



Tackling Extremism and Radicalisation Policy

Updated: December 2023

To be reviewed: December 2025

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Farndon Primary School

**EQUALITY SCHEME
EQUALITY IMPACT ASSESSMENT FOR
TACKLING EXTREMISM POLICY**

Staff / Committee involved in development:	L + M Committee; Headteacher	
For use by:	Staff, Governors and Parent/Carers	
This policy relates to statutory guidance:	Children Act 2004 Keeping Children Safe in Education 2022 The Counter-Terrorism and Security Act (2015) Paragraphs 57 – 76 Prevent guidance CTSA 2015 Channel Guidance The Prevent Duty June 2015	
Key related Farndon Policies:	Safer Recruitment On Line Safety Safeguarding Anti Bullying and Behaviour Child Protection Visitors to School	
Equality Impact Assessment: Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.		
Groups:	Yes/ No	Positive/Negative impact
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious and Belief	Yes	School actively promotes tolerance of other faiths and supports pupils who may be vulnerable to extremism.
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	
Reviewed by	Leadership and Management	
Agreed by	Full Governors	
Next Policy review date	Feb 2025	
A copy of this form, and any related impact assessment form or action plan must be sent to the school office		

1. POLICY STATEMENT

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

- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Positive Behaviour Management Policy
- On Line 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 Sept 2022 (addendums will be added if necessary from changes to future KCSIE releases.

3. AIMS AND PRINCIPLES

3.1 The Farndon 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. 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. Introduction

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.

Farndon Primary 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.

Farndon Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance produced by the Cheshire West Local Safeguarding Children Board; DfE Guidance "Keeping Children Safe in Education, 2016" and HM government document "Prevent strategy: A guide for local partners in England".

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 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 Farndon 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 The Headteacher and the Deputy Head 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 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 and all members of the SLT 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 safeguarding board 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 SLT will work in conjunction with the Head Teacher and external agencies to decide the best course of action to address concerns which arise.

6.4 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Farndon 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

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 SMSC 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 Health and Safety 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. This is achieved through the E-Aware programme.

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 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/ See Appendix 5 for Action planning in this area.)

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 Visitor to School policy). Only after written agreement from the Head Teacher can the visitor enter school and then they will be subject to Safeguarding Checks including DBS checks (where appropriate) and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

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 DSLs 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.

9.4 The school shares the Visitors and Volunteers policy. The visitor must sign a visitor agreement before entering the school. Where it is a guest speaker, the Headteacher (or Senior teacher) requests to see the material that is to be shared.

10. ADDITIONAL MATERIALS

10.1 See Appendix 3 for further reading

11. POLICY REVIEW

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

Signed: 

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 SLT or the Head Teacher.
- All incidents will be fully investigated and recorded in line with the Positive Behaviour 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 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 would be held if there is not a significant positive change in behaviour.
- Lesley Price Channel Co-ordinator- lesley.price@cheshire.pnn.police.uk
- If deemed necessary, serious incidents will be discussed and referred to Local Safeguarding Board.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact Cheshire Police 01606 365 986 or Merseyside 0151 777 8125 and our school's PSCO. Schools can also call 101 (non emergency number) or DFE hot line (020 7340 7264).
- Safeguarding Teams
 - Emergency Duty Team: 01244977277
 - i-Art Team: 03001237047
 - Cheshire Police: 08454580000

Appendix 2 - Staff Safeguarding Training Type of Training	Delivered by	Delivered to	When and at what frequency
WRAP (Workshop to Raise Awareness of Prevent)	Headteacher	All staff, governors, office staff, site management and dinner supervisors	Spring 2019
PVE (Preventing Violent Extremism) Training for Managers	Local Safeguarding Board	Headteacher	Headteacher to disseminate to senior teachers and other staff.
Safeguarding and Child Protection Training	Local Safeguarding Board	Headteacher and Deputy	Refreshed on 2 year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training – (Dissemination)	INSET	All staff, governors, office staff, site management and dinner supervisors	Feb joint INSET. Govs Spr 2019
Tackling Homophobia in Schools	Stonewall	All staff	Repeated for all staff yearly and now in SMSC curriculum.
Tackling Domestic Violence	Local Safeguarding Board	Headteacher and Family Liaison Mentor; All staff	All staff summer 2015
Tackling Female Genital Mutilation	School's Safeguarding Officer	All staff, office staff, site management and dinner supervisors	Repeated for all staff during Feb INSET
Looked After Children	LA	DSL for Looked After Children	Refreshed on 2 year basis.

