

Lowton West Primary School



Preventing Extremism and Radicalisation Policy

Policy reviewed by N. Gould
Date policy reviewed: January 2026

Ratified by Governing Body: January 2026

Dr G Merrett (Chair of Governors)

Mrs J. Westhead (Headteacher)

Lowton West Primary School

Preventing Extremism and Radicalisation Policy



Aiming High Together

School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

R = Recognising the needs of the individual child

E = Ensuring a unique and engaging curriculum

S = Supporting each other to learn and achieve

P = Passionate about providing the highest quality education

E = Encouraging creativity, self – expression and imagination

C = Creating confident, resilient, life – long learners

T = The voice of everybody is heard

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values. The five British values that the Government has identified for schools to focus on are:

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institution

1: Policy Statement

Lowton West 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 Preventing Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to promote pupils' welfare and 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

Child Protection and Safeguarding
Equality Policy
Anti-bullying Policy
Positive Behaviour Policy
Online Safety Policy
PHSE Policy
RE Policy

N.B. This policy will be read in conjunction with the Local Authority's 'Guidance for working with adults and children/ young people who are vulnerable to the messages of violent extremism',

- DfE: [Working Together to Safeguard Children \(Last updated 12th June 2025\)](#))

- DfE: [Keeping Children Safe in Education September 2025](#)

[Statutory guidance: Revised Prevent duty guidance: for England and Wales \(2023\), last updated 6th March 2024](#)

The Prevent duty: safeguarding learners vulnerable to radicalisation

[The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK](#)

[\(www.gov.uk\)](#) last updated September 2023

The Prevent Duty: an introduction for those with safeguarding responsibilities, updated 7th September 2023

[The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK](#)

[\(www.gov.uk\)](#)

Understanding and identifying radicalisation risk in your education setting, updated 7th September 2023

[Understanding and identifying radicalisation risk in your education setting - GOV.UK](#)

[\(www.gov.uk\)](#)

Managing risk of radicalisation in your education setting, updated 7th September 2023

[Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](#)

DfE guidance: Making a referral to Prevent, published October 2022, last updated 7th September 2023

[Making a referral to Prevent - GOV.UK](#)

3: AIMS AND PRINCIPLES

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about extremism and radicalisation; that they overcome professional disbelief that such issues will not happen in our school 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 staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors and staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy 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 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.

4: 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:

Vulnerability Indicators

The research and evidence base pertaining to this risk group is limited, but is developing rapidly. There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences.

The following indicators have been provided to support workers in Wigan to understand and identify factors that may suggest an adult, child, young person or their family may be vulnerable or involved with violent extremism.

Research shows that indicators of vulnerability can include:

- **Identity Crisis** - Distance from cultural / religious heritage and uncomfortable with their place in the society around them.
- **Personal Crisis** - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- **Personal Circumstances** - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- **Unmet Aspirations** - Perceptions of injustice; feeling of failure; rejection of civic life
- **Criminality** - Experiences of imprisonment; poor resettlement / reintegration; previous involvement with criminal groups.

In addition, all workers should consider the following areas where extremist behaviour is a concern:

Access to extremism / extremist influences

- Is there reason to believe that the adult or adult, child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these

individuals are known to operate? (e.g. the adult, child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)

- Does the adult, child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via social media/email/ social communication platforms Teams, Zoom, Snapchat, Instagram, WhatsApp, Facebook etc.)
- Is there reason to believe that the adult, child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the adult, child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature / other media material likely to incite racial/religious hatred or acts of violence?
- Does the adult, child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the adult, child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the adult, child/young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the adult, child/young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the adult, child/young person resulting in a noticeable change in behaviours? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the adult, child/young person's behaviours or outward appearance that suggests a new social/political or religious influence?
- Has the adult, child/young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the adult, child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the adult, child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the adult, child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the adult, child/young person employed any methods to disguise their true identity? Has the adult, child/young person used documents or cover to support this?

Social Factors

- Does the adult, child/young person have experience of poverty, disadvantage, discrimination or social exclusion?

- Does the adult, child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the adult, child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the adult, child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the adult, child/young person have any learning difficulties/ mental health support needs?
- Does the adult, child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the adult, child/young person have a history of crime, including episodes in prison?
- Is the adult, child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the adult, child/young person have insecure, conflicted or absent family relationships?
- Has the adult, child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the adult, child/young person's life has extremist view or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters
- Articulating support for violent extremist causes or leaders
- Accessing violent extremist websites, especially those with a social networking element
- Possessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviours

NB - The list is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people experiencing these factors are automatically at risk of exploitation for the purposes of violent extremism. The now accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

5: PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred at Lowton West Primary School 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 to the Headteacher (Designated Safeguarding Lead).

6: 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 PSHCE (Personal, Social, Health and Citizenship Education) 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.

Any of our pupils may come into contact with extremist literature, propaganda or conversations at any time including in the local community and the home environment. It is our duty to support pupils who may be distressed or frightened by what they read, see or hear. We must always help pupils to have a balanced view as well as give them coping strategies in dealing with what may be external pressures.

7: 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.

Through training, staff are made aware of the increased risk of online radicalisation, through the use of social media and the internet. All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

Staff are aware of the risk factors (push and pull factors) that can make a child or young person at risk of extremism or radicalisation, as outlined in the DfE guidance 2023.

All members of staff are provided with child protection awareness information at induction and the school's 'Safeguarding and Child Protection' policy so that they know who to discuss a concern with.

All staff and governors have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding and awareness of all safeguarding concerns.

The Headteacher and Deputy Headteacher have received training from the local authority regarding The Prevent Duty and Channel and all staff complete the online general awareness training module. This provides staff with an introduction to the topics covered by this advice, including how to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.

[Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training \(support-people-susceptible-to-radicalisation.service.gov.uk\)](https://www.service.gov.uk/prevent-duty-training)

Lowton West Primary School will not tolerate any extremist political or religious views expressed openly by staff or governors either in school to pupils or other staff members or in more public forums such as social media. Staff members may be subject to Disciplinary Action if necessary.

8: VISITORS AND THE USE OF SCHOOL PREMISES

At Lowton West, we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils support fundamental British Values
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Visitors entering school are subject to Safeguarding Checks including DBS checks and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSL and Deputy 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.

9: Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. At Lowton West, our SPOC is Mrs Westhead, (Headteacher and DSL). Staff at Lowton West will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive). Therefore, all adults working in Lowton West (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect or if they have

concerns that a student may be at risk of radicalisation or involvement in terrorism. They should speak with the DSL) if they have any concerns.

The Safeguarding Team in school will follow the guidance available on the Wigan Safeguarding Children's Board, policies and protocols.

<https://report-extremism.education.gov.uk/>

POLICY REVIEW

This policy will be reviewed annually.

Further reading and guidance:

<https://www.educateagainsthate.com/>

<https://actearly.uk/>

<https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/>

<https://www.gov.uk/report-terrorism>

