



Thythorn Field  
Primary School

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# Tackling Extremism and Radicalisation Policy

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**Adopted By School:** November 2023

**Review Date:** November 2024

**Governor Signature:**

**THYTHORN FIELD PRIMARY SCHOOL**  
**TACKLING EXTREMISM AND RADICALISATION POLICY**

**1. POLICY STATEMENT**

Thythorn Field 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 Thythorn Field Primary School Tackling Extremism and Radicalisation Policy links to the following Thythorn Field Primary School policies;

- . **Child Protection and Safeguarding**
- . **Equality Policy**
- . **Anti-bullying Policy**
- . **Positive Behaviour Management Policy**
- . **E-Safety Policy.**

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

- . **PREVENT Strategy HM Government**
- . **Keeping Children Safe in Education DfE 2021**
- . **Working together to Safeguard Children 2019**

**3. AIMS AND PRINCIPLES**

3.1 The Thythorn Field 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.**

## **School Ethos and Practice**

When operating this policy, we use the following accepted Governmental definition of extremism which is:

‘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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

The full Government Prevent Strategy can be viewed at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

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). Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We are also 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 prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct.

#### **4. DEFINITIONS AND INDICATORS**

4.1 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.

4.2 Extremism is defined as the holding of extreme political or religious views.

4.3 As part of wider safeguarding responsibilities, school staff will 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
- Partner 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

4.4 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**

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, consideration will be given to using the LA Channel process.

5.1 Although serious incidents involving radicalisation have not occurred at Thythorn Field 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.

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 Members of the Senior Leadership Team (SLT) 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.

5.4 The Head Teacher – lead DSL - 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.

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 leaflet.

## **6. GOVERNORS, LEADERS AND STAFF**

6.1 The Head Teacher – lead DSL and all members of the SLT (DDSLs) are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no SLT members and the Head Teacher are not available, all staff know the channels by which to make referrals via the prevent training they have received.

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 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Thythorn Field Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Equality Policy.

## **7. THE ROLE OF THE CURRICULUM**

### **Teaching Approaches**

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. At Thythorn, this will be achieved by good teaching, primarily via our PSHE programme and SMSC curriculum and our 'No Outsiders – Everyone's Welcome' approach.

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, including in RSHE. 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.

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 training 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.

## **9. VISITORS AND THE USE OF SCHOOL PREMISES**

9.1 Only after agreement from the Head Teacher can visitors enter school and then they will be subject to Safeguarding Checks including DBS checks and photo identification.

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

### **Parental and Community Involvement**

We will also work with local partners families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons.