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 2014
- Working Together to Safeguard Children HM Gov 2013
- 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: Referral Form



Date of referral –

Upon completion please send to CTPNW.Merseyside@Merseyside.pnn.police.uk
 Telephone - Cheshire 01606 365 986 / Merseyside 0151 777 8125

Prevent Referral and Assessment Form

Person Referring Name / Organisation:

Contact number:

Subject's Surname		Forename(s)	
D.O.B Place of birth Ethnicity		Male/Female	
Address			
Tel No(s) Mobile		Email	
School or Employment			
Social media			

Reason for referral

Household composition / Parent / Guardian Details

Name	D.O.B	Gender	Relationship to subject

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PREVENT USE ONLY *Notes for FIMU*

Appendix 4 Action Plan: Prevent Duty Risk Assessment/Action Plan

RISK ASSESSMENT FOR:	Tackling Extremism and Radicalisation	
Establishment: FARNDON PRIMARY	Assessment by: Headteacher	Date: December 2023
1st Review Date Due : October 2018 2nd Review Date Due: February 2019 3rd Review Date Due: February 2021 4th Review Date Due: December 2023	Manager Approval: See above	Date: Review December 2025

<u>No</u>	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk Y/N</u>	<u>Action taken/already in place to mitigate/address risk</u>	<u>Owner</u>	<u>When</u>	<u>RAG</u>
1	<p><u>LEADERSHIP</u></p> <p>Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> ➤ Board of Governors ➤ SMT ➤ Staff 	Y	<p>Safeguarding team have read the Prevent agenda and used to formulate policy and is included in Safeguarding policy.</p> <p>Headteacher received Prevent training and WRAP 3 leader training (24/11/15). Then attended Prevent Top Up training on 01/03/19 and completed online refresher course (13/11/23)</p> <p>This was disseminated to staff in Nov 2023</p> <p>Head has shared policy to staff so they are aware of Prevent agenda and is on line.</p> <p>Head to share with Full Govs in Dec 2023</p> <p>Added to website on safeguarding section.</p>	AW	<p>Staff meeting updated on KCSIE Sept 2022</p> <p>New staff had it in Jan 2023 by AW</p>	

2	<p><u>Partnership</u></p> <p>1) Is there active engagement from the institution's Governors, SMT, managers and leaders?</p> <p>2) Does the School have an identified single point of contact (SPOC) in relation to Prevent?</p> <p>3) Does the School engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</p>	Y	<ol style="list-style-type: none"> 1) Governors & SMT briefed by Head on Prevent agenda. 2) Gobs had Safeguarding training in Jan 2022 which included Prevent and specific Prevent training online in December 2023. 3) The Prevent SPOC is the Safeguarding Lead-A Walker. He is responsible for oversight of the Prevent Action Plan & update to SMT and teachers. 4) The school's policy makes clear who the Prevent Lead is and both Local Authority and Police Prevent Leads. This is made available on Web page on website with direct links to prevent agenda and Cheshire Police. Referral form included as appendix in policy. 	AW		
3	<p><u>Staff Training</u></p> <p>Do all staff have sufficient knowledge and confidence to:</p> <ol style="list-style-type: none"> 1) exemplify British Values in their management, teaching and through general behaviours in the School 2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism 3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response 		<ol style="list-style-type: none"> 1) Staff had training on the different areas of British Values; evidence of how address through curriculum is on website and displayed in classrooms. 2) Staff have basic understanding of the factors that draw people into terrorism by having the policy shared with them in staff meeting. 3) Staff had training (Feb 2019) on new SMSC book led curriculum that focuses on respect and equality and that is now embedded and evidenced in WOW class books. 	AW / RM	<p>Staff top up training in Sept 22</p> <p>Refreshed in Nov 2023 with online course.</p>	

4	<p><u>Welfare and pastoral support</u></p> <p>1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution?</p> <p>2) Does the institution have chaplaincy provision or is this support signposted locally or brought in?</p> <p>3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?</p> <p>4) Does the chaplaincy support reflect the student demographic and need?</p>	Y	<p>The school has a teaching assistant who acts as a family liaison mentor to support pupils.</p> <p>Rev Scurr visits the school every 2 weeks to lead assembly to all the pupils.</p> <p>The assembly rota for each term reflects the school's equality policy and collective worship.</p> <p>School has a Mental Health Champion who co-ordinates support for pupils with their mental health.</p>	Conducted pupil voice mental health questionnaire in Feb 2023		
5	<p><u>Speakers and Events</u></p> <p>1) Is there an effective policy/framework for managing speaker requests?</p> <p>2) Is it well communicated to staff/students and complied with?</p>	Y	<p>School has a visitors and volunteer policy</p> <p>Any volunteers or guest speakers coming into the school must sign the volunteer agreement that makes clear expectations and information on safeguarding.</p> <p>Any slides or presentations are checked beforehand.</p> <p>Policy available to staff on line and safeguarding wall.</p>	Policy in date and reviewed by Govs.		
6	<p><u>Safety Online</u></p> <p>1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</p> <p>2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</p>	Y	<p>On-line Safety updated to include the prevent agenda. Agreements updated also in appendix.</p> <p>School has firewall systems. Headteacher receives emails where concerns identified on searches through the Senso system and can lock screens remotely, gather screen shots and identify which pupil has logged in.</p>	AW SK		

