

Tackling Extremism & Radicalisation Policy



Introduction

This document was reviewed during the Autumn term 2025

This policy will be reviewed in the Autumn term 2026 as part of the overall Child Protection and Safeguarding policy review.

A schedule for the review of this, and all other policy documents is set out in the school's cycle of policy reviews.

School Aims

Our Aims:

We want our children to **believe** in themselves, **achieve** and **succeed**

- To ensure all children have access to a broad, balanced and engaging national and locally relevant curriculum that fosters high expectations for all pupils.
- To provide a caring, secure and supportive environment where children can develop respect and belief in themselves, others and their surroundings and feel confident to express their individuality.
- To promote and inspire curiosity, resilience and independence within the children
- To value our community, the richness of other cultures and the world we live in
- To understand and promote the importance of being active and healthy

1. POLICY STATEMENT

Prior Park Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

2. LINKS TO OTHER POLICIES

The Prior Park Primary School Tackling Extremism and Radicalisation Policy links to the following school policies:

- Child Protection and Safeguarding
- Equality Policy
- Anti-Bullying Policy
- Behaviour Management Policy
- E-Safety Policy.

The following national guidelines should also be read when working with this policy:

- PREVENT Strategy HM Government
<https://www.gov.uk/government/publications/prevent-duty-guidance>

- Keeping Children Safe in Education – updated annually
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children
https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf
- <https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised>

3. AIMS AND PRINCIPLES

3.1 The Prior Park Primary School Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

3.2 The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

3.3 The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

4. DEFINITIONS AND INDICATORS

4.1 **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. A radicaliser is an individual who encourages others to develop or adopt beliefs and views supportive of terrorism and forms of extremism leading to terrorism.

4.2 **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or

2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights¹; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

<https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024>

4.3 There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.

5. PROCEDURES FOR REFERRALS

5.1 Although serious incidents involving radicalisation have not occurred at Prior Park Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. (See appendix 1 – Dealing with referrals)

5.2 We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

5.3 Designated Safeguarding Leads (Deborah Currans and Caitlin White) will deal swiftly with any referrals made by staff or with concerns reported by staff.

5.4 The Head Teacher will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see appendix 1 – Dealing with referrals)

5.5 As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

6. GOVERNORS, LEADERS AND STAFF

6.1 The Head Teacher / DSLs are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no DSL or the Head Teacher are unavailable, all staff know the channels by which to make referrals via the safeguarding chart in the staffroom.

6.2 Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

6.3 The Head Teacher and staff team will work with external agencies to decide the best course of action to address concerns which arise.

7. THE ROLE OF THE CURRICULUM

7.1 Our curriculum is “broad and balanced”. It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

7.2 Our PSHE provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. (See Appendix 4 – PSHE Curriculum Overview)

7.3 Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

8. STAFF TRAINING

8.1 Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalization and terrorism; are aware of the process of radicalisation and how this might be identified early on and are

aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities. (See Appendix 2- Staff training)

9. VISITORS AND THE USE OF SCHOOL PREMISES

9.1 If any member of staff wishes to invite a visitor in the school, they must first complete a visitor request form. (See Appendix 5 – Educational Visitor Protocol). Only after agreement from the Head Teacher can the visitor enter school and then they may be subject to photo identification checks. Visitors are **fully supervised** at all times and will not be required to submit DBS verification. This is in line with central government guidelines.

9.2 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the Designated Safeguarding Leads are and how to report any concerns which they may experience.

