Rimrose Hope CE Primary School

Preventing Extremism and Radicalisation Policy 2026 - 2027

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Introduction

At Rimrose Hope CE Primary School, our Christian vision underpins all safeguarding practice. Grounded in our belief that children are the hope for the future, we are committed to nurturing every child, enabling them to flourish academically, socially, emotionally, and spiritually, celebrating their uniqueness, and ensuring they learn and grow in a safe, inclusive, and supportive environment.

Safeguarding is everyone's responsibility, and we are dedicated to creating an environment where all pupils feel valued, respected, and protected from harm. As part of this commitment, we recognise our responsibility to safeguard children from radicalisation and extremism and to promote the values that enable them to become responsible, informed, and active members of society.

Our work to fulfil the Prevent Duty forms an integral part of our wider safeguarding arrangements. Through our curriculum, pastoral support, staff training, and strong partnerships with families and external agencies, we seek to build pupils' resilience, encourage critical thinking, and promote respect for different faiths, cultures, and viewpoints.
This policy should be read alongside the following school policies and procedures:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Staff Code of Conduct
- Equality, Diversity and Inclusion Policy
- Safer Recruitment Policy

This policy is informed by and complies with the following legislation and statutory guidance:

- Section 175/157 of the Education Act 2002
- Sections 10 and 11 of the Children Act 2004
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Keeping Children Safe in Education (KCSIE) 2025
- The Equality Act 2010
- Working Together to Safeguard Children 2023
- Human Rights Act 1998

The Prevent Duty requires schools to have due regard to the need to prevent people from being drawn into terrorism. At Rimrose Hope CE Primary School, we embrace this responsibility as part of our everyday safeguarding practice. We are committed to identifying concerns early, supporting vulnerable pupils, and working collaboratively with families, local authorities, and partner agencies to safeguard children from radicalisation and extremist influences.

Through a culture of vigilance, inclusion, respect, and care, we strive to ensure that every child is safe, supported, and able to flourish.

School Ethos and Practice

At Rimrose Hope CE Primary School, our Christian vision and values underpin all aspects of school life. We are committed to providing a safe, inclusive and nurturing environment in which every child is valued, respected and encouraged to flourish. Through our ethos, curriculum and wider school experiences, we actively promote the values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

We recognise that promoting these values and fostering a culture of inclusion, respect and belonging are key elements in protecting children from radicalisation and extremist influences. For the purposes of this policy, the school adopts the Government's definition of extremism: **"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. This also includes calls for the death of members of the UK armed forces."**

There is no place for extremist views, ideologies or behaviours within the school community. This applies to pupils, staff, governors, volunteers, visitors, parents and carers, and members of the wider community engaging with the school.

We recognise that children and young people may be exposed to extremist influences through a variety of sources, including:

- Online content and social media platforms
- Peer groups and friendship networks
- Family members or associates
- Community groups or organisations
- Local, national or international events

Any exposure to extremist materials, narratives or influences is considered a safeguarding concern and will be responded to in accordance with the school's safeguarding procedures.

All staff are expected to challenge and respond appropriately to:

- Prejudice, discrimination and hate incidents
- Extremist ideologies, narratives or behaviours
- Attempts to promote or impose extremist views on others
- Intolerance towards individuals or groups
- Racist, homophobic, misogynistic, discriminatory or derogatory language
- Online behaviours that may place children at risk of radicalisation

Concerns will be addressed through the school's Behaviour Policy, Staff Code of Conduct, safeguarding procedures, and where necessary, referral to external agencies.

Rimrose Hope CE Primary School follows the safeguarding arrangements and referral pathways established by the Sefton Safeguarding Children Partnership and works collaboratively with relevant agencies to support children who may be vulnerable to radicalisation.

Teaching and Curriculum Approaches

The school is committed to developing pupils' resilience, confidence, critical thinking and digital literacy so that they are equipped to recognise, question and reject extremist narratives and misinformation.

Through a broad and balanced curriculum, including PSHE, Relationships and Health Education (RHE), Religious Education (RE), Computing and Collective Worship, pupils are provided with opportunities to:

- Develop respect, empathy and understanding for others
- Explore diversity and celebrate difference
- Understand democratic processes and individual rights
- Engage in questioning, reasoning and informed discussion
- Consider and debate issues appropriately and respectfully
- Develop critical thinking and media literacy skills
- Recognise misinformation, manipulation and online harms
- Strengthen their sense of identity, belonging and self-worth

Teachers create an environment where pupils feel safe to express views, ask questions and discuss sensitive issues in an age-appropriate manner. Staff are trained to facilitate such discussions effectively and to identify signs that a child may be vulnerable to radicalisation or extremist influence.

The school works proactively to:

- Create safe spaces for discussion and reflection
- Ensure pupils have trusted adults they can approach for support
- Promote equality, diversity and inclusion
- Encourage understanding of different viewpoints and experiences
- Foster positive relationships and community cohesion
- Build resilience to extremist messaging, propaganda and online influence

hese approaches support the requirements of the Prevent Duty and reflect current Departm for Education guidance and safeguarding best practice.

Use of External Agencies and Speakers

Rimrose Hope CE Primary School recognises the educational value that external speakers, organisations and agencies can bring to pupils' learning and personal development. However, the school also recognises its responsibility to ensure that visitors do not promote extremist views, partisan political opinions or messages that are inconsistent with the school's values and safeguarding responsibilities.

