Wyburns Primary School



Extremism Policy

Date Policy Created	September 2025
Reviewed by Governors	September 2026
Nest Review	September 2027

1. Purpose and aims

Wyburns Primary School is committed to safeguarding and promoting the welfare of all children. Protecting children from the risk of radicalisation is part of the school's wider safeguarding responsibilities. Under section 26 of the Counter-Terrorism and Security Act 2015, the school has a statutory duty to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent duty.

The school approaches concerns about radicalisation in the same way as other safeguarding concerns. Prevent is therefore integrated into our safeguarding culture, procedures, training and risk assessment.

This policy aims to:

- protect pupils from the risk of radicalisation and terrorist or extremist influences that may lead to terrorism;
- ensure staff know how to recognise, record and report concerns;
- build pupils' resilience through a broad, balanced and inclusive curriculum;
- promote fundamental British values while respecting equality, diversity and lawful freedom of belief;
- provide safe, age-appropriate opportunities to discuss and challenge harmful ideas;
- manage online, visitor and external-speaker risks appropriately; and
- ensure concerns are assessed and referred through appropriate safeguarding or Prevent arrangements.

This policy should be read alongside the school's Child Protection and Safeguarding Policy, Online Safety Policy, Behaviour Policy, Equality Policy, curriculum policies and procedures for visitors and external speakers.

2. Rights, equality and inclusion

Wyburns Primary School is a Rights Respecting School. Our policies are underpinned by the United Nations Convention on the Rights of the Child (UNCRC), including Article 29 on the goals of education.

We are committed to equality of education and opportunity for all pupils, staff, parents and carers. We value diversity and seek to ensure that everyone connected with the school can participate fully in school life.

We recognise our duties under the Equality Act 2010 to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Prevent concerns will be considered objectively, proportionately and without discrimination. A person's religion, ethnicity, nationality,

culture, family background, protected characteristics or lawful political or religious beliefs do not, by themselves, indicate susceptibility to radicalisation. The school will challenge discrimination, prejudice, bullying, intolerance and harmful stereotypes while encouraging respect for the rights, beliefs and freedoms of others.

3. The Prevent duty

Prevent forms part of the government's counter-terrorism strategy, CONTEST. CONTEST has four strands:

- PURSUE - to stop terrorist attacks;
- PREVENT - to stop people becoming terrorists or supporting terrorism;
- PROTECT - to strengthen protection against terrorist attacks; and
- PREPARE - to minimise the impact of an attack.

The Prevent duty requires specified authorities, including schools, to have due regard to the need to prevent people from becoming terrorists or supporting terrorism. Prevent also extends to supporting rehabilitation and disengagement of people already involved in terrorism. The school will take a proportionate, risk-based approach informed by national, regional and local risks, the age and circumstances of pupils, and the phase, size and type of setting.

4. Definitions

Radicalisation

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

Within Prevent, susceptibility refers to circumstances in which a person may be likely or liable to be influenced or harmed by terrorist and extremist ideologies that support or radicalise people into terrorism. Susceptibility may be linked to vulnerability, but the terms are not interchangeable.

Extremist influences

The school's safeguarding concern is not simply that a person holds strong, unpopular or controversial views. Staff should be alert to extremist ideologies and narratives, including non-violent extremist narratives, where these can reasonably be linked to terrorism or may contribute to a pupil becoming susceptible to radicalisation. The school will distinguish legitimate debate and lawful strongly held views from safeguarding concerns.

5. Identifying concerns

There is no single profile of a radicalised person and no single pathway to radicalisation. Staff should use professional judgement and consider a pupil's behaviour and circumstances as a whole.
Possible indicators may include, but are not limited to:
● significant or concerning changes in behaviour;
● increasing isolation from family or friends;
● growing interest in terrorist or extremist groups, individuals or material;
● accessing, sharing or engaging with concerning terrorist or extremist content online;
● expressing support for terrorist violence;
● using increasingly divisive, intolerant or dehumanising language;
● becoming preoccupied with conspiracy theories or grievance narratives;
● expressing a rigid 'us and them' worldview;
● attempts by others to influence, groom, recruit or exploit the pupil; or other changes which, considered in context, suggest susceptibility to radicalisation.

No indicator should be considered in isolation, and the presence of one or more indicators does not automatically mean that a child is being radicalised.

6. Raising and responding to concerns

All staff have a responsibility to act if they have a concern that a pupil may be susceptible to radicalisation. Any concern, including a low-level concern, must be reported promptly to the Designated Safeguarding Lead (DSL) or a Deputy DSL and recorded in accordance with the school's safeguarding procedures.
The DSL will assess the concern on a case-by-case basis and determine the most appropriate response. Depending on the circumstances, this may include:
● gathering further information;
● speaking with the pupil and/or parents or carers where appropriate;
● providing support within school;
● considering Family Help or other safeguarding support;
● seeking advice from safeguarding or Prevent partners;
● making a referral to Children's Social Care where child-protection or welfare concerns require it; and/or
● making a Prevent referral using the current national or locally agreed referral process where appropriate.
A Prevent referral is a safeguarding referral and is not, by itself, an accusation of criminal behaviour. Where there is an immediate risk of harm or threat to life, emergency procedures will be followed and the police contacted as appropriate.

Relevant safeguarding information will be shared lawfully and proportionately. Where a child moves setting, relevant information, including information about engagement with Channel

where appropriate, will be transferred securely within the child protection file in accordance with safeguarding requirements.

7. Prevent risk assessment

The school will maintain an appropriate and proportionate Prevent risk assessment. It will consider:

- national, regional and local terrorism and radicalisation risks;
- the age and characteristics of pupils and the phase, size and type of setting;
- online radicalisation risks;
- the local community and circumstances;
- curriculum provision and opportunities to build resilience;
- staff knowledge, induction and training;
- internal reporting, safeguarding and Prevent referral procedures;
- filtering and monitoring arrangements;
- visitors, external speakers and use of school premises or IT; and
- other relevant risks identified by the school or safeguarding partners.