9.3 If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

10. ADDITIONAL MATERIALS

10.1 See Appendix 3 for further reading

11. POLICY REVIEW

11.1 The Prior Park Primary School Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the Head Teacher / DSLs.
- All incidents will be fully investigated and recorded in line with the Behaviour Management Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.
- The HT / DSLs will follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to the local children's social care team.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact preventmailbox@northumbria.pnn.police.uk

Appendix 2 - Staff Safeguarding Training

Type of Training	Delivered by	Delivered to	When and at what frequency
PVE (Preventing Violent Extremism) Training for Managers	Home Office e-learning online training		Prevent Training All staff 2017 Mrs Currans updated Summer 2021 All teaching staff updated Autumn 2021
Safer Recruitment Training -	NCC	Mrs Currans HT Mrs Hunter Chair of Governors	Mrs Currans Dec 18 and August 2024 Mrs Hunter July 2024 refresher
Safeguarding and Child Protection Training-	NCC	All staff, teaching and support	June 2023 Refreshed on 2 year basis and annual update for all staff each September Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training – Designated Safeguarding Leads	NCC	Mrs Currans Miss White	Feb 25 Refreshed on 2 year basis. Certificates held in school Safeguarding Folder DSL's attend termly briefing
Looked After Children	NCC	Mrs Currans	The HT attends termly LAC conference

Appendix 3 - Additional materials
(Available in Staffroom, on school website or by searching online)

- The Prevent Strategy, GOV.UK – Home Office
- Keeping Children Safe in Education DfE
- Working Together to Safeguard Children HM Gov
- Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.

Appendix 4 – PSHE Curriculum Overview

PSHE education in our first school offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of

learners as they move through this phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe.

We use the SCARF scheme to support our teaching of PSHE.

Appendix 5



Prior Park Primary School **EDUCATIONAL VISITOR PROTOCOL**

SUBMIT VISITOR PROPOSAL TO HEADTEACHER 4 WEEKS PRIOR TO THE EXPECTED VISIT DATE. PLEASE NOTE: - OPPORTUNITIES FOR PROPOSED VISITORS WHICH OCCUR AT SHORT NOTICE WILL BE CONSIDERED. HOWEVER APPLICANTS WILL HAVE TO PROVIDE A STRONG RATIONALE AND HAVE COMPLETED ALL PROCEDURES OUTLINED BELOW.

The following procedures should be followed by the member of school staff proposing and organising the visit:

- Prior to the visit, discuss with the visitor how their session will add value to the pupils' learning experience;
- **Ensure the visitor/external agency learning outcomes complement school's planned programmes or schemes of work and is in line with school policies. (This is particularly important in relation to our British Values statement)**
- Be confident that the visitor/external agency has the required expertise in the subject they are delivering together with the necessary experience and skills to deliver sessions that are age appropriate and factually accurate;
- Discuss and agree the aims/desired learning outcomes of the session, professional boundaries, including responsibility for classroom discipline;
- Supply each visitor with school's Visitor Information Sheet;
- Inform each visitor/external agency of all information to ensure the inclusion of all pupils. This may include the age and gender ratio of students, background, ethnicity and culture of students and special education needs (if applicable);
- Ensure each visitor/ external agency is aware of pupils with SEN and/or specific medical needs e.g. asthma, anaphylaxis;
- Provide each visitor with named school contact;
- Ensure the activity meets Health and Safety guidelines;
- Staff must ensure such visitors are aware of school's core policies such as Safeguarding/Child Protection and provide access to any further relevant documentation e.g. SRE policy, Drugs/Substance Misuse policy, risk assessments;
- Staff must inform the relevant people of the intended presence and remit of visitor: e.g. Head Teacher, reception/office staff;
- Organise, meet and greet arrangements and classroom/assembly lay out;

- Ensure a member of staff is present during the session who will be responsible for class discipline, monitoring and evaluation;
- Ensure the students are given time to reflect on what they have learned and identify next steps targets for learning.

The school contact will be responsible for ensuring the visitor/external agency is thanked for their contribution and, where applicable, organizing for the school office to pay any related fees.



EDUCATIONAL VISITOR PROPOSAL

MEMBER OF STAFF PROPOSING VISIT

NAME OF VISITOR

ORGANISATION

PROPOSED DATE OF VISIT

PURPOSE OF VISIT

LEARNING OUTCOMES FOR PUPILS

OBTAIN SIGNED PARENT/CARER
CONSENT FORMS. **Please note:** verbal
consent is not acceptable. No pupil will be
permitted to participate in educational visits
without written consent from parents/ carers.