

WOODLANDS PRIMARY SCHOOL, HEDGEHOGS NURSERY & SUNBEAMS CLUB



Preventing Extremism and Radicalisation Policy

**Updated: October 2025
Review Date: October 2026**

Introduction

Woodlands Primary School, Hedgehogs Nursery and Sunbeams Club (Woodlands/school) is committed to providing secure environments for pupils, where learners feel safe and are kept safe. All adults recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to safeguard and promote the welfare of all learners in line with our statutory duties set out at s175 of the Education Act 2002. Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE publication "Keeping Children safe in Education, 2025".

This policy works in harmony with our Equality, Diversity and Inclusion Policy to ensure that Prevent safeguarding does not stigmatise individuals or groups, but instead promotes belonging and respect for all.

Links to other policies

The Preventing Extremism and Radicalisation Policy links to the following school policies:

- Safeguarding policy
- Equality Policy
- Anti-bullying Policy
- Appropriate Use Policy

Purpose & Aims

Woodlands is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Prevent is an integral part of our safeguarding framework, not a separate initiative. All Prevent activity at Woodlands operates under the umbrella of safeguarding and child protection procedures. Woodlands recognises the importance of reducing permissive environments, creating a culture where extremist and hateful narratives cannot take root, online or offline. This is achieved through positive relationships, critical thinking skills, and inclusive curriculum experiences. The Preventing 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 issues 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 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 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. Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils (PHSE, SMSC, No Outsiders, CoJos, P4C, Pupil Voice).
- All parents/carers and pupils will know that school has policies in place to keep pupils safe from harm and that school regularly reviews its systems to ensure they are appropriate and effective.

Ethos and Practice

When operating this policy, Woodlands uses the following accepted governmental definition of extremism which is:

‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas’.

There is no place for extremist views of any kind in our schools, whether from internal, sources – pupils, staff or governors, or external sources – school community, external agencies or individuals. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils and so should be addressed as a safeguarding issue as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

Staff and pupils are trained to recognise online radicalisation, misinformation and grooming tactics, and to report concerns promptly. Pupils are supported to develop digital resilience through the online safety and PSHE curriculum.

As part of our whole school online safety programme we highlight the potential risks pupils may face in relation to on-line radicalisation and encourage students to report any concerns they may have for themselves or other students.

Woodlands works actively with parents and carers to build awareness of Prevent. Families are signposted to trusted resources such as Educate Against Hate and the Home Office’s Prevent Awareness Training.

Roles & Responsibilities

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

The Governing Body of Woodlands is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

- This policy is reviewed annually alongside our Safeguarding Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Headteacher and Designated Safeguarding Lead (DSL) will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school’s curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

The DSL and Deputy Safeguarding Lead (DDSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *‘Keeping Children Safe in Education’*. As part of this responsibility, the DSL/DDSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

The DSL/DDSL at Woodlands will make referrals in accordance with Cheshire West Safeguarding Children Partnership (SCP) guidelines.

The DSL /DDSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

The DSL and Headteacher will ensure that Prevent measures are proportionate to the level of risk in our local area, as informed by the Cheshire West and Chester Prevent Strategy and local Counter Terrorism Unit intelligence.

As part of wider safeguarding responsibilities all staff at Woodlands will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Distributing extremist literature and documentation.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line within our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

Procedures for Managing Concerns

Woodlands adheres to the procedures that have been agreed locally through the Cheshire West Safeguarding Children Partnership (CWSCP) for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding Policy for further information about our wider safeguarding responsibilities.

At Woodlands we recognise that *all* staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff at Woodlands are encouraged to maintain an attitude of '*it could happen here*' where safeguarding is concerned, and this includes vulnerability to radicalisation. All staff follow the 'Notice, Check, Share' model when identifying and responding to Prevent-related concerns - noticing potential signs of vulnerability, checking with the DSL for context, and sharing information promptly for safeguarding action.

At all times, school will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2025).

