Holyport CE Primary School

Tackling Extremism & Radicalisation Policy

HOLYPORT CE PRIMARY SCHOOL	
ADOPTED AND SIGNED ON BEHALF OF THE SCHOOL GOVERNING BODY ON: 18th September 2025	SIGNATURE OF GOVERNING BODY REPRESENTATIVE: *P Mew*
Name of Headteacher: Amanda Featherstone	Signature of Headteacher: A Featherstone
Presented to: FGB	Policy to be next reviewed: September 2026 or earlier with changes to ODST policy or Government/DfE Guidance or Local Authority Policy

STATEMENT OF INTENT

The Oxford Diocesan Schools Trust (ODST) is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of our 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.

II INTRODUCTION

The 'Tackling Extremism and Radicalisation Policy' is part of ODST's commitment to keeping children safe. Global events have led to a growth of extremist viewpoints, including advocacy of violent extremism and our schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. Statutory duties were placed on schools and Multi Academy Trusts by the Counter Terrorism and Security Act (2015) and updated in 2023 with the Prevent Duty guidance, which means we must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of our work and protecting them from extremism is one aspect of that.

This policy is not a statement of prescribed curriculum content or the teaching style to be used which is a devolved responsibility of the local governing body. It is however a reminder of the statutory and advisory content of any such scheme of work.

III OBJECTIVES

This policy aims to:

- Develop an understanding of what radicalisation and extremism are and why we need to be vigilant in school;
- enable staff to know what the trust's policy is on tackling extremism and radicalisation and help them follow the policy guidance swiftly when issues arise;
- help pupils understand the dangers of radicalisation and exposure to extremist views;
- build resilience against these and knowing what to do;
- reassure parents/carers and pupils 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.

IV SCOPE

- Governing Body ✓
- Teaching Staff ✓
- Headteacher ✓
- Support staff ✓
- All School Staff ✓
- Pupils ✓
- Central Office Staff ✓
- Contractors/ Service Providers ✓
- Users of the school site and buildings ✓

V RELEVANT LEGISLATION

- PREVENT Strategy & Duty Guidance (HM Gov)
- Keeping Children Safe in Education (DfE 2024)
- Promoting fundamental British values as part of SMSC in schools (DfE Nov 2014)
- The PREVENT duty (DfE June 2015)
- Working Together to Safeguard Children (HM Gov 2023)

VI RELATED POLICIES

- ODST and School Safeguarding & Child Protection Policy
- ODST Equality Policy
- School Anti-Bullying Policy
- ODST & School Behaviour Policy
- School E-Safety Policy

VII RELATED DOCUMENTS

VIII DATE OF REVIEW

The policy will be reviewed as required by the Board of Directors of ODST to take account of any legislative changes and / or national policy development as well as feedback from ODST staff and schools.

IX GENERAL PRINCIPLES

Definitions

- Where the term "relevant body" has been used this refers to the Board of Directors of ODST;
- Unless indicated otherwise, all references to "school" include both schools and academies;
- Unless indicated otherwise, all references to "teacher" include the headteacher; ▪ Unless indicated otherwise, all references to 'staff' include teaching and support staff.

X DELEGATION

The relevant body has chosen to delegate its functions to local governing bodies and headteachers as set out in this policy.

XI MONITORING & EVALUATION

The Local Governing Body and headteacher will monitor the operation and effectiveness of the school's Radicalisation and Extremism Policy and deal with any queries relating to it. The relevant body, through the ethos committee, will monitor any concerns or complaints raised in relation to the policy on an annual basis.

Holyport CE Primary School
Tackling Extremism & Radicalisation Policy

1. POLICY STATEMENT

The Oxford Diocesan Schools Trust (ODST) is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of our 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

ODST's Tackling Extremism and Radicalisation Policy links to the following locally adopted policies of our academy local governing bodies:

- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Behaviour 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) **2024 and 2025**
- Working Together to Safeguard Children (HM Government) 2023
- Prevent Duty guidance (HM Government) 2023
- Latest OFSTED guidance

3. AIMS AND PRINCIPLES

3.1 ODST's Tackling Extremism and Radicalisation Policy is intended to provide a framework for our schools in dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that our schools are well placed to be able to identify safeguarding issues and this policy clearly sets out how they will deal with such incidents and identifies how the curriculum and ethos underpin their 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 at an age appropriate level; 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 in our academies and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

4. DEFINTIONS AND INDICATORS

4.1 We define radicalisation as an 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'. The Home Office defines this as 'The process by which people come to support terrorism and violent extremism and, in some cases, then join terrorist groups.' Radicalisation is a form of grooming and therefore abuse.

4.2 'Extremism' is defined in the 2011 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. The definition of extremism also includes calls for the death of members of the British armed forces, whether in this country or overseas.

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/persuade others to a group/cause which links to extremist views.
- Communications with others that suggests identification with a group, cause or ideology.
- Increase in prejudice-related incidents committed by that person – these may include; physical or verbal assault
- provocative behaviour, refusal to co-operate and condoning or supporting violence towards others
- prejudice related ridicule or name calling or inappropriate forms of address.

