

Packwood

Part of the Shrewsbury
School Family



Prevent Duty, including British Values and Preventing Extremism

2026-2027

Policy Owner: Designated Safeguarding Lead (DSL)

Committee Responsible: Governors' Safeguarding Committee

Approval Date: September 2026

Review Date: September 2027

Applies to: All staff, governors, volunteers, contractors and visitors

1. Introduction

Packwood School is fully committed to safeguarding and promoting the welfare of every pupil. The school recognises that protecting children from the risks of extremism, radicalisation and terrorism is an essential element of safeguarding and forms part of our wider duty to keep children safe from harm.

The school acknowledges that children can be vulnerable to extremist influences in the same way that they may be vulnerable to other safeguarding risks. Extremist ideology may be encountered through personal contact, family influences, peer groups, online platforms, social media, gaming environments or wider community networks. Staff must therefore remain vigilant, professionally curious and prepared to respond appropriately to concerns about radicalisation.

As an independent school, Packwood actively promotes an environment where pupils feel safe, respected and valued. We seek to develop confident, resilient young people who can engage with differing viewpoints respectfully, think critically, challenge misinformation and make informed decisions. Through our curriculum, pastoral systems and safeguarding procedures, the school promotes respect, tolerance, democracy, individual liberty and the rule of law.

The school fulfils its responsibilities under the Counter-Terrorism and Security Act 2015 and has due regard to the need to prevent people from being drawn into terrorism. This duty is implemented through effective safeguarding arrangements, a strong culture of vigilance and a commitment to staff training and pupil education.

2. Statutory Framework

This policy has been developed with reference to the following legislation and statutory guidance:

- Counter-Terrorism and Security Act 2015;
- Prevent Duty Guidance: England and Wales (2023), updated March 2024;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Equality Act 2010;

- Human Rights Act 1998;
- Independent School Standards Regulations.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Online Safety Policy, Behaviour Policy, Staff Code of Conduct, Low-Level Concerns Policy, Anti-Bullying Policy and Visiting Speakers Procedures.

3. British Values

This policy can be made available in large print or other accessible format if required.

This policy will be reviewed on an annual basis.

The Department of Education have recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

The Government set out its definition of British values in the 2024 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At Packwood these values are reinforced regularly and in the following ways:

Democracy

At Packwood democracy is taken very seriously. Children are actively encouraged to have a voice and share their views and opinions regularly. Our active school council is one such example. Each form, from Form 3, elects a representative in a secret ballot. New representatives are elected twice a year. At the meetings the representatives present ideas and opinions gathered from their classmates and listen to and comment on those presented by the other representatives. Propositions are discussed and conclusions reached at the meetings. Proposals which have been agreed will be passed to the Head. Minutes of the meeting are circulated.

The Head has regular meetings with the Heads of School and Form 8 pupils who can put forward suggestions to improve school life.

Regular debates take place either as a whole school activity or as part of English lessons. A wide range of motions are debated.

At the end of each term the children complete a self-report form which provides them with the opportunity to share their views of their learning at Packwood and suggest ways in which the school could be improved further.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies. Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our schools rules, rewards and sanctions which are displayed in all classrooms, referred to regularly and consistently upheld are a practical example of this.

Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Within school, children are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to take risks and make choices safely. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, how they record their learning, participation in one of our extra-curricular clubs and opportunities, children are given the freedom to make choices and make decisions.

Mutual Respect

At Packwood mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of Those of Different Faiths and Beliefs

Packwood is situated in an area which is not culturally diverse, therefore we place a great emphasis on promoting diversity with the children. This is addressed through our TPR and PSHE teaching. The children visit different places of worship and learn about the beliefs and practices of people of the following world faiths: Judaism; Islam and Hinduism. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. The school supports a charity in Cambodia and there are termly assemblies about the children and adults that are supported by the work of ISF.

At Packwood we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.

