

FOOTSTEPS TRUST EXTREMISM AND ANTI RADICALISATION OF STUDENTS POLICY

1. Policy Statement

Footsteps Trust Academy is fully committed to safeguarding and promoting the welfare of children and young people. Protecting students from the risk of radicalisation, extremism and terrorism forms part of the Academy's wider safeguarding responsibilities.

The Academy recognises that radicalisation can occur both online and offline and that vulnerable young people may be at risk from extremist influences including:

- Political extremism.
- Religious extremism.
- Ideologically motivated extremism.
- Mixed, unclear or emerging ideologies.
- Online radicalisation.
- Extremist exploitation through social media and gaming platforms.

As an Alternative Provision, Footsteps recognises that some students may have additional vulnerabilities arising from:

- Social, Emotional and Mental Health (SEMH) needs.
- Trauma and adverse childhood experiences.
- Social isolation.
- Poor attendance.
- Family instability.
- Online influences.
- Exploitation by peers or adults.

The Academy will take a safeguarding-led approach to identifying vulnerability, supporting students and making referrals where appropriate.

2. Legislative Framework

This policy has regard to:

- Counter-Terrorism and Security Act 2015.
- Prevent Duty Guidance.
- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children.

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- Equality Act 2010.
- Human Rights Act 1998.
- Education Act 2002.
- Independent School Standards Regulations.

The Academy recognises its statutory responsibility under the Prevent Duty to have due regard to the need to prevent people from being drawn into terrorism.

3. Aims

The aims of this policy are to:

- Safeguard students from radicalisation and extremism.
- Promote resilience to extremist narratives.
- Encourage critical thinking and respectful debate.
- Promote fundamental British Values.
- Support students to stay safe online.
- Ensure staff understand their Prevent responsibilities.
- Establish clear referral procedures.
- Promote inclusion, equality and respect.

4. Definitions

Radicalisation

Radicalisation refers to the process through which a person comes to support terrorism, violent extremism or extremist ideologies associated with terrorism. [\[Extremism...f Students | PDF\]](#)

Extremism

Extremism is the vocal or active opposition to fundamental British Values including:

- Democracy.
- Rule of Law.
- Individual Liberty.
- Mutual Respect.
- Tolerance of Different Faiths and Beliefs.

Extremism may also include calls for violence against individuals, groups or democratic institutions.

Terrorism

The use or threat of violence designed to influence government or intimidate the public for political, religious or ideological purposes.

5. Fundamental British Values

The Academy actively promotes:

- Democracy.
- The Rule of Law.
- Individual Liberty.
- Mutual Respect.
- Tolerance of Different Faiths, Beliefs and Cultures.

These values are embedded through:

- The curriculum.
- PSHE and RSHE.
- Assemblies.
- Student voice activities.
- Behaviour expectations.
- Relationships throughout the Academy.

Promotion of British Values contributes directly to safeguarding and helps build resilience to radicalisation.

6. Vulnerability to Radicalisation

The Academy recognises that there is no single profile of a person who may become vulnerable to radicalisation.

Factors which may increase vulnerability include:

- Social isolation.
- Identity concerns.
- Experience of discrimination.
- Family conflict.
- Grievance and injustice.
- Exposure to extremist material.
- Online grooming.
- Mental health difficulties.
- Trauma.
- Criminal exploitation.
- Association with extremist individuals or groups.

These factors do not mean a student is being radicalised but may indicate a need for additional support.

7. Possible Indicators of Concern

Staff should be alert to behaviour including:

- Sudden changes in beliefs or attitudes.
- Increasing intolerance towards others.
- Use of extremist language.
- Justifying violence or terrorism.
- Accessing extremist material online.
- Possession of extremist literature or symbols.
- Attempts to recruit others.
- Withdrawal from established friendship groups.
- Increased fixation on a particular ideology.
- Expression of hatred towards others.
- Increased secrecy about online activity.

The presence of one or more indicators does not automatically mean a student is being radicalised and professional curiosity should be applied.

