NORBURY HIGH SCHOOL *for* GIRLS

Preventing Extremism and Radicalisation Policy

Review date: Oct 2026

Next review date: Oct 2027

Staff resp. for review: CRO



Preventing Extremism and Radicalisation Policy

Norbury High School for Girls safeguarding duty includes a duty to promote fundamental British values (below) in order to counter extremist narratives and prevent young people from being radicalised and drawn into terrorism.

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith

Norbury High School for Girls values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the vulnerable 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. Essential to this school are the fundamental British values and it is expected that views and opinions expressed would be commensurate with these.

Norbury High School for Girls will always endeavour to be a safe place for students to explore new ideas and perspectives as well as develop critical thinking skills. Where there are concerns about radicalisation and a referral to Channel is being considered Norbury High School for Girls will discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

We will protect students against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology; far right/neo-Nazi/white supremacist ideology; Irish nationalist and loyalist paramilitary groups, and extremist animal rights movements.

Staff should use the 'notice - check - share' principle. If they notice anything that might indicate a cause for concern, they should check with the Designated Safeguarding Lead (DSL) or one of the deputies. If necessary, this information will be shared with the necessary authorities.

In accordance with the Prevent duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard students and families from violent extremism. This exploitation and radicalisation should be viewed as a safeguarding concern.

The Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessments may include consideration of the school's Religious Studies curriculum, SEND Policy, Assemblies Policy, the use of school premises by external agencies, Behaviour and Anti-bullying Policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual Safeguarding audit that is monitored by The Wandle Trust Safeguarding lead and shared with the local authority.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead (or their deputies).

Under Counter-Terrorism and Security Act 2015, Norbury High School for girls also has a duty to refer young people on to Croydon's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

If a student is thought to be at risk of radicalisation, advice will be sought from Channel, and if advised, information will be shared with the Channel Panel using Channel@croydon.gov.uk. This is a voluntary and confidential process. It should be stressed that at this stage the person has not committed any offence.

Where Norbury High School for Girls has concerns that a student might be considering extremist ideologies and/or may be radicalised this would be considered as the student being at serious risk of harm. Similarly, a student may be at risk due to their parent's radicalisation. If any such concern arise a child protection referral will be made to the Multi Agency Referral Form (MARF) will be completed using the Croydon Single Point Of Contact (SPOC) platform.

At Norbury High School for Girls our safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

> The Strategic Designated Safeguarding Lead is: **Mrs C. Rollins**
> The Operational Designated Safeguarding Lead is: **Ms J. Campbell**
> The Deputy Designated Safeguarding Leads are: **Ms T Jackson, and Ms E. Nicholls**

Norbury High School for Girls safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral, the school may choose to get advice from; the SPOC Professionals' Consultation Line; Prevent and/or the Croydon Prevent Team; Croydon Prevent Manager

Haydar Muntadhar: email haydar.muntadhar@croydon.gov.uk; tel. 0208 7266000 ext. 28579).

Role of The Local Academy Committee (LAC)

The local academy committee (LAC) of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities including their statutory safeguarding duties.

The (LAC) of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance '*Keeping Children Safe in Education, 2026*' the LAC will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Last updated October 2026

Appendix 1: 'Key ingredients' for successful teaching in the context of 'push' and 'pull' factors

PUSH FACTORS – factors that push an individual or make an individual vulnerable to extremist messages:	**PULL FACTORS** – factors that draw young people into extremist messages:	**KEY INGREDIENTS TO COMBATTING EXTREMISM:**
• Lack of excitement, frustration • Lack of sense of achievement – seen as significant lack of purpose/confidence in the future, life goals • Lack of an outlet for views • Gaps in knowledge or understanding of all extreme viewpoints (both political and religious) – both young people and their parents • Sense of injustice • Actual or perceived humiliating experiences (including bullying, racial discrimination; perhaps linked closely to sense of injustice) • Exclusion – lack of belonging to peer or community networks, associations etc.	• Charismatic/confident individuals (recruiters) • Network/sense of belonging • Broader community views which enable or do not oppose extremism • Persuasive, clear messages • Exploiting knowledge gaps • Sense of dignity, importance and loyalty • Exciting (non-teaching) activities • Sense of purpose in life	**Teacher confidence** in many cases will be the use of existing teaching skills and methods which may well be the most effective approach to tackling extreme messages and supporting students. **Teacher attitudes and behaviours** • Acknowledging controversial issues exist • Awareness that we all have a role to play • Willingness to accept a lack of knowledge and to turn to others for help **Specific knowledge** • Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'them and us' scenarios) • Knowledge of an alternative values framework

PUSH FACTORS – factors that push an individual or make an individual vulnerable to extremist messages (continued): • Disaffection with wider societal issues • Disruptive home life		**KEY INGREDIENTS TO COMBATTING EXTREMISM (continued):** **Teaching practice/ pedagogy** • Boosting critical thinking (seeing through propaganda, singular perspectives, etc.) • Helping to see multiple perspectives • Using multiple resources/method s • Embedding or sustaining dialogue following specialist interventions • Enabling students to tackle difficult issues • Linking school work to the wider community • Drawing evidence from across the curriculum • Developing in young people a sense of multiple identities; helping young people become aware of, and comfortable with, multiple personal identities **Other factors** • Support from senior leaders • Student support processes