

	Name of School	Koru Independent AP Academy
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	Who reviewed this policy?	Shona Anderson
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Preventing Extremism and Radicalisation Policy

At Koru Independent AP Academy, the Designated Safeguarding Lead, is the Head Teacher Shona Anderson, she is also the school's Prevent Lead.

This guidance must be read in conjunction with prevent duty guidance: for England and Wales (accessible) – GOV.UK (www.gov.uk) and Keeping Children Safe in Education 2026

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1. Introduction

Everyone who encounters children, young people and their families has a role to play in safeguarding. Schools and colleges have a duty of care to their pupils and staff, which includes safeguarding them from the risk of being drawn into terrorism – this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools and colleges should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology and learn how to challenge them.

The aim and objectives of Prevent are to:

- **Stop radicalisation:** Prevent individuals from being drawn into extremist ideologies and terrorist groups.
- **Tackle root causes:** Address the ideological drivers that fuel terrorism.
- **Provide early intervention:** Support vulnerable people through safeguarding before any criminal offense occurs.
- **Rehabilitate:** Help individuals who have already engaged in terrorism to disengage and reform

Definitions – Keeping Children Safe in Education 2026

Extremism – is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation – refers to the process by which a young person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism – is an action that endangers or causes serious violence to a person/people; causes severe damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government not to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Preventing Radicalisation in schools and colleges

Building resilience in our young people and the promotion of fundamental British Values is at the heart of preventing radicalisation. We do this by providing a safe space in which our young people can discuss issues, and we aim to give them the knowledge and confidence to challenge extremist beliefs and ideologies.

The Prevent Duty is conducted under the Counter-Terrorism Security Act 2015, which legally requires us to take steps to prevent young people from being drawn into terrorism. We take this duty seriously and fulfil the main actions responsibly, namely: undertaking risk, managing risk, sharing information, reducing permissive environments, monitoring, and assurance. If we assess a child at risk, we will refer to the Channel Programme, which focuses on providing support at an early stage to young people who are identified as being vulnerable to being drawn into terrorism.

2. The School Ethos

Koru Independent AP Academy promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. The school teaches and encourages students to respect one another and to respect and tolerate differences, especially those of a different faith or no faith.

The school values freedom of speech and the expression of beliefs or ideologies as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, the school acknowledges that freedom comes with responsibility and free speech that is designed to manipulate the susceptible 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.

It is our most fundamental responsibility to keep our student's safe and prepare them for life in modern, multi-cultural Britain and globally. Therefore, it is imperative that students and parents see the school as a safe place where they can discuss and explore controversial issues such as terrorism safely and in an unbiased way and where teachers encourage and facilitate this.

3. Roles and Responsibilities

The School's Prevent Single Point of Contact (SPOC) is the Headteacher, Shona Anderson, who is also the School's Designated Safeguarding Lead. The SPOC is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. For further information, please see Appendix A.

All members of staff, including visiting staff, volunteers and students on placement have a duty to report instances where they believe a child may be at risk of harm or neglect. If they have concerns that a student may be at risk of radicalisation or involved in terrorism they should inform the SPOC, who is also the school's Headteacher, in the absence of the Headteacher, Julie Fearon, the School's Deputy Designated Safeguarding Lead.

The SPOC has undertaken Prevent awareness training and Channel General Awareness training to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All members of staff undertake regular training in preventing extremism and radicalisation.

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

- Disclosures by students 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 students have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Parental reports on changes in behaviour, friendship or actions and requests for assistance
- Local schools, Local Authority services, and police reports of issues affecting students in other schools or settings.
- Students 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

For further information, please refer to Appendix B.

Risk Assessment

The Headteacher/SPOC, SLT and where appropriate school Governors will assess the level of risk of any student becoming drawn into extremism and radicalised and put actions in place to reduce that risk. The school will continue to assess the risk on a case-by-case basis taking into consideration an individual's engagement with a group, cause or ideology and their intent and capability to cause harm.

The assessment may result in referral to the Channel programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into radicalisation and terrorism.

