



Tackling Extremism & Radicalisation Policy

2025-2026

Agreed by:	Governing Body	
Review date:	September 2026	

Adderley Primary School

1. POLICY PURPOSE

The Policy of Adderley Primary School is to fulfil the Prevent duty, it is essential that our staff can identify pupils who may be vulnerable to radicalisation and know what to do when they are identified. Protecting pupils from the risk of radicalisation should be seen as part of our wider safeguarding duties, and is similar in nature to protecting pupils from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We should also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils talking about or debating controversial issues. In School, we want to provide a safe space in which pupils, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments at an age appropriate level.

What is Extremism?

Extremism 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. Included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
- Foster hatred which might lead to inter-community violence in the UK.

What is Radicalisation?

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

What is Terrorism?

Terrorism is the use or threat of action, both in and outside of the UK, designed to influence any international government organisation or to intimidate the public. It must also be for the purpose of advancing a political, religious, racial or ideological cause. It is important to note that in order to be convicted of a terrorism offence a person doesn't actually have to commit what could be considered a terrorist attack. Planning, assisting and even collecting information on how to commit terrorist acts are all crimes under British terrorism legislation.

What is the Prevent programme?

The early intervention support provided by Prevent addresses the personal and social factors which make people more receptive to radicalisation, diverting people away from being drawn into violent ideologies and criminal behaviour.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Family members convicted of a terrorism act or subject to a Channel intervention.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and/or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

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.
 - Changing their style of dress or personal appearance to accord with the group.
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- 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 to 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
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - condoning or supporting violence towards others.

2. DUTIES AND RESPONSIBILITIES

Section 26 of the Counter Terrorism and Security Act 2019 places a duty upon Local Authorities and all specified settings including schools in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism”.

We are required in our functions under section 26 to:

- Know about and identify early indicators in pupils.
- Develop the confidence to challenge and intervene.
- Assess the risk of our pupils being drawn into terrorism and terrorist ideology.
- Have clear protocols & keep records.
- Be monitored by Ofsted in how we exercise these duties.

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Risk Assessment

We will assess and monitor the risk of pupils being drawn into terrorism; the general risks may vary from area to area, and according to their age, local threat and proportionality. This School recognises we are in an important position to identify risks within our local context.

- We should be aware of the increased risk of online radicalisation, as extremist and terrorist organisations seek to radicalise young people through the use of social media and the internet.
 - There is no single way of identifying an individual who is likely to be susceptible to a terrorist
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ideology. As with managing other safeguarding risks, we should be alert to changes in pupil's behaviour which could indicate that they may need help or protection. Pupils at risk of radicalisation may display different signs or seek to hide their views.

- School staff should use their professional judgment in identifying pupils who might be at risk of radicalisation and act proportionately.
- Even very young pupils may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require us to carry out unnecessary intrusion into family life but as with any other safeguarding risk, we must take action when we observe behaviour of concern.
- School Premises Lettings are vetted and monitored to ensure that the School buildings and resources are not used to promote terrorist or extremist activity.

Working in Partnership

The Prevent duty builds on existing local partnership arrangements.

- We will follow the procedures set out by the Birmingham and Birmingham Safeguarding Children's Partnership with reference to Safeguarding Children and Young People who are deemed to be vulnerable to Violent Extremism.
- We will work with the Local Authority and with other agencies in making sure we undertake our duties under Prevent to identify and support pupils and young people.
- Effective engagement with our parents/family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and point them in the right direction for support.

Staff Training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify pupils and young people at risk of being drawn into terrorism and to challenge extremist ideas.

- We will ensure that all staff, including volunteers and governors, complete training on Prevent as part of their safeguarding training. This will include threats, risks and vulnerabilities that are linked to extremism and radicalisation; early indicators, responding to and reporting concerns.
- We will follow the recommendations of the Local Authority and ensure staff undertake Prevent training every two years.

Computing Policies

The statutory guidance makes clear the need for schools to ensure that pupils are safe from terrorist and extremist material when accessing the internet in school.

