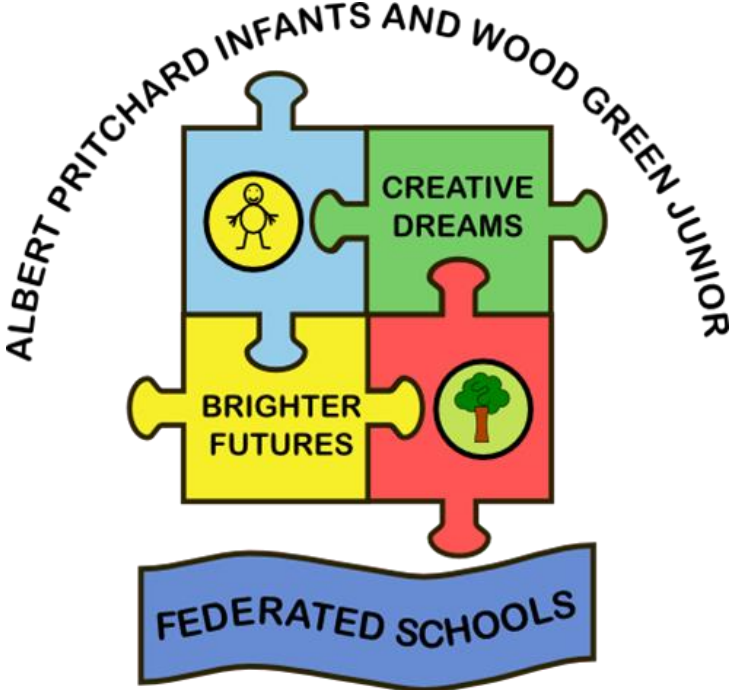
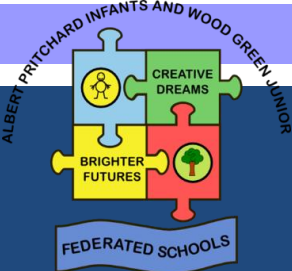


# Albert Pritchard Infant and Wood Green Junior Federated Schools



## Tackling Extremism and Radicalisation Policy



March 2025

To be reviewed: Mach 2026

## POLICY STATEMENT

Albert Pritchard Infant and Wood Green Junior Federated Schools are 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.

**This policy should be read in conjunction with our Safeguarding Policy 2024**

## AIMS AND PRINCIPLES

The 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 our ethos underpin our actions.

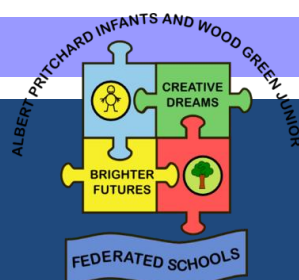
### The objectives are that:

- 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 - 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

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.



Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

These include:

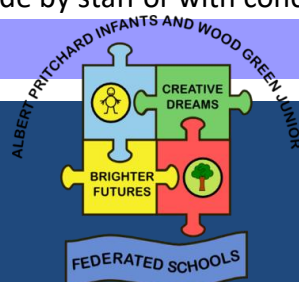
- Spending increasing time in the company of other suspected extremists.
- Increased or excessive usage of internet.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of 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 or 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 cooperate; attempts to recruit to prejudice-related organisations; or condoning or supporting violence towards others.

## PROCEDURES FOR REFERRALS

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area 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.

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.

Seven members of the Senior Leadership Team (SLT) are trained as Designated Safeguarding Leads (DSLs), and will deal swiftly with any referrals made by staff or with concerns reported by staff.



## GOVERNORS, LEADERS AND STAFF

The Executive Head Teacher, Deputy Head Teachers, Assistant Head Teachers and Inclusion Managers are trained Designated Safeguarding Leads for referrals relating to extremism and radicalisation. In the unlikely event that no DSLs and the Executive Head Teacher are not available, all staff know the channels by which to make referrals via the safeguarding board 0121 569 3100 (Single Point of Contact).

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 Deputy DSLs will work in conjunction with the Executive Head Teacher (DSL) and external agencies, to decide the best course of action to address concerns, which may arise.

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Albert Pritchard Infant and Wood Green Junior Federated Schools has updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy and our Equality Policy.

All staff at Albert Pritchard Infant and Wood Green Junior Federated Schools are aware that any concerns or indicators of the possibility of radicalisation relating to any pupil within the school are referred following guidance in the school's Child Protection & Safeguarding Policy.

## THE ROLE OF THE CURRICULUM

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.

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.

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 Continuous Professional Development (CPD) 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.

