Marden Bridge Middle School

Empowering Minds Inspiring Futures

Safeguarding Pupils who are vulnerable to Extremism & Radicalisation Policy 2026

Approved by FFS&S Committee	
Name:	Mr J Newport
Position	Headteacher
Signed:	John Newport
Date:	October 2026
Review Date:	September 2029

1.	Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
2.	Indicators of pupil vulnerability to radicalisation, along with definitions of extremism and radicalisation are both contained within the appendix to this policy.
3.	Marden Bridge Middle School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and 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.
4.	Marden Bridge Middle School benefits from diversity of staff and pupils and has not had any incidents to date of extreme or radical behaviour. However staff are aware of the need to remain vigilant and fully informed about these issue as they affect our pupils and locality.
5.	Our curriculum is broad and balanced and promotes respect, tolerance and diversity. Pupils are encouraged to share their views and to recognise that their entitlement or individual viewpoints should not be used to influence others. IT systems in school are checked regularly to ensure that filters and firewalls are scanning for extreme or radical language.

6.	The current threat from terrorism in the UK may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Marden Bridge Middle School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern
7.	Marden Bridge Middle School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, and extremist Animal Rights movements.
	Risk reduction
8.	The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's Life Studies (RE, PSHE and Citizenship) curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
9.	This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.
	Response
10.	Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Marden Bridge Middle School is Mr Jonathan Instone.

	When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead.
11.	Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.
	Appendix: Indicators of vulnerability to radicalisation
12.	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
13.	Extremism is defined by the Crown Prosecution Service as: ● “The demonstration of unacceptable behaviour by using any means or medium to express views which: ● Encourage, justify or glorify terrorist violence in furtherance of particular beliefs; ● Seek to provoke others to terrorist acts; ● Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or ● Foster hatred which might lead to inter-community violence in the UK.” There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

14.	Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
15.	Indicators of vulnerability include: ● Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society; ● Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging; ● Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy; ● Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life; ● Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration; ● Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
16.	However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

17.	More critical risk factors could include: ● Being in contact with extremist recruiters; ● Accessing violent extremist websites, especially those with a social networking element; ● Possessing or accessing violent extremist literature; ● Using extremist narratives and a global ideology to explain personal disadvantage; ● Justifying the use of violence to solve societal issues; ● Joining or seeking to join extremist organisations; and ● Significant changes to appearance and / or behaviour; ● Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.