never lead to discrimination, stereotyping or stigmatisation of individuals or groups. All actions taken under this policy will be consistent with the Equality Act 2010 and the school's commitment to diversity, inclusion and mutual respect.