CITY OF LONDON
PRIMARY ACADEMY
ISLINGTON

Prevent Radicalisation and Extremism Policy

Responsibility:	Governing Body
Updated:	September 2026
Approved by Board:	September 2026
Next Review Date:	September 2029

Contents

Legal background 2
Definitions 2
Policies 2
Training 3
Prevent Single Point of Contact (SPOC) 3
Useful contacts 3
Things to watch out for in a pupil: 3
Questions for the leadership team to ask? 4
Channel 4

Legal background

The Counter-Terrorism and Security Act 2015 places a legal responsibility on schools to prevent people being drawn into terrorism and requires that they challenge extremist ideas. This duty came into force on July 1st 2015.

Definitions

Radicalisation: the process by which a person comes to support terrorism and forms of extremism which lead to terrorism.

Extremism: active or vocal opposition to fundamental British values including but not confined to:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

Policies

The Prevent Duty should be enshrined within all relevant policies, as each are reviewed. The policies should include:

- Safeguarding
- Curriculum
- Teaching and learning
- Equalities
- Information technology and E-safety
- Behaviour
- Anti-bullying
- Collective worship
- Religious education

It is important to be aware that, whilst there is a lot of media coverage regarding Islamic extremism, there are other organisations, including extreme right wing groups, who can damage society and present a threat to the community. At all times we must ensure that our approach to the threat of radicalisation is balanced, calm and proportionate.

British Values are central to our ethos, values, practices and Curriculum

Our school actively promotes British Values and these principals are central to our school. Through primary education, we believe that children should be given the opportunity to explore the issues of diversity and understand Britain as a multicultural society. Providing a safe learning environment in which children can raise questions and concerns without fear of reprimand or ridicule and explore boundaries of what is acceptable will engender an open attitude to multicultural and race issues. As part of our JIGSAW PHSE work, COLPAI will draw upon a range of topics and resources to support the implementation of the Prevent duty.

Through our JIGSAW SOW we promote the principle that we treat everyone with respect whatever his or her race, gender, sexual orientation, religious belief, special need or disability. Lessons and assemblies promote positive pupil attitudes towards others with a focus on shared values, whilst developing high self-esteem.

By building resilience and self-esteem, children will be encouraged to stand firm and be positive about others and not be influenced by negative peer pressure they may encounter. At COLPAI, we aim to enable children to think for themselves by providing valuable opportunities for discussing, debating, researching and questioning, set within the context of learning based on sound knowledge and understanding.
The implementation of the Prevent Duty will be further established through a strong commitment to promote British Values.

Furthermore, British Values are interwoven and embedded through a broad and balanced curriculum (See appendix 2 for KS1 & KS2 exemplification and Appendix 3 for EYFS exemplification). Appendix 4 illustrates how British Values are a central part of our school aims, ethos and values and practice.

Safeguarding and recruitment
COLPAI will implement a robust safer recruitment policy to ensure all members of staff are suitable to work with children. Through workshops and coffee mornings, we will work in close partnership with parents to raise awareness of our approach to 'Equality and Diversity', the schools Prevent programme and curriculum approaches. The school will research any person/visitor who comes to school to present information directly to pupils; we will not allow anyone to present information to the school community that is not in accordance with the schools ethos of encouraging tolerance and respecting diversity. If visitors will be presenting information to pupils, the content of their talk will be agreed in advance. All such visitors will be supervised at all times by school staff. On entering the school building, all visitors are asked to sign in at the school office and, by doing so, they are agreeing to abide by the school ethos outlined above.

Training
Prevent training is available and we undertake training with all staff as part of the process of being informed and alert. We access free training available in local authorities deemed to be Prevent priority areas (Home office and Police). It is now becoming more readily available in other areas.

Prevent Single Point of Contact (SPOC)
The single point of contact SPOC is the Designated Safeguarding Lead (DSL) Kim Clapham - the Head Teacher and the deputy DSL/SPOC is Katherine Mills. If there are any concerns a member of staff should inform the SPOC (and/or the DSL). The appendix to this document contains a pro-forma to be completed detailing any concerns.

Useful contacts

http://www.preventtragedies.co.uk

http://www.familiesmatter.org.uk

The DfE Due Diligence and Counter Extremism Group have a confidential telephone helpline 020 7340 76244.