- We will ensure that suitable filtering is in place.
 - Online safety is integral to our Computing curriculum, and we will provide training for our staff and learners where appropriate.
 - We are aware of the increased risk of online radicalisation, as extremist and terrorist organisations seek to radicalise young people using social media and the internet. We will try and help our pupils to keep safe online and consider the impact of social media networking sites with additional consideration to the threat of exposure to extremism and radicalisation.
 - We will work in accordance with the guidelines around monitoring and auditing staff and learner usage of the internet when in School.
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The School will also consider the following:

Visitors and the use of School premises

- Visitors and contractors will be subject to Identification checks which will include clarification of the purpose of their visit (No Platform for Extremism Policy). Staff must complete visitor's form.
- We may undertake further precautions in allowing visitors and contractors on our premises.
- We will ensure the School premises will not be used to give a platform to extremists.

3. ROLE OF THE CURRICULUM

We will work to ensure that our pupils are skilled and equipped to be resilient and resist involvement in extreme or radical activities. Therefore, we recognise the need to build resilience in our pupils to make them less vulnerable. We aim to include in the curriculum learning around threat and risk and online radicalisation.

We will therefore provide a broad and balanced curriculum within which we aim to support pupils, Spiritual, Moral, Social and Cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our School where development of positive attitudes and values is central to everything we do. Our PSHEC provision is embedded across the curriculum, including in RMSE. It directs our assemblies and underpins the ethos of the school. It is recognised that pupils 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.

Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. It is important that our pupils understand this through different approaches using a balanced and broad curriculum. This supports our pupils to be responsible citizens and prepares for an adult life living and working in Britain which is diverse and changing. Pupils 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.

Our School will ensure the promotion of British values and that these efforts are inclusive and promote unity between pupils, parents/carers and the local community.

4. LINKS TO OTHER POLICIES

The Adderley Primary School Tackling Extremism and Radicalisation Policy links to the following Adderley Primary School policies:

- Safeguarding and Child Protection
- Equality Policy
- No Platform for Extremism Policy
- Anti-bullying Policy
- Positive Pupil Behaviour Management Policy
- Online Safety Policy.

The following national guidelines should also be read when working with this Policy:

- PREVENT Strategy HM Government
- The most recent version of [Working Together to Safeguard Children](#) (DfE)
- The most recent version of [Keeping Children Safe in Education](#): Statutory guidance for schools and colleges (DfE Sept 2024)

5. AIMS AND PRINCIPLES

The Adderley Primary School 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 set out how the school will deal with such incidents and identifies how the curriculum and ethos underpin our actions.

The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will understand 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.
- 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.

6. PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred at Adderley Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city 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. (See appendix 1 – Dealing with referrals)

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.

All members of the Strategic Leadership Team (SLT) and other designated staff are also trained as Designated Senior Leaders for Safeguarding and Child Protection and will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Head Teacher will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see appendix 1 – Dealing with referrals).

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

7. GOVERNORS, LEADERS AND STAFF

The Head Teacher, all members of the SLT and other designated staff are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that the Head Teacher, no SLT members and the designated staff are not available, all staff know the channels by which to make referrals via the safeguarding notice in the staffroom.

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 pupils whom they consider to be vulnerable to radicalisation or extremist views.

The SLT will work in conjunction with the Head Teacher, Pastoral Care Team and external agencies to decide the best course of action to address concerns which arise.

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Adderley Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Equality Policy.

8. 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 and are aware of how we can provide support as a school to ensure that our pupils are resilient and able to resist involvement in radical or extreme activities. (See Appendix 2- Staff training)

9. VISITORS AND THE USE OF SCHOOL PREMISES

If any member of staff wishes to invite a visitor in the school, they must first complete a visitor request form. Only after written agreement from the Head Teacher can the visitor enter school and then they will be subject to Safeguarding Checks including DBS checks and photo identification. Pupils 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 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. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

10. ADDITIONAL MATERIALS

See Appendix 3 for further reading

11. POLICY REVIEW

The Adderley Primary School Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Safeguarding and Child Protection Policy review.

Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a pupil is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour, the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the SLT or the Head Teacher.
- All incidents will be fully investigated and recorded in line with the Positive Pupil Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.
- The SLT follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to, Head of Service - Education Early Help and Safeguarding Service Safeguarding Advisor 0121 675 2449/07912 793 668 or to Birmingham Children's Advice and Support Service (CASS) on 0121 303 1888.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact West Midlands Police Counter Terrorism Unit (CTU) - CTU hotline 0845 678 123.

