



*That they may have life; life in all its fullness - John 10:10*

# Hordle CE (VA) Primary School and Nursery

## ANTI-RADICALISATION POLICY 2024/25

**Any reference to 'the school' throughout this policy shall mean Hordle CE (VA) Primary School and Nursery.**

*Through an education rooted in God's love and grounded in our community through teamship, our children will shape their identity to become aspirational learners, with enquiring minds and deeply held personal values ready to take on their responsibilities; living life in all its fullness as Global Citizens of the future.*



### Contents

1. Policy Statement	1
2. Aims and Objectives	1
3. Definitions and Indicators	2
4. Procedures for Referrals	2
5. The Role of the Curriculum	3
6. Staff Training	3
7. Links to other Policies	3
APPENDIX 1 – Dealing with Referrals	4

### 1. Policy Statement

Hordle CE Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Its emphasis on the importance of relationship has resulted in structures and procedures that enable every student to be known well. Consequently, this forms the first barrier to any form of radicalisation. We are not, however, complacent and we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. This Anti-radicalisation policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and providing them with appropriate support.



*That they may have life; life in all its fullness - John 10:10*

## **2. Aims and Objectives**

This policy provides a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. It clearly sets out how the school will deal with such incidents and identify how the school's curriculum and ethos underpins our actions.

The objectives are that:

- All governors, teachers, support staff and other stakeholders will have an understanding of what radicalisation is and why we need to be vigilant in school.
- All governors, teachers, support staff and other stakeholders will know what the school policy is on anti-radicalisation 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.

The main aims of this policy are to ensure that staff are fully aware of the need for vigilance 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.

## **3. Definitions and 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.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Changes in attendance patterns
- Researching electronic media associated with radicalisation
- 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 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.

## **4. Procedures for Referrals**

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the area in which we teach, and which originate in the area with which our pupils are presently or historically linked. 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. (See Appendix 1 – dealing with referrals) Early intervention is vital to protect people who are vulnerable. Staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups. Staff are expected to be confident to challenge and to intervene, and contribute to ensuring that we have strong safeguarding practices.

One of the Designated Persons for safeguarding will deal swiftly with any referrals made by staff or with concerns reported by staff.



*That they may have life; life in all its fullness - John 10:10*

One of the Designated persons 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. The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used adversely to influence others.

Our Spiritual, Moral and Social Cultural (SMSC) and PSHE provision is largely embedded across the curriculum, informs our worship and underpins the ethos of the school. It is recognised that pupils 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.

#### ICT Systems – E-Safety

Pupils are regularly taught about how to stay safe when using electronic media 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.

### 6. 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
- are aware of how we can provide support as a school to ensure that our pupils are resilient and able to resist involvement in radical or extreme activities.

### 7. Links to other Policies

This policy links to the following school policies:

- Attendance Policy
- Child Protection Policy and Procedures
- Behaviour Policy

	DATE	Ethos	Equality	Practice	Guidance
This policy was reviewed and screened by the Governing Body	2024/25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Next scheduled review:	<b>Academic Year 2025/2026</b>				



*That they may have life; life in all its fullness - John 10:10*

## **APPENDIX 1 – Dealing with Referrals**

Factors that a child is vulnerable to being radicalised or exposed to extreme views include:

- 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**

All incidents of prejudicial behaviour will be reported directly to one of the Designated Persons for child protection or in their absence to the Headteacher or any member of the SLT.

All incidents will be fully investigated and recorded as a child protection concern. Appropriate agencies will be utilised as a part of this process, including appropriate Local Authority Officers and the School's Police Liaison Officer. A referral will be made to MASH (Multi-Agency Safeguarding Hub). A review of further procedures will be conducted in the event of the response being deemed insufficient.

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 discussion is kept alongside the initial referral.

The Designated Person(s) 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 with parents would be held if there is not a significant positive change in behaviour.

In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will contact local Police, in co-ordination with other appropriate agencies.

### **Additional Materials**

- Prevent strategy, GOV.UK – Home Office (Adobe pdf file)  
[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)
- 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.