Things to watch out for in a pupil:
It is important to remember that the vast majority of children, of whatever background, will not get involved in extremist action and in many cases suspicious behaviour may be a result of other problems e.g. mental health issues, relationship, drug or alcohol problems, or just the rigours of the teenage years. It is important not to jump to conclusions (not least because accusations of radicalisation could push vulnerable young people into the hands of radicals). However, as general good pastoral care, staff should immediately take note and act upon any of the following:

- Discomfort about 'fitting in' (beyond normal range for teenagers)
- Appearing distanced from their own culture or heritage.
- Family tensions
- Isolation
- Low self-esteem or feelings of failure
- Lacking in empathy/poor social interaction
- Disassociation with an old group of friends and arrival of a whole lot of new friends
- Significant change in appearance and/or behaviour
- Hostile or inappropriate questions about faith and identity
- Sudden interest in religion
- Unhappiness following a move from one country to another
- Rejection of civic or community life
- Overly developed sense of grievance triggered by perceptions of racism or discrimination
- Involvement with criminal groups and/or imprisonment
- Failure to understand the actions and motivations of others
- Accessing of violent or extremist websites or possessing violent or extremist literature
- Contact with known extremists
- Justifying the use of violence to solve society's ills
- Joining an extremist organisation

- If your knowledge of the family leads you to believe there is a risk It should also be remembered that outside events, such as tensions in the local community, events in the country of origin, in the case of migrants, or major world events (such as the Iraq war) can also disproportionately affect the feelings and actions of young people. All staff should be alert to these events and be ready to help young people understand them, and put them into context.

Questions for the leadership team to ask?

1. Are there significant differences in the way that different groups in the school achieve, attend and behave?
2. Are these groups separated out in any way?
3. If one group has chosen to be isolated - why?
4. Are there any emerging patterns of behaviour?
5. Do you understand what is happening?
6. What are you doing about it?
7. Have you analysed the type, rate and pattern of bullying in the school?
8. How do you tackle discriminatory or derogatory language?
9. Are perpetrators challenged?
10. What have you learnt?
11. How robust are admissions and attendance procedures?
12. Do you follow up on absences?
13. Do you involve other agencies?
14. Is everyone that needs to be trained in safer recruitment?
15. Do you follow up all queries, before, during and after appointment?
16. Are visitors suitably checked and monitored?
17. How well do you check on and brief speakers and groups coming into school?
18. How do you monitor events?
19. How good are you at keeping pupils safe inside and outside the school?
20. Are the risk assessments effective?
21. Have you checked your safety arrangements?
22. Have you followed up and taken action after any incidents?
23. Do pupils understand and respond to risk effectively on the following issues:
    - Child sexual exploitation
    - Racism
    - Sexism
    - Homophobia
    - FGM
    - Domestic violence
    - Forced marriage
    - Substance misuse
    - Gangs
    - Extremism

24. What action has the school taken to address these issues?
25. Is the curriculum broad and balanced, providing a wide range of subjects?
26. Are students prepared to live fruitful lives in modern Britain?
27. Does the curriculum promote British Values?
28. Are Christian values clearly taught in every aspect of school life?
29. Is there clear guidance on provision for the spiritual, social, moral and cultural development of every pupil?
30. Are these policies put into practice so that no-one, regardless of race, gender, sexual orientation, disability or faith, suffers discrimination?

Channel

Channel is a programme which provides support for those who are vulnerable and may be being drawn towards terrorism.

Schools may refer individuals to the Channel panel, however as the programme is voluntary the student may decline. There is an online training module available for school staff.
https://www.gov.uk/government/publications/channel-guidance

Local Safeguarding Boards are responsible for co-ordinating what is being done by all the local agencies.

There is also an additional training module for school staff recommended by HM government. This training also offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves. This is introductory training. It provides an important foundation on which to develop further knowledge around the risks of radicalisation and the role that school staff can play in supporting those at risk. This training addresses all forms of terrorism and non-violent extremism, including far right wing and Islamist extremism threatening the UK.

https://www.elearning.prevent.homeoffice.gov.uk

APPENDIX 1

PROFORMA for REPORTING CONCERNS REGARDING RADICALISATION and EXTREMISM (completed copy to be added to CPOMs)

Pupil Name	
Class	
Address	
Parents / Carers Names and Numbers	
Addresses if different	
Detail of Concern	
Action Taken	

