

Bingley Grammar School



Preventing Extremism and Radicalisation Policy

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Policy Statement & Core Values

At Bingley Grammar School, we are committed to providing a secure environment where all pupils, staff, and stakeholders feel safe, supported, and valued. We recognise that safeguarding against extremism and radicalisation is a shared responsibility across our entire school community.

Our approach to preventing extremism and radicalisation is directly aligned with our core values:

- **Respect:** Fostering an inclusive environment where difference and diversity are celebrated, pupils feel empowered to discuss controversial issues safely, and individual rights and beliefs are protected.
- **Commitment:** Maintaining an uncompromised dedication to proactive safeguarding, statutory compliance, continuous staff training, and building pupil resilience against radical influences.
- **Collaboration:** Working seamlessly with parents, local communities, Local Authority services, police, and multi-agency panels (such as Channel) to identify risks early and offer holistic support.

This policy forms an integral part of our overarching safeguarding framework and complies with Section 175/157 of the Education Act 2002, the **Revised Prevent Duty Guidance**, and **Keeping Children Safe in Education (KCSIE) 2026**.

Section 1: Definition & School Ethos

Statutory Definition of Extremism

In accordance with official government guidance, Bingley Grammar School defines extremism as:

"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."

School Position & Approach

- **Safe Exploration:** There is no place for extremist views of any kind within our school. We provide a safe space where pupils can learn to explore, challenge, and



debate controversial issues constructively through critical thinking.

- **Building Resilience:** Education is our strongest tool against radicalisation. We equip pupils with the knowledge and critical reasoning skills required to reject ideologies promoting division, fear, or prejudice.
- **Zero Tolerance to Prejudice:** Any discriminatory language, hate terms, or extremist views expressed by pupils, staff, or visitors will be challenged immediately and managed under our Behaviour Policy or Staff Code of Conduct.

Section 2: Indicators & Staff Vigilance

All staff, volunteers, and contractors must remain alert to indicators that a young person may be vulnerable to or experiencing radicalisation. Potential signs include:

- **Disclosures:** Pupil disclosures regarding exposure to extremist materials or views outside of school (e.g., at home, online, or within community groups).
- **Behavioural & Social Changes:** Parental or partner reports of sudden changes in behaviour, friendship groups, or emotional detachment.
- **Expressing Extremist Views:** Voicing narratives, opinions, or ideologies drawn from extremist groups, or attempting to impose these views on others.
- **Language & Symbols:** Using 'hate' terms, derogatory language, or displaying graffiti, artwork, or symbols associated with extremist messages.
- **Online Activity:** Accessing or sharing extremist/radical material via the internet or social networking platforms.
- **Intolerance:** Displaying hostility toward others based on race, faith, gender, disability, sexual orientation, or culture.

Section 3: Curriculum & Preventative Education

Through our school values, we embed resilience-building within our day-to-day curriculum and school culture:

- **Curriculum Delivery:** Promoted continuously through PSHE/PSHCE, Religious Education, assemblies, and open classroom debates.
- **Core Skills:** Teaching conflict resolution through dialogue, anti-violence, and restorative practices.
- **Dynamic Adaptation:** The curriculum is reviewed annually and adapted half-termly to address emerging local or wider social trends (e.g., re-addressing specific derogatory language).
- **External Speakers & Vetting:** All external agencies and visitors are thoroughly vetted prior to speaking to ensure their content aligns with school values,



promotes inclusion, and does not glorify criminal or violent behaviour.

Section 4: Procedures, Reporting & Channel Referral

1. Internal Reporting

- Any concern regarding radicalisation or extremism must be reported immediately to the **Designated Safeguarding Lead (DSL)** or Headteacher using standard child protection reporting channels.
- Where concerns involve staff conduct or wider systemic issues, staff and pupils are encouraged to use the **School Whistleblowing Policy**.

2. The Channel Process

- Where an individual is identified as vulnerable to radicalisation, the school will collaborate with external partners to access the **Channel** process.
- Channel is an early-intervention, multi-agency panel that provides tailored support to individuals at risk of being drawn into terrorism before any offence is committed.

Section 5: Roles, Governance & Safer Recruitment

Safer Recruitment & Staff Vetting

We enforce strict safer recruitment practices (including DBS checks, reference verifications, and Single Central Record upkeep) to prevent individuals who hold extremist views from gaining access to our pupils or influencing the school's ethos.

Key Safeguarding Roles

Role	Name / Details	Key Responsibilities
Designated Safeguarding Lead (DSL)	Matthew Atkinson	Leads Prevent/radicalisation referrals, acts as the primary contact for local safeguarding partners, and oversees Channel referrals.



Headteacher	Luke Weston	Evaluates policy application and maintains an ongoing culture of vigilance across the school.
Governing Body	Partner Governor: David Mann	Oversees statutory compliance, challenges senior leadership on delivery, and ensures transparent reporting.

Section 6: Training & Policy Review

- **Staff & Governor Training:** Whole-school safeguarding training—inclusive of Prevent and radicalisation awareness—is conducted annually for all staff and governors. The DSL undertakes updated inter-agency training at least every two years.
- **Policy Review:** Formally reviewed annually by the Headteacher and Governing Body.