The DSL and DDSL should be used as a first point of contact for any safeguarding concerns in our schools. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL/DDSL will consider what action to take and will follow the SCP procedures by making a referral as required by CWSCP. All information and actions taken, including the reasons for any decisions made, will be fully documented on CPOMs.

If an allegation is made, or information is received, about an adult who works in our setting, which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy 2025.

Visitors and the use of Woodlands' Premises

Woodlands encourages the use of external agencies or speakers to enrich the experiences of our learners.

We will positively vet those external agencies, individuals or speakers who 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 we are inconsistent with, or are in complete opposition to, the school's values and ethos. We are aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages 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 matched to the needs of pupils.
- Activities are carefully evaluated by the school to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage learners 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.

When an agreement is made to allow non-school groups or organisations to use the schools' premises, appropriate checks should be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Preventing Extremism and Radicalisation Policy, the school will contact the police and terminate the arrangement.

Training

Whole school CPD training on safeguarding will be organised for staff and governors on a biennial basis and will comply with the prevailing arrangements agreed by the Local Authority. The biennial training will provide specific guidance on extremism and radicalisation and its safeguarding implications.

The DSL will attend training courses as necessary and the appropriate interagency training organised by the Local Authority regularly. Again, this will include training on extremism and radicalisation and its safeguarding implications. Information is provided to staff as part of our safeguarding training programme (PREVENT and WRAP) to allow staff to identify possible changes in pupil behaviour that may suggest the student has become influenced by extremist ideology.

Role of Governing Body

The Governing Body of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Governing Body of our school will support the ethos and values of our school and will support the school in preventing extremism and radicalisation.

In line with Recommendation 13 of The Clarke Report, details of our Governing Body will be published on our school website to promote transparency.

In line with the DfE guidance 'Keeping Children Safe in Education, 2025' the governing body will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations raised as part of the evaluation of the delivery of this policy.

Statutory Framework:

This policy has been devised in accordance with the following legislation and local and national guidance:

- SCP Procedures [CWSCP](#)
- <https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible#Education>
- [Promoting Fundamental British Values as Part of SMSC in Schools](#)
- [Prevent Duty 2023](#)
- [Counter Terrorism and Security Act 2015](#)
- [Keeping children safe in education 2025](#)
- <https://www.educateagainsthate.com/wp-content/uploads/2023/09/Prevent-Duty-Guidance-Schools-and-early-years-providers-briefing-note-1.pdf>

Educational Resources:

The Department for Education publishes learning materials and resources for schools and further education providers on how to challenge radical views on Educate Against Hate.

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

This includes specific resources on how to have conversations related to different forms of extremism, including Islamist extremism and Extreme Right-Wing ideology. There is also a specific resource on online extremism.

- <https://www.educateagainsthate.com/resources/lets-discuss-extreme-right-wing/>

Guidance on promoting fundamental British values is also available on GOV.UK.

- [Promoting Fundamental British Values as Part of SMSC in Schools](#)

For early years, the foundation stage statutory framework supports providers to do this in an age-appropriate way, through ensuring children learn right from wrong, mix and share with other children, and value other views.

- <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Training:

- **Prevent duty training**
- **Workshop to Raise Awareness of Prevent (WRAP)**
A workshop with video content that explains Prevent, the radicalisation process, how to identify at-risk students, how to raise concerns and what an appropriate response looks like. Local Prevent partners may be able to help you organise a workshop if you want personalised WRAP training. Contact your local authority for advice.
- **Counter-Extremism: Narratives and Conversations (London Grid for Learning)**
An interactive video resource which lays out the principles applying to all forms of extremism. It helps teachers counter extremist narratives and helps facilitate discussion on respect, tolerance, shared values and community cohesion.
- **Prevent Toolkit for Schools**
A step-by-step guide on how to implement the Prevent duty in school. The toolkit includes ideas, resources and best practice approaches to support primary and secondary school practitioners.