4. Extremism and Radicalisation

The Government's 2024 definition describes extremism as the promotion or advancement of an ideology based on violence, hatred or intolerance that seeks to undermine the rights and freedoms of others, overturn democratic systems or create an environment that enables such outcomes.

Radicalisation refers to the process by which an individual may come to support extremist views, terrorism or acts of terrorism. Radicalisation is usually gradual and can take place through a range of influences. There is no single profile of a person who may be vulnerable to radicalisation, and vulnerability can arise from a combination of personal, social, emotional or environmental factors.

The school recognises that early identification and intervention are essential. Concerns about radicalisation should therefore be treated in the same way as any other safeguarding concern. The school will work in partnership with the relevant safeguarding partners, police, Children's Social Care and Prevent team in accordance with local safeguarding arrangements.

5. Aims of the Policy

The aims of this policy are to:

- Protect pupils from the risk of radicalisation and exposure to extremist ideology;
- Ensure all staff understand their safeguarding responsibilities in relation to Prevent;
- Promote a culture of respect, tolerance and inclusion;
- Develop pupils' resilience to extremist narratives and harmful influences;
- Ensure concerns are identified, reported and responded to effectively;
- Support pupils who may be vulnerable to radicalisation;

- Maintain effective working relationships with safeguarding partners and external agencies.

6. Roles and Responsibilities

Governors

The Governing Body has strategic responsibility for safeguarding and will ensure that the school fulfils its duties under Prevent legislation. Governors will monitor the effectiveness of the school's safeguarding arrangements, provide appropriate challenge and support, and ensure that sufficient resources are available to implement this policy effectively.

The governing body will satisfy itself that appropriate procedures exist for managing concerns relating to extremism and radicalisation and that safeguarding remains a standing priority across the school.

Head

The Head is responsible for ensuring that this policy is implemented effectively and that safeguarding arrangements remain robust, compliant and appropriately resourced. The Head will ensure that safeguarding forms part of the school's strategic leadership and culture.

Designated Safeguarding Lead

The Designated Safeguarding Lead has lead responsibility for managing concerns relating to radicalisation and extremism. The DSL will:

- Receive and assess concerns raised by staff;
- Maintain appropriate records;
- Seek advice from safeguarding partners where necessary;
- Make referrals to Prevent or other safeguarding services where appropriate;
- Ensure staff training remains current;
- Monitor emerging risks and trends;
- Support pupils who may be vulnerable to extremist influences.

All Staff

Safeguarding is everyone's responsibility. All staff are expected to:

- Remain alert to indicators of vulnerability to radicalisation;
- Understand the school's safeguarding procedures;
- Report concerns immediately to the DSL;

- Undertake Prevent and safeguarding training as required;
- Model positive values and professional conduct;
- Promote inclusion and challenge prejudice appropriately.

Staff should never investigate concerns independently or attempt to assess the level of risk themselves. Any concern, regardless of how minor it may appear, must be shared promptly with the DSL.

Any low-level concern relating to extremist attitudes or behaviours will be managed in accordance with the school's safeguarding and low-level concerns procedures.

7. Recognising Vulnerability

There is no definitive checklist that identifies a child at risk of radicalisation. However, staff should remain alert to changes in behaviour, attitudes or circumstances that may indicate vulnerability.

Indicators may include:

- Isolation from peers or established friendship groups;
- Increasing fixation on a particular ideology;
- Expressions of hatred, intolerance or prejudice;
- Use of extremist language or narratives;
- Sudden changes in behaviour or identity;
- Accessing extremist material online;
- Rejection of previously held views accompanied by intolerance of others;
- Justification of violence or terrorism;
- Being influenced by extremist individuals or groups.

These indicators do not, in themselves, mean that radicalisation has occurred. They should be considered alongside wider safeguarding information and professional judgement.

8. Building Resilience Through Education

Packwood School believes that the most effective protection against extremism is the development of informed, confident and resilient pupils.

