

# Ribble Drive Community Primary School



## Tackling Extremism & Radicalisation Policy

### RATIONALE

Ribble Drive 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.

Whilst Ribble Drive Primary School is fully compliant in the Prevent duty, and recognises the important role it has to play in this respect, the school will be thoughtful and proportionate in its response to ensure that no individual or group feels needlessly disenfranchised or unfairly discriminated.

Paramount to Ribble Drive's vision is to promote a positive, warm, inclusive, compassionate, optimistic and harmonious school culture, where every child and adult feels safe, happy, valued as a unique and precious individual, and realises personal achievement and experiences rewarding success.

Thus we will be able to fulfil our Mission Statement

"Be The Best You Can Be."

And our Disability Statement:

"To make all reasonable adjustments to ensure that any member of the school community with a disability is not placed at a disadvantage and to endeavour to anticipate their needs in advance of their participation in any activities within the school"

This policy should be read with the following policies.

- Safeguarding & Child Protection Policy
- Equality Policy
- Relationship and Behaviour Policy
- Online Policy
- PREVENT Strategy HM Gov
- PREVENT Duty for Schools HM Gov
- Keeping Children Safe in Education DfE
- Working Together to Safeguard Children DfE

Ribble Drive Primary School is fully aware of its responsibility under the Prevent Duty 2015

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible>

and recognises that its responsibilities to prevent and protect children from extremism, fits within its duty of child protection and safeguarding.

[https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping\\_children\\_safe\\_in\\_education\\_from\\_1\\_September\\_2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

### AIMS AND PRINCIPLES

This 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.

The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism is 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.

## DEFINITIONS AND INDICATORS

Radicalisation is defined as the act or process of making a person more radical or favouring 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.

There are several 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 is becoming increasingly centered 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 suggest identification with a group, cause or ideology.
- Using insulting 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.

## PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred at Ribble Drive 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)

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.

Members of the 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.

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)

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.

## **GOVERNORS, LEADERS AND STAFF**

The Head Teacher, Deputy Head Teacher and Pastoral Lead are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that none are available, all staff know the channels by which to make referrals.

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.

The Head Teacher will work in conjunction with external agencies to decide the best course of action to address concerns which arise.

Prejudicial behaviour can be a factor in radicalisation and extremism. Ribble Drive Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Relationships and Behaviour Policy and Equality Policy.

## **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 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 - PSHE Curriculum Overview)

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.

## **STRATEGIES FOR PREVENTING EXTREMISM**

Through Ribble Drive's written and unwritten curriculum the school promotes community cohesion <http://www.communitycohesioncc.org.uk/docs/280.pdf> as well as British Values.

According to Ofsted, 'fundamental British values' are:

- democracy
- the rule of law
- individual liberty and mutual respect
- tolerance of those with different faiths and beliefs.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

Promoting fundamental British Values as part of SMSC in schools Departmental Advice 2014

[https://assets.publishing.service.gov.uk/media/5a758c9540f0b6397f35f469/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://assets.publishing.service.gov.uk/media/5a758c9540f0b6397f35f469/SMSC_Guidance_Maintained_Schools.pdf)

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97995/strategy-contest.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97995/strategy-contest.pdf)

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

## **USE OF ONLINE TECHNOLOGY AND SOCIAL MEDIA**

Ribble Drive School is aware of the risk of use of social media for online radicalisation

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/440450/How\\_social\\_media\\_is\\_used\\_to\\_encourage\\_travel\\_to\\_Syria\\_and\\_Iraq.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf)

## **BUILDING RESILIENCE**

"Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making."

Bury Schools do not need to create a new document to log a Prevent concern; they can use a referral to Bury Children's Service.

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible>

Escalation to Channel <https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

## **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 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)

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

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.

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.

## **ADDITIONAL MATERIALS**

See Appendix 3 for further reading

Review: Summer 2027

### **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 Head Teacher.
- All incidents will be fully investigated and recorded in line with the Relationship and 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.
- If deemed necessary, serious incidents will be discussed and referred to Bury Children's Services on 0161 253 5678.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact Greater Manchester Police Counter Terrorism Unit (CTU) Security and Partnership Office for our locality, on 0161 856 8181 or the CTU hotline 0845 678 123

## Appendix 2 - Staff Safeguarding Training

Type of Training	Delivered by	Delivered to	When and at what frequency
Safer Recruitment Training	Bury Safeguarding Hub	Relevant staff and governors	Refreshed on 3-year basis.
Safeguarding and Child Protection Training	Bury Safeguarding Hub	All staff and designated governors for child protection	Refreshed on a yearly basis.
Safeguarding and Child Protection Training - (Dissemination)	Head Teacher	All staff, governors, office staff, site management and dinner supervisors	Refreshed for all staff during first half of Autumn term each academic year and ongoing in KS meeting
Looked After Children Training for DSLs	Looked After Children Education Services (LACES)	DSL for Looked After Children	Refreshed on 2-year basis.
Fire Safety Training	Bury Council Health & Safety Department	All staff, office staff, site management and dinner supervisors	Refreshed for all staff during first half of Autumn term each academic year