PROFORMA for REPORTING CONCERNS REGARDING RADICALISATION and EXTREMISM

Details of referrals including Names and contact Details	
Follow up action	
Signed DSL/SPOC	**Date**
Head Teacher	**Date**

APPENDIX 2

British values through the curriculum

There will be a range of planned opportunities to teach the values of our society interwoven across the curriculum. Some examples include:

PSHE: How we influence democracy will be explored though PHSE and Black History Month. This includes looking at historical figures such as Nelson Mandela and Gandhi and exploring the effectiveness of different approaches. The rule of law and the importance of laws, whether they be those that govern the class, the school, or the country will be consistently reinforced at COLPAI. Pupils will be encouraged to know, understand and exercise their rights and personal freedoms and will be advised how to exercise these safely, for example through our e-safety and PSHE lessons.

Geography: We believe the place of geography in our curriculum is essential in order to develop a strong understanding of people, places and global citizenship and as such, we look to fully exploit Geography's potential to enable COLPAI children to make sense of the wider world. Through geography we will inspire a lifelong fascination and curiosity about people and places of the world. Children will develop a good understanding of what Britain is through learning about its capital cities and counties, its rivers and mountains, where Britain is in relation to the rest of Europe and other countries in the world.

History: Children will gain an understanding of History, both locally and globally and different and diverse cultures that we celebrate in our communities. Pupils will explore the lives of significant individuals in the past who have contributed to national and international achievements, such as Rosa Parks a Florence Nightingale.

Music: The music curriculum will promote tolerance and understanding of other cultures by incorporating music from many parts of the world.

Art: The Art curriculum will promote British values through encouraging a sense of enjoyment and fascination in learning about the world around and encouraging active participation in artistic and creative activities. Pupils will be encouraged to discuss, work in the style of and use the techniques of a wide variety of artists and designers. British values will be promoted through a wide range of visits and experiences to art galleries and cultural events. We will promote tolerance through exploring different people's ideas, creative responses and an understanding of different cultures and styles within art, including British art.

Enterprise Education: Pupils will develop the skills of co-operation, motivation and respect through group work and our enterprise challenges will encourage children to develop patience and esteem within themselves and towards others.

Religious, Moral & Spiritual Education: Pupils will gain a greater understanding of religious diversity and practices, covering the main religions and Humanism represented in the UK. COLPAI will follow the Islington Agreed Syllabus set out by SACRE. All children will have the opportunity to visit places of worship that are important to different to faiths. Across the year, COLPAI will actively promote diversity through the celebration of different faiths and cultures.

Physical Education: PE will promote the concept of "fair play", following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and affiliation with others.

Computing: Children will be taught about respect and bullying in the online world, through the 'Switched On' computing programme that features regular e-safety lessons.

Educational visits: Our approach to fully exploit educational visits and experiences outside of the classroom will equip our children with the skills to make a positive contribution to their community as equal citizens, as well as being able to look at British heritage in more depth.

Community Events: We will work closely with local, national and global charities and organisations such as 'UNICEF'. We will encourage our children to interact with children from other schools, both locally and further afield, though organised activities.

APPENDIX 3

British Values through the EYFS Curriculum

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the 2014 Early Years Foundation Stage which COLPAI follows. The following exemplification highlights ways in which EYFS practice at COLPAI will promote British Values

Democracy: making decisions together
As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development, practitioners will:

- Encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help.

- Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

- Support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter (as cited in Personal Social and Emotional development)

As part of the focus on managing feelings and behaviour staff will:

- Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

- Collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all
As part of the focus on self-confidence and self-awareness and people and communities as cited in Personal Social and Emotional development and Understanding the World practitioners will:

- Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

- Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Promote mutual respect and tolerance: through our motto "treat others as you want to be treated."

- As part of the focus on people and communities, managing feelings and behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World, practitioners will.