	<p>3) Does this also include the use of using their own devices via Wi-Fi?</p> <p>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p>		<p>School has Acceptable use of Communications Policy. Office have signed copies of agreements from staff.</p> <p>School on virtual learning environment has a warning system alerts.</p> <p>Pupils and Staff do not use their own devices on the Wi-fi.</p>			
7	<p><u>Prayer and Faith Facilities</u></p> <p>1) Does the institution have prayer facilities?</p> <p>2) Are there good governance and management procedures in place in respect of activities and space in these facilities?</p>	Y	<p>The school does not have specific prayer facilities. However, should this be needed we recommend the use of the “Meeting Room” and place signage saying not to disturb.</p> <p>.</p>	AW		
8	<p><u>School Security</u></p> <p>1) Are there effective arrangements in place to manage access to the school by visitors and non-students/staff?</p> <p>2) Is there a policy regarding the wearing of ID on campus? Is it enforced?</p> <p>3) Are dangerous substances kept and stored on site?</p> <p>4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?</p>	Y	<p>School has Site Security policy. School cannot be accessed without signing in at main office. Staff and visitors sign in using the digital system. Have to agree to safeguarding principles and acknowledge if have DBS. Also, takes photograph and then must wear the sticker. School stores dangerous substances effectively as evidenced in Health and Safety review and the use of COSHH sheets. The site manager has an inventory list for tools and dangerous substances.</p>	AW		
9	<p><u>Safeguarding</u></p>	Y	<p>It is now included in the Safeguarding policy. It also has its own more detailed policy.</p>	AW		

	<ol style="list-style-type: none"> 1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies? 2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism? 3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism? 4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral? 		<p>Training has taken place for all staff. It will also be included in the Level 2 Basic training on a 2 yearly basis and online refresher training for Prevent every 2 years.</p> <p>Staff training included what to look out, types of radicalisation, case studies and videos on the Channel process.</p> <p>School website has link to the Channel mechanism as well as the prevent agenda.</p> <p>Channel referred to in Extremism and Radicalisation policy.</p> <p>Policy includes a referral form.</p>			
10	<p><u>Communications</u></p> <ol style="list-style-type: none"> 1) Is the Prevent Lead and their role widely known across the school? 2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area? 3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners? 	Y	<p>Role known across school as policy shared on line and in staff room. Link on website and SPOC member of staff on the web page.</p> <p>Staff trained in NOTICE / CHECK / SHARE through the use of case studies. This is always included in educational visits to cities.</p> <p>Sharing protocols and key contacts info in the policy.</p> <p>Data protection policies are in place in line with GDPR.</p>	AW		
11	<p><u>Incident Management</u></p> <ol style="list-style-type: none"> 1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues? 	Y	<p>Critical incident plan in place for school and includes terrorism and bomb threat.</p> <p>Head teacher is the lead person.</p> <p>School would contact relevant media person in LA.</p>	AW		

	<p>2) Is a suitably trained and informed person identified to lead on the response to such an incident?</p> <p>3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required?</p>		Risk Assessments for off-site trips to major cities includes a planned response to a major incident.			
12	<p><u>Staff and Volunteers</u></p> <p>1) Does awareness training extend to sub-contracted staff and volunteers?</p> <p>2) Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>	Y	Volunteers have to sign agreement and on entry to school are asked to read Safeguarding information sheet and policy which includes tackling extremism.	AW		
13	<p><u>Freedom of Expression</u></p> <p>1) Does the institution have a Freedom of Speech/Expression policy?</p> <p>2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism?</p> <p>3) Is the need to protect vulnerable individuals covered within this policy?</p>	Y	In SMSC work and whole school assemblies, pupils are taught about the British Value – Individual Liberty. In these assemblies, we make it clear pupils have freedom of speech in school and / or the community as long as it is within the school rules / law of the land.	AW		