Through the curriculum, particularly PSHE, Citizenship, History, Religious Studies, English and Computing, pupils are encouraged to:

- Think critically and evaluate information;
- Understand democratic values and institutions;

- Respect different faiths, beliefs and cultures;
- Recognise misinformation, disinformation and online manipulation;
- Develop digital literacy skills;
- Engage in respectful debate and discussion;
- Understand their rights, responsibilities and place within a diverse society.

Fundamental British values are actively promoted throughout school life and are embedded within both academic and pastoral provision. These values include democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

9. Online Safety and Radicalisation

The school recognises that online platforms are increasingly used to spread extremist content and target vulnerable individuals. Radicalisation may occur through social media, video-sharing sites, encrypted messaging applications, online forums, gaming platforms and AI-generated content.

The school therefore adopts a proactive approach to online safety through:

- Appropriate filtering and monitoring systems;
- Education regarding online risks;
- Digital literacy education;
- Staff supervision and vigilance;
- Clear reporting procedures for concerns;
- Regular review of technology safeguards.

Online safety forms an integral part of the school's safeguarding arrangements and is addressed through curriculum provision and staff training.

The Governing Body will ensure appropriate filtering and monitoring systems are in place and regularly reviewed to safeguard pupils from harmful and inappropriate online content, including extremist material.

10. Visitors and External Speakers

The school values contributions from visitors and visiting speakers. However, all visitors must be consistent with the school's safeguarding obligations and educational aims.

Appropriate risk assessments will be undertaken before external speakers attend the school. Where necessary, content may be reviewed in advance and events

supervised by members of staff. The school will not permit any speaker or visitor to promote extremist views, intolerance, hatred or discrimination.

The school reserves the right to refuse access where concerns exist regarding safeguarding, reputational risk or compliance with Prevent requirements.

11. Reporting Concerns and Referrals

Any member of staff who has concerns that a pupil may be vulnerable to radicalisation must report those concerns immediately to the Designated Safeguarding Lead.

The DSL will assess the information in accordance with safeguarding procedures and determine the most appropriate course of action. This may include:

- Monitoring and providing early support;
- Consulting safeguarding partners;
- Seeking advice from Prevent professionals;
- Making a referral to Children's Social Care;
- Making a Prevent referral.

Where appropriate, a referral may be considered to **Channel**, the voluntary multi-agency programme designed to support individuals who are vulnerable to being drawn into terrorism. The purpose of Channel is to provide early intervention and support rather than criminal sanctions.

All concerns, discussions, decisions and actions will be recorded in accordance with the school's safeguarding procedures.

12. Staff Training

All staff will receive safeguarding training that includes awareness of extremism, radicalisation and the Prevent Duty.

Training will be updated regularly and will be proportionate to local and national risk assessments. Staff with specific safeguarding responsibilities, including the DSL and deputies, will undertake enhanced Prevent training to enable them to identify concerns, support colleagues and make informed referrals where necessary.

The school will maintain records of all safeguarding and Prevent training undertaken by staff.

13. Equality, Inclusion and Respect

Packwood School is committed to fostering an inclusive environment in which all members of the community are treated with dignity and respect.

Implementation of this policy will always be consistent with the Equality Act 2010 and the Human Rights Act 1998. The school recognises that safeguarding concerns relating to extremism must never result in discrimination, stereotyping or unfair treatment of any individual or group.

Prevent remains a safeguarding duty and all decisions will be based on evidence, professional judgement and the welfare of the child.

14. Monitoring and Review

This policy will be reviewed annually by the Governing Body, or sooner if required by changes to legislation, statutory guidance or local safeguarding arrangements.

The effectiveness of the school's Prevent arrangements will be monitored through safeguarding reports, training records, policy reviews, risk assessments and governance oversight.

The school will undertake and review an annual Prevent Risk Assessment which considers local, national and school-specific risks, including online risks and the effectiveness of mitigation measures.

Approval

This Policy on Preventing Extremism and Radicalisation was approved by the Governing Body of Packwood School and takes effect from September 2026. It will be reviewed annually to ensure continued compliance with statutory requirements and safeguarding best practice.