4. Safeguarding Students from Extremism and Radicalisation

The Curriculum

The school recognises that extremism and exposure to extremist materials and its influences can lead to poor outcomes for students. The school also recognises that if it fails to challenge extremist views it fails to protect its students. 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. The school aims to build students' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how

they can influence and participate in decision-making.

Koru Independent AP Academy provides a broad and rich curriculum which promotes the spiritual, moral, social, and cultural development of our students, delivered by skilled professionals. This helps students to understand and become tolerant of differences and diversity and ensures that they thrive, feel valued and are not marginalised.

Most of the work done on promoting fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs is conducted across the curriculum but particularly in PSHE, RSHE and Enrichment.

Assemblies

The promotion of respect and tolerance for those of different faiths and beliefs along with the reinforcement of other fundamental British Values will take place in both individual Key Stage and Whole School assemblies.

Pastoral Care

Students deemed to be at risk would be supported and monitored by Form Tutors, Pastoral Staff as well as a member of the Safeguarding Team.

School Council

The school has an effective and well-managed School Council system, which enables students to participate in the democratic process and promotes fundamental British Values.

Behaviour Policy

The Behaviour policy upholds the values of the rule of law, freedom of speech and respect and tolerance for those of different faiths or beliefs. All students are expected to behave in a reasonable manner both to themselves and others, showing consideration, courtesy and respect for students, teachers, and members of the public.

ICT and On-line Policy

The school recognises its duty to safeguard students from online radicalisation as terrorist organisations such as ISIL that seek to radicalise young people using social media and the internet.

The ICT policy includes an Acceptable Use Policy that all students are required to read and understand on entry to the school and students learn about e-safety as part of the KS3 curriculum. E-safety messages are reinforced continually through the pastoral system and across all subject areas.

Staff will take all reasonable precautions to ensure that students' access only appropriate material. The school provides a filtered internet service that ensures students can only access age-appropriate content that is suitable for an educational setting. Our monitoring system reviews user activity and ensures that incidents, whether of a malicious, technical, or safeguarding nature, are picked up

by the relevant members of staff and acted accordingly. Our filtering and monitoring systems and processes are reviewed each year by the DSL and the ICT Manager. The school has wireless internet connection (Wi-Fi), giving laptop users access to login via Remote Learning.

The school has an additional safeguarding system SENSO. This system provides real-time alerts to designated school staff. SENSO provides 24/7, 365 days a year monitoring.

The system supports designated staff to spot at-risk students who may otherwise go unnoticed. SENSO monitoring system can help detect students suspected to be at risk far beyond what staff can achieve.

Further safeguards are provided to prevent access to unsuitable material. For example, access to the internet is logged and is reviewed weekly by Head of ICT. Students are required to hand over their phones upon entry to school.

External Agencies

The school is committed to working in partnership with the Local Authority, external agencies, parents, and families, wherever possible, to safeguard and promote the welfare of its students.

5. Safeguarding the School and the School Community from Extremism and Radicalisation.

Staff are required to always wear their identity badge, and official visitors wear visitor badges. Visitors who have not been DBS checked or are able to provide a valid DBS will wear a red lanyard and will be always chaperoned by a member of Koru staff.

The school site is monitored by CCTV and is surrounded by perimeter metal fencing.

In the unlikely event of a terrorist attack, the school has an emergency plan and a lockdown procedure, which is practiced at least once per year.

The school has working links with the Police and Local Community Support Officers.

Appendix A

Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for Koru Independent AP Academy's School is The Headteacher, Shona Anderson, who is responsible for:

- Ensuring that staff of the school are aware that Shona Anderson is the SPOC in relation to protecting students from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism or forms of extremism which led to terrorism.

- Raising awareness about the role and responsibilities of Koru Independent AP Academy's School in relation to protecting students from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the School's RE curriculum and assemblies to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs.
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information in relation to referrals of susceptible students into the Channel* process.
- Attending Channel* meetings as necessary and conducting any actions as agreed.
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Havering Police Counter-Terrorism Unit through their "prevent" team and it aims to:

- Establish an effective multi-agency referral and intervention process to identify susceptible individuals.
- Safeguard individuals who might be susceptible to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and from the risks they face and reduce vulnerability.
- Provide early intervention to protect and divert people away by becoming radicalised.

