

Tenbury C.E. Primary Academy



‘Therefore encourage one another and build each other up.’

Thessalonians 5:11

Preventing Radicalisation and Extremism Policy

Introduction

This ‘Preventing Radicalisation and Extremism Policy’ is part of Tenbury Primary’s commitment to keeping children safe and providing a secure environment for all of our pupils, staff and stakeholders.

Since the ‘Education and Inspections Act 2006’ schools have a duty to promote community cohesion. Over the last few years global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015 new statutory duties were placed on schools by the ‘Counter Terrorism and Security Act,’ (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school’s work and protecting them from extremism is one aspect of that. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society.

Links to other policies

Our preventing Radicalisation and Extremism policy links to the following school policies:

- Safeguarding
- Equality
- Staff code of conduct
- Online safety

- Behaviour
- Anti-bullying
- PSHE
- RE
- Whistleblowing

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

- PREVENT Duty Guidance (2023)
- Counter terrorism and Security Act (2015)
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2015)
- Promoting Fundamental British Values as part of SMCS in schools (2014)

Aims of the policy

Our aims 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 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.

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

School Ethos and Practice

At Tenbury Primary we ensure that through our school vision, Christian values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources – school community, external agencies or individuals.

It is imperative that our pupils and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our staff encourage and facilitate this.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any such prejudice, discrimination or extremist views, including derogatory language displayed by pupils, staff, visitors or parents will be challenged and where appropriate dealt with by the SPOC (single point of contact.) The SPOC at Tenbury Primary is the Headteacher, Mrs Kerri Phelps.

Definitions and Indicators

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Extremism is defined in the 2011 prevent Strategy as vocal or active opposition to fundamental British values. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.

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.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include`:

- underachievement
- being in possession of extremist literature

- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programs and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searching or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalizing anti-Western or anti-British views
- advocating violence towards others

Roles and Responsibilities

Role of the Governing Body

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person; **Mark Yarnold**, our Safeguarding Governor, who will liaise with the Head of School and other staff about issues to do with protecting children from radicalisation.

In addition, all Governors complete 'Prevent' training on a regular basis.

Role of the Head teacher

It is the role of the Head Teacher to:

- Ensure that the school and its staff respond to preventing radicalisation on a day- to-day basis,
- Ensure that the school's curriculum addresses the issues involved in radicalisation
- Ensure that staff conduct is consistent with preventing radicalisation.

Role of the single point of contact (SPOC)

The SPOC at Tenbury Primary is the Headteacher, Kerri Phelps. It is her role to:

- Ensure that all staff are aware that she is the SPOC, in relation to protecting pupils from radicalisation and involvement in terrorism
- Maintain and apply a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- Monitor the effect in practice of the school's RE curriculum and Collective Worship policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raise awareness within the school about the safeguarding process relating to protecting pupils from radicalisation and involvement in terrorism
- Act as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism
- Collate relevant information in relation to referrals of vulnerable pupils into the Channel process
- Attend Channel meetings as necessary and carry out any actions as agreed
- Share any relevant information in a timely manner

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist - related activity. It is led by the Metropolitan Police Counter-terrorism Unit and aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity
- Provide early intervention to protect and divert people away from risks they face and reduce vulnerability.

Role of staff

It is the role of staff to:

- Understand the issues of radicalisation
- Recognise the signs of vulnerability
- Know how to refer their concerns.

The Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum, underpinned by Christian values promoting respect, tolerance and diversity, preparing pupils for life in modern Britain. We encourage pupils to be inquisitive learners who are open to new experiences. We encourage them to share their views and recognise that they are entitled to have their own different beliefs, which should not be used to influence others.

Our values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core Christian values, alongside the fundamental British values, supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We also recognise that children with low aspirations may be 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. The filtering systems in our school blocks inappropriate content, including extremist content.

Staff Training

Through INSET opportunities in school, staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary throughout the year and at least on an annual basis as part of Safeguarding Refresher training each September. In addition to this all teaching staff and support staff last completed Prevent training in January 2025. This will be repeated again in January 2027.

Procedure for referrals

Although serious incidents involving radicalisation have not occurred at Tenbury Primary to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, town 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)

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.

The school has a named Designated and Deputy Senior Leader for Safeguarding (**Kerri Phelps and Caroline Baker**) and a named SPOC (**Kerri Phelps**), who will deal swiftly with any referrals made by staff or with concerns reported by staff.

The SPOC 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.

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 and in Appendix 1 of this policy.

Safer Recruitment

We ensure that all staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

All regular visitors to the school are subject to DBS safeguarding checks and are made aware of our safeguarding procedures. Upon arriving at the school and signing in, they are given information about safeguarding, including what to do if they are concerned about any aspect of child welfare.

As a school we encourage the use of external agencies or speakers to enrich the experiences for our pupils. We assess the suitability and effectiveness of input from any external agencies 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 do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion, culture or other ideologies
- Activities are properly embedded in the curriculum and clearly matched to schemes of work and to the needs of the pupils.

Risk Reduction

The school governors, Headteacher, and safeguarding leads regularly 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, Worship policy, visiting speakers, anti-bullying policy, the use of the school premises by external agencies and other issues specific to the school. The risk assessment is reviewed annually as part of the annual report to governors that is monitored by the local safeguarding children board.

Monitoring and Review

This policy will be monitored by the governing body annually by receiving a report from the SPOC, who is also the Designated Safeguarding Lead, as part of the annual safeguarding audit.

The policy will be reviewed every two years, or sooner if new guidance is issued by the DfE or other organisations.

The next review date is January 2028.

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 SPOC who is also the Head Teacher or in her absence to the Deputy Designated Safeguarding lead, Mrs Caroline Baker.

All incidents will be fully investigated and recorded 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 SPOC 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.

In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact West Midland Police Counter Terrorism Unit (CTU) Security and Partnership Office on 07789896168 or the CTU hotline 0845 678 123