All external speakers and organisations will be subject to appropriate checks and risk assessment procedures before being invited into school. Staff arranging visits must ensure that:

- The purpose of the visit is clear and supports the school's educational aims.
- Visitors are appropriately vetted where required.
- Content is suitable for the age and maturity of pupils.
- Presentations and materials promote respect, inclusion and equality.
- Pupils are not exposed to extremist, discriminatory or inappropriate content.
- A member of school staff is present throughout the session.

Any concerns regarding external visitors or materials will be reported immediately to the Designated Safeguarding Lead (DSL) and addressed in line with safeguarding procedures.

Whistleblowing

Rimrose Hope CE Primary School is committed to maintaining an open, honest and transparent culture in which concerns can be raised safely and appropriately. All staff, governors, volunteers, pupils, parents and carers are encouraged to report any concerns relating to extremism, radicalisation or behaviour that may place children or adults at risk. Concerns should normally be reported to:

- The Headteacher
- The Chair of Governors, where the concern relates to the Headteacher

The school's Whistleblowing Policy provides clear procedures for reporting concerns and ensures that individuals who raise concerns in good faith are protected from victimisation or disadvantage. Reports will be handled sensitively, confidentially and in accordance with the school's safeguarding procedures.

Safeguarding Procedures

At Rimrose Hope CE Primary School, radicalisation is recognised as a safeguarding issue. Staff are expected to remain vigilant and to be aware of indicators that may suggest a child is vulnerable to extremist influences or radicalisation.

Possible indicators may include:

- Expressing extremist views, opinions or language
- Significant changes in behaviour, attitudes or identity
- Social isolation or withdrawal from usual friendship groups or activities
- Accessing extremist websites, online content or social media material
- Expressing support or sympathy for extremist causes or individuals
- Repeated use of hateful, discriminatory or intolerant language
- Increased influence from individuals or groups holding extremist views
- Possession of, or exposure to, extremist literature or materials

These indicators do not necessarily mean that a child is being radicalised. However, they should be considered alongside other safeguarding concerns and discussed with the Designated Safeguarding Lead (DSL).

Any concerns regarding radicalisation or extremism must be reported immediately to the DSL or a Deputy DSL in accordance with the school's Safeguarding and Child Protection Policy. Where appropriate, referrals may be made to:

- The Local Authority Prevent Team
- Children's Social Care
- The Police
- The Channel Programme, which provides early intervention and support for individuals vulnerable to radicalisation

Designated Safeguarding Lead (DSL)

Ms McMinn – Deputy Headteacher Headteacher

Deputy Designated Safeguarding Leads (DDSLs)

Mr Cooney – Learning Mentor
Mrs Warrington – Assistant Headteacher
Mrs Edwards - KS2 Phase Leader

The DSL and Deputy DSLs will undertake appropriate safeguarding and Prevent training and will fulfil their responsibilities in accordance with current statutory guidance, including Keeping Children Safe in Education and the Prevent Duty Guidance.

Role of the Governing Body

The Governing Body plays a strategic role in ensuring that the school meets its safeguarding and Prevent responsibilities.

The Governing Body will:

- Ensure that the school complies with its statutory Prevent Duty and safeguarding obligations.
- Undertake appropriate safeguarding and Prevent training.
- Monitor the effectiveness of this policy and its implementation.
- Ensure robust safeguarding systems and procedures are in place.
- Appoint a Safeguarding Governor with responsibility for safeguarding oversight.
- Support, challenge and hold school leaders to account for safeguarding practice.
- Ensure that sufficient resources are available to meet safeguarding responsibilities.

Governors will seek assurance that the school actively promotes British values, fosters an inclusive and respectful culture, develops pupils' resilience to extremist influences, and responds effectively to safeguarding concerns relating to radicalisation.

Policy Review

This policy will be reviewed annually by the Governing Body to ensure that it remains effective, compliant with current legislation, and reflective of local and national safeguarding requirements.

The policy may also be reviewed and updated sooner if:

- There are changes to relevant legislation or statutory guidance.
- Local safeguarding arrangements or Prevent procedures are revised.
- National policy, guidance or best practice is updated.
- A safeguarding incident, concern or learning review identifies the need for amendments.
- The Governing Body or Headteacher considers a review necessary.

Any revisions will be communicated to staff, governors and other relevant stakeholders as appropriate.

Date Agreed - June 2026
Review Date - June 2027

Appendix 1: Recognising Vulnerability and Building Resilience

Understanding Vulnerability to Radicalisation

There is no single profile of a child who may be vulnerable to radicalisation. Vulnerability can arise from a combination of personal, social and environmental factors.

Possible Risk Factors (Push and Pull Factors)

Push Factors may include:

- Feelings of isolation, exclusion or marginalisation
- Experiences of discrimination, bullying or prejudice
- Family difficulties or instability
- Low self-esteem or lack of belonging
- Emotional or mental health difficulties
- Exposure to conflict, trauma or adverse experiences

Pull Factors may include:

- Attraction to a sense of identity, purpose or belonging
- Influence from peers, family members or online communities
- Exposure to extremist narratives or propaganda
- Desire for status, recognition or adventure
- Perceived grievances or injustices
- Manipulation by individuals seeking to exploit vulnerabilities

Building Protective Factors

At Rimrose Hope CE Primary School, we seek to build resilience by:

- Promoting positive relationships and a strong sense of belonging
- Developing pupils' confidence, self-esteem and emotional wellbeing
- Encouraging critical thinking and respectful debate
- Teaching digital literacy and online safety skills
- Celebrating diversity and inclusion
- Providing trusted adults who pupils can approach for support
- Working closely with families and external agencies where needed

Through these approaches, we aim to equip pupils with the knowledge, skills and values needed to stay safe and thrive in modern Britain.