Originator: MMA

Partner Governor - DM

Date of policy: September 2026

Renewal of policy due: September 2027

Ratified by Governing Body

Date of Review	Name of Reviewer	Changes to Policy



Appendix 1 - Prevent Indicator Checklist: Quick Reference for Staff

This quick-reference guide helps staff identify potential indicators of radicalisation, extremism, or vulnerability, and outlines the correct reporting procedures in line with our school values: **Respect, Commitment, and Collaboration**.

Core Principles

- **Respect:** Listen without judgment, ensure pupils feel safe to express thoughts, and treat every pupil's dignity as paramount.
- **Commitment:** Maintain continuous vigilance, challenge inappropriate views immediately, and never dismiss concerns as "just a phase".
- **Collaboration:** Act promptly by sharing concerns with the Designated Safeguarding Lead (DSL) and working with external multi-agency support like Channel.

Key Indicators to Monitor

An individual indicator does not necessarily mean a pupil is being radicalised; however, a combination of signs or sudden changes should prompt immediate action.

1. Language, Views & Expressions

- Expressing intolerance, hostility, or prejudice towards individuals based on religion, race, gender, disability, or sexual orientation.
- Voicing opinions or narratives drawn from extremist, hateful, or terrorist ideologies.
- Using derogatory language, 'hate' terms, or slurs to exclude others or incite conflict.
- Attempting to force or impose extremist views or practices on peers.

2. Behavioural & Social Changes

- Sudden, unexplained changes in behaviour, mood, appearance, or routine.
- Disconnecting from established peer groups and forming ties with new, controversial, or dominant influences.
- Increased secrecy, particularly regarding online activities or out-of-school contacts.
- Expressing feelings of deep alienation, injustice, marginalisation, or severe grievance.

3. Online Activity & Written Work

- Accessing, sharing, or searching for extremist, radical, or terrorist materials on school or personal devices.
- Displaying graffiti, symbols, artwork, or writing promoting extremist messages or symbols on books or belongings.



- Expressing inappropriate fascination with extreme violence, weaponry, or radical groups.

4. External Disclosures & External Reports

- Pupil disclosures revealing exposure to extremist views, materials, or actions within their home, online, or community environments.
- Reports from parents/carers expressing concern over radical changes in the pupil's views or behaviours.
- Multi-agency reports (e.g., Police, Social Care) highlighting risks or issues involving peers or family.

Action Required: What Staff Must Do

[Observe/Identify Indicator] → [Record Context Swiftly] → [Report Directly to DSL]

1. **Do Not Investigate:** Do not attempt to interview or question the pupil independently.
2. **Record Accurately:** Document the date, time, location, exact words spoken, or specific behaviours observed clearly and objectively.
3. **Report Immediately:** Pass the concern directly to the **Designated Safeguarding Lead (Matthew Atkinson)** or Deputy DSL on the same day
4. **Emergency Escalation:** If you believe a pupil or others are in immediate physical danger, notify the DSL and Senior Leadership Team immediately.



Appendix 2 Staff Briefing Script: Challenging Derogatory Language & Extremist Views in Real Time

Core Values Alignment: Respect, Commitment, Collaboration

1. Opening & Purpose (1 Minute)

"Good morning, everyone. Today we're covering an essential aspect of our day-to-day safeguarding and Prevent duties: how we challenge derogatory language, discriminatory comments, and potential extremist views in real time.

Under our school values—specifically our **Commitment** to pupil safety and **Respect** for diversity—we operate a strict zero-tolerance approach. Dismissing biased comments, sexualized taunts, or prejudiced statements as 'just banter' risks normalising harm and creating an environment where extremism can take root. When we hear it, we must challenge it—every single time."

2. The 3-Step Real-Time Action Framework (2 Minutes)

"When an incident occurs in your classroom or corridor, use the **Interrupt – Explain – Report** framework:

- **Step 1: Interrupt (Immediately & Calmly)**
 - Address the comment straight away so pupils know it has been heard and is unacceptable.
 - *Example Script:* 'Stop there, please. That language is unacceptable in our school and does not reflect our values of respect.'
- **Step 2: Explain (Focus on Behaviour, Not Character)**
 - Briefly state *why* the comment or view is harmful, without entering into a drawn-out argument or humiliating the pupil in front of peers.
 - *Example Script (Derogatory/Hate Term):* 'Using that word is discriminatory and hurtful to others. We respect everyone's background and identity here.'
 - *Example Script (Extremist Narrative/Conspiracy):* 'That statement promotes division and intolerance toward a specific group. In our school, we base our discussions on facts, critical thinking, and mutual respect.'
- **Step 3: Report & Record (Post-Lesson)**
 - Follow up through our established behaviour and safeguarding channels.
 - Apply classroom sanctions under our Behaviour Policy where appropriate.
 - If the comment involved extreme ideology, hate speech, or radical views, record the exact words spoken and log it directly with the **DSL (Matthew Atkinson)** on the same day."

3. Key Reminders & Closing (1 Minute)



"Remember these key principles in the moment:

- **Never Ignore It:** Silence is seen as permission. Even a quick, quiet correction maintains our culture of vigilance.
- **Maintain Professional Calm:** Keep your tone neutral, assertive, and constructive.
- **Work via Collaboration:** If a pupil repeatedly uses prejudiced language or expresses radical ideas, you are not expected to handle it alone. Involve pastoral leads and the DSL so we can offer structured support or intervention.

Thank you for your ongoing commitment to keeping Bingley Grammar School a safe, respectful, and inclusive space for all our pupils."