Appendix B

Indicators of susceptibility to radicalisation:

1. Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence.
2. Extremism is defined by the Government in the Prevent Strategy as: the promotion or advancement of an ideology based on violence, hatred, or intolerance, which aims to:
 - Negate or destroy the fundamental rights and freedoms of others; or
 - Undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights.
 - or
 - Intentionally create a permissive environment for others to achieve results in either or both above
3. 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.

4. There is no single route to radicalisation. However, there are some behavioural traits that could indicate that a learner is susceptible to radicalisation into terrorism. Students may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.
5. The SPOC will consider an individual student's behaviour in the context of wider influencing factors and vulnerabilities. Using the guidance contained in [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/managing-risk-of-radicalisation-in-your-education-setting), the SPOC/Headteacher, SLT, teachers and Form Tutors will consider indicators of risk (low; at risk; medium risk; high risk) and decide what response is appropriate and proportionate.

Minimal risk means there is no evidence to suggest the student is susceptible to radicalisation into terrorism. Minimal risk behaviours, when seen alone, would not necessarily need to be explored further. Minimal risk behaviours include:

- holding strong opinions or values (non-violent or non-extremist)
- criticising government policies
- adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
- being active on social media
- taking a keen interest in national and international affairs
- demonstrating support and supporting causes, for example animal rights (non-violent)
- showing new interest in political ideology or religion
- holding or expressing conservative values or practices, whether traditional, cultural, or religious (unless they cause harm to a child or others, for example female genital mutilation).

- b. A student **at risk** may be showing behaviours, which could increase their risk and vulnerability to radicalisation. If a student is showing at risk behaviour, a Prevent referral would be considered following a risk assessment. At risk behaviour includes:

- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content

and having uncontrolled or unsupervised access to the internet

- expressing concerns about being victimised, for example feeling under attack
- discriminating against other individuals or groups of people
- a sudden change in behaviour
- showing interest in extremists or extreme groups
- expressing views that divide us, for example talking about 'us' and 'the

c. **Medium risk** means a student is at heightened risk of radicalisation. There may be several indicators of risk. If the student is at risk of harm, the SPOC will [make a Prevent referral](#) immediately. Medium risk behaviour includes:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums, and publications
- expressing dehumanising views
- expressing an interest in traveling to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- expressing persistent intolerance towards groups of people perceived as 'other' - this may be based on protected characteristics such as gender, religion, or ethnicity, but not exclusively.
- demonstrating a fixation with weaponry or explosives (this may include posing in concerning photographs or videos with weaponry), without an otherwise reasonable explanation.
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

d. **Elevated risk** means a student is at significant risk. There is evidence to which they are currently exposed to terrorist or extremist activity and there is a significant risk to their safety; the police will be contacted immediately. Elevated risk, criminal behaviour includes:

- verbally or physically attacking someone due to their race, religion, sexuality, and beliefs.
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others)
- having a 'kill list' or detailed plan to conduct mass violence.
- producing or sharing terrorist material offline or online

- recruiting others to a banned terrorist group or organisation

Appendix C

What we do if there is a concern

If we have a concern about a particularly young person we will follow the school's normal safeguarding procedures, including discussing with the school's Designated Safeguarding Lead or with the designated person responsible for Prevent, and where deemed necessary with children's social care.

We may also contact the local police force or dial 101 (the non-emergency number). They can talk to us in confidence about concerns and help us gain access to support and advice. In an emergency we will follow the recommended emergency procedures.

Persons with concerns about an individual who may be radicalised makes a referral to the police or through their local authority safeguarding hub by following safeguarding practices.



Referral arrives with police who screen and assess for genuine vulnerability using the PREVENT National Referral Form

PREVENT CASE MANAGEMENT



Is the case under investigation?

Yes

Referral not appropriate for Prevent in most cases



No



Are there genuine vulnerabilities?

No

Requires no further action



Yes



Is the vulnerability CT-related?

No

Referred to mainstream services as required



Yes



Multi-agency Channel panel gathers information from partners and meets to consider the referrals, agree level of vulnerability and what kind of support may be required, if any.

CHANNEL



Support provided if appropriate