## Appendix 3 - Additional materials (Available on school website or by searching online)

- The Prevent Strategy, GOV.UK - Home Office
- The Prevent Duty for Schools GOV.UK
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- 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 - PSHE whole school assembly Curriculum Overview

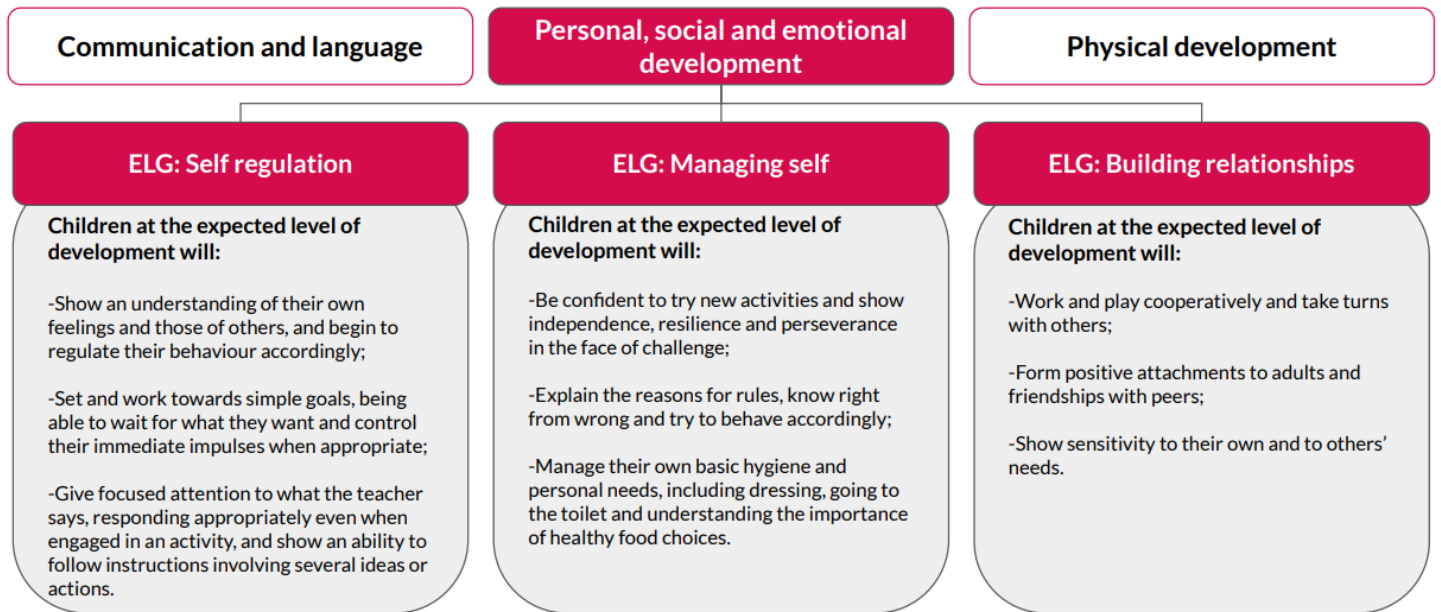
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Optimism Fairness	Anti-bullying Honesty	Respect Integrity	Online Safety Initiative	Perseverance Empathy	Responsibility Courage

## PSHE Curriculum Overview

Our PSHE curriculum does not cover radicalisation and extremist behaviour *explicitly*, as the concepts themselves are perhaps not appropriate for teaching about in primary schools: whilst we want to prepare children for life, at the same time we do not want to alarm them. Rather, the curriculum makes a significant contribution towards ensuring that the curriculum and the learning environment that children experience lays down a grounding in which the ideological and emotional roots of extremist beliefs, attitudes and behaviours cannot flourish. This contribution emerges first and foremost through the overall character of the PSHE scheme and the learning styles it advocates, but also through many aspects of the specific content of the themes or that make up the programme.

Children are taught to know their own minds, to operate from a position of self-awareness and self-valuation, and to develop the capacity to empathise with others.

EYFS:



	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
<b>Year 1</b>	<a href="#">Setting ground rules for RSE and PSHE lessons</a>	<a href="#">L1 What is family?</a> <a href="#">L2 What are friendships?</a> <a href="#">L5 Friendship problems</a> <a href="#">L6 Healthy friendships</a> <a href="#">L7 Gender stereotypes</a>	<a href="#">L1 Understanding my emotions</a> <a href="#">L3 Ready for bed</a> <a href="#">L5 Handwashing &amp; personal hygiene</a> <a href="#">L6 Sun safety</a> <a href="#">L7 Allergies</a>	<a href="#">L1 Adults in school</a> <a href="#">L2 Adults outside school</a> <a href="#">L4 Making an emergency phone call</a> <a href="#">L5 Appropriate contact</a> <a href="#">L6 Safety with substances</a>	<a href="#">L1 Rules</a> <a href="#">L4 Similar, yet different</a>	<a href="#">L1 What is money?</a> <a href="#">L4 Saving and spending</a>
<b>Year 2</b>	<a href="#">Setting ground rules for RSE and PSHE</a>	<a href="#">L2 Families are all different</a> <a href="#">L4 Unhappy friendships</a> <a href="#">L5 Introduction to manners and courtesy</a> <a href="#">L6 Change and loss</a> <a href="#">L7 Gender stereotypes: Careers and jobs</a>	<a href="#">L1 Experiencing different emotions</a> <a href="#">L5 Developing a growth mindset</a> <a href="#">L6 Healthy diet</a> <a href="#">L7 Looking after our teeth</a>	<a href="#">L2 Communicating online</a> <a href="#">L3 Secrets and surprises</a> <a href="#">L4 Appropriate contact: My private parts</a> <a href="#">L5 Appropriate contact: My private parts are private</a> <a href="#">L8 Staying safe with medicine</a>	<a href="#">L1 Rules beyond school</a> <a href="#">L5 Similar yet different- my local community</a> <a href="#">L7 Giving my opinion</a>	<a href="#">L2 Exploring needs</a> <a href="#">L3 Exploring wants</a>
<b>Year 3</b>	<a href="#">Setting ground rules and signposting</a>	<a href="#">L1 Healthy families</a> <a href="#">L2 Friendship conflicts</a> <a href="#">L3 Friendship: conflict vs bullying</a> <a href="#">L5 Learning who to trust</a> <a href="#">L6 Respecting differences in others</a> <a href="#">L7 Stereotyping gender</a>	<a href="#">L1 My healthy diary</a> <a href="#">L3 Wonderful me</a> <a href="#">L5 Resilience: breaking down barriers</a> <a href="#">L7 Diet and dental health</a>	<a href="#">L1 First Aid: emergencies and calling for help</a> <a href="#">L4 Cyberbullying</a> <a href="#">L7 Influences</a> <a href="#">L8 Keeping safe out and about</a>	<a href="#">L1 Rights of the child</a> <a href="#">L5 Charity</a> <a href="#">L6 Local democracy</a>	<a href="#">L2 Budgeting</a> <a href="#">L5 Career quest</a>

	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 4	<a href="#">Setting ground rules and signposting</a>	<a href="#">L1 Respect and manners</a> <a href="#">L2 Healthy friendship</a> <a href="#">L4 Bullying</a> <a href="#">L6 Stereotypes: Disability</a> <a href="#">L8 Change and loss</a>	<a href="#">L1 Looking after our teeth</a> <a href="#">L3 Celebrating mistakes</a> <a href="#">L5 My happiness</a> <a href="#">L6 Emotions</a> <a href="#">L7 Mental health</a>	<a href="#">L1 Internet safety: Age restrictions</a> <a href="#">L2 Share aware</a> <a href="#">L4 Privacy and security</a> <a href="#">L7 Introducing puberty</a> <a href="#">L8 Tobacco</a>	<a href="#">L1 What are human rights?</a> <a href="#">L5 Diverse communities</a>	<a href="#">L1 Value for money</a> <a href="#">L3 Looking after money</a>
Year 5	<a href="#">Setting rules and signposting</a>	<a href="#">L2 Friendship skills</a> <a href="#">L3 Marriage</a> <a href="#">L4 Respecting myself</a> <a href="#">L5 Family life</a> <a href="#">L6 Bullying</a> <a href="#">L8 Stereotypes: Race and religion</a>	<a href="#">L2 The importance of rest</a> <a href="#">L5 Taking responsibility for my feelings</a> <a href="#">L6 Healthy meals</a> <a href="#">L7 Sun safety</a>	<a href="#">L1 Online friendships</a> <a href="#">L2 Staying safe online</a> <a href="#">L3 Puberty</a> <a href="#">L4 Menstruation</a> <a href="#">L6 First Aid: Bleeding</a> <a href="#">L7 Alcohol, drugs and tobacco: Making decisions</a>	<a href="#">L1: Breaking the law</a> <a href="#">L6 Parliament</a>	<a href="#">L4 Risks handling money online</a>
Year 6	<a href="#">Setting ground rules for RSE and PSHE</a>	<a href="#">L1 Respect</a> <a href="#">L2 Respectful relationships</a> <a href="#">L4 Challenging stereotypes</a> <a href="#">L5 Resolving conflict</a> <a href="#">L6 Change and loss</a>	<a href="#">L3 Taking responsibility for my health</a> <a href="#">L4 The impact of technology on health</a> <a href="#">L5 Resilience toolbox</a> <a href="#">L6: Immunisation</a> <a href="#">L8 Physical Health concerns</a>	<a href="#">L1 Alcohol</a> <a href="#">L3 Social media</a> <a href="#">L4 Physical and emotional changes of puberty</a> <a href="#">L8 First Aid: Basic life support</a>	<a href="#">L1 Human rights</a> <a href="#">L4 Prejudice and discrimination</a> <a href="#">L6 National democracy</a>	<a href="#">L6 Career routes</a> <div style="background-color: #c00040; color: white; text-align: center; padding: 5px;"><b>Identity</b></div> <a href="#">L2 Identity and body image</a>