

Robert Peel Primary School

Anti-Radicalisation Policy



Date policy last reviewed: September 2025

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

Robert Peel Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Robert Peel Primary School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. 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 view points, including advocacy of violent extremism.

Schools have an important part to play in educating children, young people and adults about extremism and recognising when children start to become radicalised. In June 2015 new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 which means their work must prevent children being drawn into extremism. In formulating this policy, the Governors have taken account of the guidance from the Department for Education (DfE) who have called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

School Vision

At Robert Peel Primary School our vision is to develop resilient and independent learners who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

Links to other Policies

The Robert Peel Primary School Anti-Radicalisation policy statement links to the following policies:

- Child Protection & Safeguarding Policy
- Public Sector Equality Duty Information
- Anti-bullying Policy
- Promoting Positive Behaviour Policy
- Staff Handbook
- Whistle-Blowing Policy
- Equality, Diversity and Inclusion Policy
- E-safety Policy

Statutory Duties

The duty to prevent children and young people from being radicalised is set out in the following documents.

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education 2025
- Prevent Duty Guidance 2015
- Working Together to Safeguard Children 2023

Non-Statutory Guidance

- Promoting fundamental British Values as part of Spiritual, Moral and Social and Cultural (SMSC) provision in schools: DFE Departmental Advice for Maintained Schools 2014

Aims & Principles

The main aims of this policy statement 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.

The principle objectives are that:

- All Governors and all staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All Governors and all staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents 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.
- Pupils are encouraged to adopt and live out our Core Values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, Emotional Aspects of Learning) assemblies and through the elected School Council members.
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupils’ wellbeing, confidence and resilience are promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors and all staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.
- This strategy is based on four areas of work:
 - **Pursue** - To stop terrorist attacks
 - **Prevent** - To stop people becoming terrorists or supporting terrorism
 - **Protect** - To strengthen our protection against a terrorist attack
 - **Prepare** - To mitigate the impact of a terrorist attack
- Our role, as a school, is outlined more specifically in the DCSF document The Prevent Duty.
- Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document ‘Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.’

Definitions & 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.

The Governing Body has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. Furthermore, our positive promotion of our Golden Rules Code of Conduct equips our pupils with the skills to reject violence in all its forms.

Roles & Responsibilities

The Governing Body has a zero tolerance approach to extremist behaviour for all community members. As a school we rely on our strong values and vision to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. Furthermore, our positive promotion of our Aims and Values equips our children with the skills to reject violence in all its forms.

It is the role of the school leadership team to ensure that it meets the statutory duties with regard to preventing radicalisation.

The Headteacher:

- ensures that the school and their staff respond to preventing radicalisation on a day to day basis
- ensures that staff conduct is consistent with preventing radicalisation
- ensures that the curriculum addresses the issues involved in radicalisation
- ensures that visitors are made aware of the school's safeguarding and child protection policies
- ensure that internet filters are on all equipment to prevent terrorist and extreme material

The Designated Safeguarding Lead:

- ensures that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- ensures that training is facilitated for all staff and regularly updated so all staff are aware of the threats, risks and vulnerabilities that are linked to radicalisation.
- receives safeguarding concerns about pupils who may be vulnerable to the risk of or showing signs of radicalisation (See Appendices)
- makes referrals to appropriate agencies and liaise with partners including the local authorities and police
- reports to the Senior Leadership Team on these matters

Procedures & Referrals

Although incidents involving radicalisation have not occurred at Robert Peel to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Child Protection/ Safeguarding Leads). This policy is strictly adhered to should issues arise and it is the role of the Staff to understand the issues of radicalisation, that they are able to recognise the signs of vulnerability of radicalisation and know how to refer their concerns.

The Role of the Curriculum

Our curriculum 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.

Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, 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.

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.

All Governors and staff will complete Prevent Training led by the Headteacher, with annual updates as part of the school's safeguarding procedures.

Policy Review

The Anti-Radicalisation Policy statement will be reviewed annually as part of the overall Child Protection and Safeguarding Policy review.

Appendices

Appendix 1

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. These are:

- 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
- Change in family structure
- Unusual or extended patterns of absence from school

Appendix 2

Recognising extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence especially to others or cultures
- Making remarks or comments whilst attending or talking about extremist events or rallies
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes of dress, behaviour and peer relationships
- Secretive behaviour
- Online searches 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
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

There are also very powerful narrative, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.