Where specific risks are identified, the school will maintain an action plan setting out proportionate steps to mitigate them. The risk assessment will be reviewed regularly and whenever there is a significant change in circumstances, local risk or statutory guidance.

8. Curriculum and building resilience

The school builds pupils' resilience to radicalisation through a broad and balanced curriculum and by promoting pupils' spiritual, moral, social and cultural development.

Our curriculum promotes respect, equality, tolerance and diversity and prepares pupils for life in modern Britain. Pupils are taught, in an age-appropriate way, about the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Through PSHE/RSHE, Religious Education, computing, assemblies and the wider curriculum, pupils are encouraged to:

- develop critical-thinking and media-literacy skills;
- recognise reliable and unreliable information;
- understand that people may hold different views and beliefs;
- challenge prejudice, discrimination and harmful stereotypes;
- discuss sensitive and controversial issues safely and respectfully;
- recognise manipulation, grooming and harmful influence;
- understand how online content can influence attitudes and behaviour;
- make safe choices, manage risk and seek help when needed.

The school provides a safe environment in which pupils can ask questions and explore different views. Political issues will be handled in accordance with the school's duties relating to political impartiality.

9. Online safety, filtering and monitoring

The school recognises that radicalisation can occur online as well as offline. Pupils are taught how to use the internet safely and responsibly and how to recognise that information, identities and relationships online may not always be what they appear to be.
The school will maintain appropriate filtering and monitoring arrangements designed to safeguard pupils from harmful online content, including terrorist and extremist material, and will review those arrangements as part of its wider safeguarding responsibilities and identified risks.
Staff should be alert to the ways in which social media, gaming, messaging platforms, video-sharing services and other online environments may expose pupils to extremist narratives, terrorist material, conspiracy theories or people seeking to influence or exploit them. Concerns about online activity must be reported through safeguarding procedures.

10. Visitors, external speakers and school facilities

The school will have clear protocols to ensure that visiting speakers are suitable and appropriately supervised. Before inviting or permitting an external speaker or organisation to work with pupils, the school will consider relevant safeguarding, Prevent and political-impartiality risks and undertake proportionate due diligence.
The school will take reasonable measures to prevent its premises, event spaces or IT equipment from being used to facilitate extremist narratives that encourage participation in or support for terrorism.

The school will not knowingly provide a platform for material or activity that encourages terrorism, invites support for a proscribed terrorist organisation, or otherwise creates an unacceptable safeguarding risk.

11. Staff safeguarding and Prevent training

From 1 September 2026, all staff, including staff who do not work directly with children, will read Part One of Keeping Children Safe in Education 2026. The DfE's Part One overview may be used as a complementary quick reference but does not replace Part One.

Relevant staff will receive safeguarding and Prevent training at induction and appropriate updates thereafter. Training will support staff to:
- understand the Prevent duty and its place within safeguarding;
- understand radicalisation and susceptibility to radicalisation;

● recognise concerning behaviour changes and relevant online influences;
● know how to raise, record and escalate concerns;
● understand the school's referral arrangements; and
● know where to obtain further advice and support.
The DSL and Deputy DSLs will maintain the knowledge and training needed to assess Prevent concerns, seek specialist advice and make referrals where appropriate.

12. Role of the Designated Safeguarding Lead

The DSL has lead responsibility for safeguarding and child protection within the school, including concerns relating to radicalisation. The DSL will:
● ensure staff understand how to raise and record Prevent concerns;
● assess concerns and determine appropriate action;
● seek advice from relevant safeguarding and Prevent partners where required;
● make or oversee Prevent referrals where appropriate;
● ensure relevant information is recorded and shared securely and lawfully;
● contribute to the school's Prevent risk assessment and action plan;
● ensure appropriate safeguarding support is provided to pupils; and
● keep knowledge of Prevent guidance and local referral arrangements up to date.

13. Role of the Governing Body

The Governing Body will ensure that the school fulfils its statutory safeguarding and Prevent responsibilities and will seek appropriate assurance about implementation. This includes ensuring that:
● all staff, including those who do not work directly with children, read Part One of KCSIE 2026;
● an appropriate Prevent risk assessment and action plan are maintained and reviewed;
● staff receive appropriate safeguarding and Prevent training;
● staff understand internal reporting and referral arrangements;
● appropriate filtering and monitoring arrangements are in place;
● online radicalisation is addressed through safeguarding and curriculum provision;
● suitable arrangements exist for visitors and external speakers;
● appropriate information-sharing and multi-agency arrangements are followed; and
● senior leaders are appropriately challenged and supported on the effectiveness of this policy.

14. Monitoring and review

The Head of School (DSL), DDSLs and Governing Body will monitor the implementation and effectiveness of this policy.

The policy will be reviewed at least annually and sooner where statutory guidance, legislation, local risk or referral pathways change, or where learning from a safeguarding incident indicates that amendment is required.

15. Key legislation and guidance

- Counter-Terrorism and Security Act 2015, including the Prevent duty under section 26;
- Prevent Duty Guidance: England and Wales (2023), statutory guidance in force from 31 December 2023;
- Keeping Children Safe in Education 2026, in force from 1 September 2026;
- Working Together to Safeguard Children (current statutory guidance);
- Equality Act 2010;
- Department for Education guidance on safeguarding learners susceptible to radicalisation;
- Department for Education Prevent risk-assessment guidance and templates;
- current Department for Education filtering and monitoring standards; and
- relevant local safeguarding partnership and Prevent referral procedures.