4.4 *The trust (ODST) has its roots in church schools and alongside the Diocese of Oxford our work is founded in gospel values which directs our assemblies and underpins the ethos of the school.* Many of the ODST schools are successful multi-racial and multi-faith communities. They are open and welcoming and engage in success for all achieved as a part of this diversity. Our schools recognise however, that for some, they feel less of a sense of belonging and lead isolated lives, separated from the mainstream. We strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

5. PROCEDURES FOR REFERRALS

5.1 Although serious incidents involving radicalisation have not occurred in ODST schools to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, communities 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 important to intervene to protect young 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.

5.3 All ODST schools have a senior leader trained as the Designated Person (DP) for Child Protection and Safeguarding. While all staff will undertake 'Prevent' training, the DP will be the focus for any concerns raised under this policy so that schools are able to deal swiftly with any referrals or concerns reported by staff of radicalisation or extremism.

5.4 The Head Teacher of each ODST school will discuss the most appropriate course of action on a case-by-case basis with the schools DP and the Local Authority Designated Officer (LADO) 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 or on the staff weekly bulletin.

6. GOVERNORS, LEADERS AND STAFF

6.1 The DP is the leaders for referrals relating to extremism and radicalisation. In the unlikely event that the DP or the Principal/Headteacher are not available, all staff should know the channels by which to make referrals via the safeguarding board in the staffroom.

6.2 Staff will be fully trained through the use of on-line Prevent training as part of our schools' induction processes. As a part of this they will be informed 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 DP will work in conjunction with the Principal/Headteacher 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, ODST has procedures for dealing with prejudicial behaviour, as outlined in the Trust's Behaviour Policy and our Equality Policy.

7. THE ROLE OF THE CURRICULUM

7.1 Our schools' curricular are "broad and balanced" in accordance with Ofsted guidance and the overarching Trust Curriculum Policy. 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.

Their curricular will promote the spiritual, moral, social and cultural (SMSC) development of pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance. Through their programmes of study, they will aim to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

7.2 Individual PSHE policies and provision is embedded across their curricula, including in RE. It directs their assemblies and underpins the ethos of our schools. It recognises 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 All pupils in ODST schools 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 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)

8.2 Visiting staff, agency and supply teachers should be briefed on the safeguarding policies and procedures of the school on arrival and this will include a section on the Prevent duty and the procedures for reporting any concerns of radicalisation or extremism.

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 seek agreement from the Head Teacher. Visitors will be subject to a risk assessment including safeguarding checks and photo identification. Children are should never be left unsupervised with external visitors, regardless of safeguarding check outcomes.

9.2 Upon arriving at the school, all visitors including contractors, will be informed of the school's child protection and safeguarding policy and be made aware of who 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 ODST Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

This policy will be ratified by the Local Governing Body of each academy at its first meeting of the academic year.

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 Designated Person for Child Protection and Safeguarding, ensuring that the headteacher is also informed.
- All incidents will be recorded in line with procedures for any other safeguarding incident.
- The academy's Designated Person will take advice from the LADO appropriate to the local authority for the location of the academy. This will include guidance on contacting parents/carers and to assess whether the incident is serious enough to warrant a further referral. A note of this referral must be kept alongside the initial referral in the Safeguarding folder.
- The Senior Leadership Team (SLT) 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 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 LADO, the Thames Valley Policy PREVENT Officer and ODST, for the location of the school:
- Slough PO: Misha Upadhyaya and Ian Healey -
- Oxfordshire PO: Jonathan Stanley - Mobile : 07800703363 Email: jonathan.stanley3@thamesvalley.pnn.police.uk
- ODST: 01865 208200 ODST.Admin@oxford.anglican.org

General PREVENT enquiries are also dealt with by these officers. Referrals should also be sent to the PREVENT referral email: Preventreferrals@thamesvalley.pnn.police.uk .

Appendix 2 - Staff Safeguarding Training Type of Training	Delivered to	When and at what frequency
Online PREVENT training https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal	All staff, governors, office staff, site management and dinner supervisors	Every Two years. Certificates held in school
Safer Recruitment Training	All SLT and all governors	Refreshed on 3 year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training	All SLT and designated governors for child protection	Refreshed on 2 year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training – (Dissemination)	All staff, governors, office staff, site management and dinner supervisors	Repeated for all staff during first half of Autumn half term each academic year and ongoing in weekly year group and INSET meeting
Tackling Homophobia in Schools	All staff, governors, office staff, site management and dinner supervisors	Each academic year
Tackling Domestic Violence	All staff, office staff, site management and dinner supervisors	each academic year
Tackling Female Genital Mutilation	All staff, office staff, site management and dinner supervisors	each academic year
Keeping Children Safe in Education (2023) – Part 1	All staff, office staff, site management and dinner supervisors	As part of induction and refreshed annually

Appendix 3 - Safeguarding and Child Protection Policy

Further reading:

Working Together to Safeguard Children March 2018. The guidance is available via the following link: http://www.workingtogetheronline.co.uk/index.html

Keeping Children Safe in Education 2023. The guidance is available via the following link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

Prevent Duty Guidance for England & Wales; a Guidance for specified authorities (Counter Terrorism & Security Act 2015) June 2015 https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

The DfE Prevent Duty Departmental advice for Schools and child care providers June 2015. The guidance is available via the following link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers". March 2015. Updated July 2023. The guidance is available via the following link:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/Information_sharing_advice_practitioners_safeguarding_services.pdf