- Actively create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

- Encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

- Promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Appendix 4

British Values embedded in our ethos, values and practices

British Values	Statement	Evidence	Impact
Mutual Respect and Tolerance of those with different Faiths and Beliefs	Respect is one of the school's five key values; it lies at the heart of our work and permeates all that we do. Our ethos at COLPAI is based on mutual respect and high expectations of good manners encouraging pupils to be courteous and polite at all times. Adults will actively model respect with one another, and with the children, in the way that we speak and treat one another within the COLPAI community. We will pay explicit attention to this value through the Geography, History, RE, PHSE, and P4C curriculum. Respect is a school value that is promoted at the highest level, starting with self-respect and covering respect for family, friends, teachers, other groups, the world and its people and the environment. Our pupils will be drawn from and reflect the vibrant and diverse local community of EC1. Through our curriculum, we will promote an awareness of different faiths and we will encourage our pupils to recognise and understand these faiths. We will encourage our pupils to show tolerance for others and have a curiosity to find out and understand cultures and faiths that are different from their own. Our children will have the opportunity to visit all the main places of worship in the local area. All staff will model a tolerant and accepting attitude. We will use assemblies to raise and discuss issues of bullying and prejudice and reinforce learning during curriculum time. COLPAI will actively challenge pupils, parents or staff who express opinions contrary to fundamental British Values, including extremist views.	Records of PSHE Sessions Black History Month Subject/curriculum, planning and work books Assemblies RE curriculum, planning and workbooks Enterprise Education (team work) Learning Walks focusing on behaviour and behaviour for learning School Values Visits to and partnership work with the wider community	Children will be able to articulate why respect is important; how they show respect to others and how they feel about it for themselves. Children's behaviour will demonstrate a good understanding of this value in action. Children will be able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.
Democracy	The school values pupil voice and we will ask the pupils about their learning, their concerns and for their ideas about how we can make things better for them. We will do this through establishing a school council, by using pupil questionnaires and consulting with pupils. At the start of each year children will vote for their class representatives through an election process. Through their class representatives, children have the opportunity to have their voices heard. The school council will have a budget to develop school improvements. The children will also take responsibility for various areas of the school such as family service at lunchtime, in role as class monitors and assembly set up. As an	The establishment of new School Council each year models the democratic process. Learning Walks for behaviour and behaviour for learning School Values	Children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.

	inclusive school, we work well with our peers (not just our best friends) and make a full contribution.		Children in KS2 in particular are able to use the language of respect.

British Values	Statement	Evidence	Impact
Rule of Law	The school will implement a robust positive behaviour policy: 'Stay on Green'. It will be implemented with consistency and continuity across the whole school to ensure children understand the school rules and what happens if these rules are broken. At the start of each year, classes will discuss class rules and agree a charter to abide by. Day to day, throughout assemblies and during PSHE lessons, positive behaviour will be reinforced and rewarded. Children will learn about the importance of having rules and how these relate to laws. We will use a range of P4S and PSHE resources to promote moral, spiritual, social and cultural awareness among our pupils. We aim to encourage a well-developed sense of justice enabling our pupils to understand and discuss why there needs to be consequences for those who break the rules or laws. By being immersed in the ethos of the school, our children will learn about their responsibility to be law-abiding citizens. Assemblies and discussions in class will focus on recognising right from wrong and visits from the Police, Fire Service and local councillors will help to reinforce these messages. Through RE lessons, pupils will become familiar with the concept that different religions have guiding principles. Pupils will have opportunities to debate and discussing laws/rules and their application.	Class Rules School Rules Learning Behaviours School Values PSHE/Citizenship lessons/ Debating/ School Council meetings/ Assemblies and RE planning scrutiny and book looks Learning Walks for behaviour and behaviour for learning	Children are able to articulate how and why we need to behave well in school Pupils demonstrate they understand through abiding by our rules. They are able to discuss and debate

British Values	Statement	Evidence	Impact
Individual liberty	COLPAI aims to promote independent learners and firmly believes in the rights of the child. Alongside rights come important responsibilities. We will promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we will provide boundaries for our children to make choices safely such as: what learning challenge or activity to do participation in extra-curricular activities lunchtime options the best resources, materials and strategies to tackle learning tasks selection of book/library stock selection of playground games and equipment Our behaviour policy is built on the principle that children are responsible for their own actions and choices and that these have consequences. The school sanctions system provides reflection time where pupils are able to think about the impact of their choices. Through our pastoral work, children will be strongly encouraged to discuss anything that may be concerning them. During PSHE, e-safety lessons and assemblies, pupils will be taught how to keep themselves safe whilst they exercise their rights and personal freedoms. Safeguarding will be embedded in every aspect of life at the school.	Children are able to show independence in learning and to think for themselves.	Children understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action.