8. Safeguarding and Prevent

Radicalisation is regarded as a safeguarding concern.

Where concerns arise, staff must:

- Treat concerns in the same way as any other safeguarding issue.
- Report concerns immediately to the DSL.
- Record concerns accurately.
- Avoid conducting their own investigation.

The welfare of the child remains paramount at all times.

9. Curriculum

The curriculum plays a vital role in protecting students from radicalisation.

Learning opportunities include:

PSHE and RSHE

Students learn about:

- Respectful relationships.
- Diversity and inclusion.
- Healthy debate.
- Identity and belonging.

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- Online safety.
- Misinformation and disinformation.

Personal Development

Students are encouraged to:

- Think critically.
- Question information appropriately.
- Evaluate sources of information.
- Understand different viewpoints.

Online Safety

Students learn about:

- Social media risks.
- Online grooming.
- Extremist propaganda.
- Algorithms and echo chambers.
- Fake news and misinformation.
- Reporting concerns online.

10. Online Safety, Filtering and Monitoring

The Academy recognises that extremist groups increasingly exploit online platforms.

The Academy maintains:

- Filtering systems.
- Monitoring systems.
- Cyber security measures.
- Staff supervision and oversight.

Filtering systems are designed to reduce access to extremist content while supporting learning.

Any discovery of extremist content must be reported immediately to the DSL.

11. Roles and Responsibilities

Trustees / Proprietor

Will:

- Ensure compliance with the Prevent Duty.
- Monitor safeguarding arrangements.
- Support implementation of this policy.

Principal

Will:

- Ensure this policy is implemented.
- Promote a safeguarding culture.
- Ensure appropriate procedures are followed.

Designated Safeguarding Lead (DSL)

Will:

- Lead Prevent safeguarding arrangements.
- Receive referrals.
- Assess concerns.
- Make referrals where appropriate.
- Liaise with external agencies.
- Maintain appropriate records.
- Report safeguarding concerns to senior leaders.

Staff

All staff:

- Have a responsibility to safeguard children.
- Must complete Prevent training.
- Must remain vigilant.
- Must report concerns immediately.

12. Referral Procedures

Where concerns exist:

Stage 1

Concern identified by staff member.

Stage 2

Concern reported immediately to the DSL.

Stage 3

DSL completes assessment of risk and vulnerability.

Stage 4

Where appropriate, referral may be made to:

- Children's Social Care.
- Prevent Team.
- Channel Programme.

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- Police.
- Other safeguarding partners.

Stage 5

Ongoing support and monitoring implemented.

Staff retain the right to make a direct safeguarding referral if they believe a child is at immediate risk and safeguarding staff are unavailable.

13. Channel Programme

The Channel Programme is a multi-agency safeguarding programme designed to support individuals vulnerable to being drawn into terrorism.

Participation is voluntary and focuses on:

- Early intervention.
- Support.
- Safeguarding.
- Reducing risk.

The Academy will engage fully with Channel processes where appropriate.

14. Staff Training

All staff will receive:

- Annual safeguarding training.
- Prevent awareness training.
- Online safety updates.
- KCSIE updates.

DSLs and safeguarding leaders will undertake enhanced Prevent training.

Training records will be maintained and reviewed regularly.

15. Equality, Diversity and Inclusion

The Academy is committed to:

- Equality of opportunity.
- Respect for protected characteristics.
- Challenging discrimination.
- Promoting inclusion.

Prevent procedures will never be used to unfairly target individuals or groups based upon:

- Race.
- Religion.
- Ethnicity.
- Disability.
- Sex.
- Sexual orientation.
- Gender identity.

Concerns will always be evidence-based and safeguarding-led.

16. Monitoring and Review

The Academy will monitor:

- Prevent referrals.
- Staff training.
- Safeguarding concerns.
- Online safety incidents.
- Curriculum provision.
- Filtering and monitoring systems.

The policy will be reviewed annually or sooner in response to changes in legislation, safeguarding guidance or local risks.