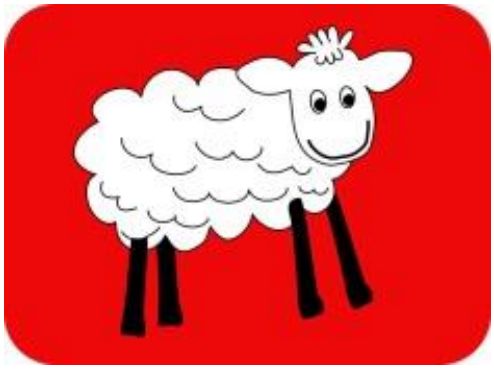


Tackling Radicalisation and Extremism Policy

Headteacher: Alison Field

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Chair of Governors: David Wright

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Policy last reviewed: September 2025

Due for renewal: September 2026

Rationale

Sheepy Magna CE 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.

Links to other policies

This policy should be read in conjunction with the following policies:

- Child Protection Policy
- Equality Policy
- Anti-Bullying Policy
- Behaviour Policy (pupils)
- E-Safety Policy

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

- PREVENT Strategy HM Gov
- Keeping Children Safe in Education DfE September 2023
- Working Together to Safeguard Children HM Gov 2018
- Guidance for Safer Working Practice February 2022

Aims and Principles

The Sheepy Magna CE 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.

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, LSAs 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.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalization and equip them with the skills to be able to work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
Extremism is defined as the holding of extreme political or religious views.
There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views (see Appendix 3).

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.

Procedure for referrals

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)

As part of wider safeguarding responsibilities school staff will therefore be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives

- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

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 practice.

The Headteacher and Office Manager are trained as Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

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).

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.

Govenors, Leaders and Staff
The Head Teacher is the leader for referrals relating to extremism and radicalisation. In the event that she is not available, all staff know the channels by which to make referrals.

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.

The school will work in conjunction with external agencies to decide the best course of action to address concerns which arise.

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Sheepy Magna Primary School will update procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy and Equality Policy.

Teaching approaches and the role of the curriculum

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences.

In our school this will be achieved by good teaching, primarily during PSHE and our Windows to the World lessons; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will

ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues that become relevant to the current issues of extremism and radicalisation. This approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook (2024).

Our Curriculum is broad and balanced. We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. 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. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Our provision for Diversity is embedded across the curriculum. Our assemblies promote the Christian Values of the school and underpin out ethos. It is recognised that children with lower 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.

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.

Staff training

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; 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).

External visitors / speakers and the use of school premises

At Sheepy Magna CE Primary School we encourage the use of external visitors or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. We routinely carry out a variety of safeguarding checks including DBS checks and photo identification.

Children are never left unsupervised with external visitors, regardless of safeguarding check outcomes.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils support fundamental British Values
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals

- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of pupils

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Upon arriving at the school, visitors will be made aware of the child protection and safeguarding guidance, who the DSL is and how to report any concerns which they may experience.

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.

Risk reduction

The school governors and the Headteacher 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 RE Curriculum, SEND Policy, Collective Worship Policy, E Safety Policy, visiting speakers, the use of school premises by external agencies, Anti-bullying Policy and other issues specific to the school's profile, community and philosophy.

The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

This risk assessment will be reviewed as part of the annual safeguarding report to governors.

Policy review

The Sheepy Magna CE Primary School Tackling Radicalisation and Extremism 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 instances of prejudicial behaviour will be reported directly to the Head Teacher or Senior Teachers in her absence.
- All incidents will be fully investigated and recorded in line with the Behaviour Policies and school procedures for child protection/safeguarding cases.
- 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 will be kept alongside the initial referral in the Safeguarding File.
- The Headteacher and SLT 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 will be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to LCC's Safeguarding Development Officer: Simon Genders and reported to the First Response Team.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact the Counter Terrorism Security Adviser at Leicestershire Police
  Headquarters. Email: CTSA@leicestershire.pnn.police.uk , Leicestershire Police on 101 or the Anti-Terrorist Hotline on 0800 789 321.

Appendix 2 – Staff Safeguarding Training

Type of Training	Delivered by	Delivered to	When and at what frequency
Raise awareness of Prevent	*Headteacher / SLT / online providers*	*All staff, governors, office staff, site management and midday supervisors*	*Repeated for all staff during Autumn term each academic year*
Safer Recruitment Training	*LCC*	*Headteacher and x2 Governors*	*Refreshed on a 3 year basis. Certificates held in school Safeguarding Folder*
Safeguarding and Child Protection Training	*LCC*	*All SLT, Headteacher and designated governors for child protection*	*Refreshed on a 2 year basis. Certificates held in school Safeguarding Folder*
Safeguarding and Child Protection Training - Dissemination	*Headteacher / LCC*	*All staff, governors, office staff, site management and midday supervisors*	*Repeated for all staff every 3 years. Refreshers and updates during first half of Autumn term each academic year and ongoing in staff meetings and INSET sessions*
Tackling Domestic Violence	*Headteacher*	*All staff, office staff, site management and midday supervisors*	*Repeated for all staff during Autumn term each academic year*
Tackling Female Genital Mutilation	*Headteacher*	*All staff, office staff, site management and midday supervisors*	*Repeated for all staff during first half of Autumn term each academic year*
Allegations Management	*LCC*	*Headteacher & Chair of Governors*	*Refreshed on a 5 year basis. Certificates held in school Safeguarding Folder*
Anti-Bullying	*Headteacher*	*All staff and midday supervisors*	*Repeated during Autumn term each academic year and ongoing in weekly staff meetings as required, fortnightly Key Stage Meetings and INSET sessions*
E-Safety	*Compuitng Lead and LCC*	*All staff and midday supervisors*	*Repeated during Autumn term each academic year and ongoing in weekly staff meetings, Key Stage Meetings and INSET sessions*
Team Teach Positive Handling	*TBC*	*All staff*	*TBC*
First Aid	*TBC*	*All lunch supervisors and teaching assistants*	*Refreshed on a 2 year basis. Certificates held in school Safeguarding Folder*
Looked After Children	*TBC*	*Headteacher & SENCO*	*TBC*

Appendix 3 - Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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.

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.

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.

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.
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.