Micho Moya

Head of Service - Education Early Help and Safeguarding Service
Safeguarding Advisor
Children & Young People Directorate
PO Box 16261
1 Lancaster Circus
Birmingham
B2 2WW
0121 303 2991
Micho.h.moyo@birmingham.gov.uk

Razia Butt

Independent Expert Adviser for Education and Children's Services, specialising in
Safeguarding in Education and the implementation of the Prevent Duty.
Birmingham City Council
1 Lancaster Circus
Birmingham
B4 7DJ
Tel 0121 464 7739
07956878288

Ayisha Ali
Prevent Education Advisor
Birmingham City Council
1 Lancaster Circus
Birmingham
B4 7DJ
ayiesha.ali@birmingham.gov.uk

Sean Arbuthnot
Prevent Manager
Birmingham City Council/West Midlands Police
1 Lancaster Circus
Birmingham
B4 7DJ
Sean.arbuthnot@birmingham.gov.uk

Appendix 2 - Staff Safeguarding Training

Type of Training	Delivered by	Delivered to	When and at what frequency
WRAP (Workshop to Raise Awareness of Prevent)	West Midland Police	All staff, governors, office staff, site management and dinner supervisors	Repeated for all staff during Autumn term each academic year
PVE (Preventing Violent Extremism) Training for Managers	West Midlands Police and Birmingham City Council	All SLT, all leadership team, governors with responsibilities for safeguarding	Repeated for all identified staff during first half of Autumn term each academic year
Safer Recruitment Training	Services for Education in Partnership with Birmingham City Council	All SLT and all governors	Refreshed on 3 year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training	Services for Education in Partnership with Birmingham City Council	All SLT, designated staff and designated governors for child protection	Refreshed on 2 year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training – (Dissemination)	Jo Perrin SLT	All staff, governors, office staff, site management, kitchen staff and dinner supervisors	Repeated for all staff during first half of Autumn term each academic year and ongoing in weekly year group and INSET meeting
Tackling Homophobia in Schools	Stonewall	All staff, governors, office staff, site management and dinner supervisors	Repeated for all staff during Autumn term each academic year
Tackling Domestic Violence	Birmingham and Solihull Women's Aid	All staff, office staff, site management and dinner supervisors	Repeated for all staff during Autumn term each academic year
Tackling Female Genital Mutilation	Birmingham and Solihull Women's Aid	All staff, office staff, site management	Repeated for all staff during Autumn term each academic year

		and dinner supervisors	
Looked After Children Training for DSLs	Looked After Children Education Service (LACES)	DSL for Looked After Children	Refreshed on 2 year basis. Certificates held in school Safeguarding Folder
Looked After Children Training for DSLs	Looked After Children Training for DSLs	All staff, office staff, site management and dinner supervisors	Repeated for all staff during Autumn term each academic year
Fire Safety Training	Birmingham City Council Health & Safety Department	All staff, office staff, site management and dinner supervisors	Repeated for all staff during first half of Autumn term each academic year
Prevent In Education- A Governors Role	Ayiesha Ali - Prevent education Advisor Sean Arbuhnot Prevent Manager Birmingham City council	Childrens Safeguarding governor	Repeated training for all Governors and ongoing with any updates.

Appendix 3 - Additional materials (Available on 'P' drive, on school website or by searching online)

- The Prevent Strategy, GOV.UK – Home Office
 - The Prevent Duty for Schools GOV.UK
 - Keeping Children Safe in Education
 - Working Together to Safeguard Children
 - Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.
 - West Midlands Safeguarding Children Procedures
 - <http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism>
 - General Data Protection Legislation (2018)
 - https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en
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Indicators of radicalisation or extremism* and the resulting response from Adderley Primary School

Characteristics as identified in key documents*	Possible behaviours displayed by pupils in school	Status	School's response Action - all incidents are to be reported to the Single Point of Contact SPOC (DSL)
Physical changes			
Possesses unexplained gifts and clothing (groomers will sometimes use gifts such as mobile phones and clothing to bribe a young person)	Pupils bring gifts into school and they don't clearly give appropriate reasons for having these gifts	Medium	Record on Edaware, report to SPOC and parents- seek further advice from SLT if any disclosure reveals greater concern
Sudden or gradual change in physical appearance/ Changing their style of dress or personal appearance to accord with the group	Pupil wears clothing with slogans or statements affiliated to a particular radical group, child personal appearance changes and attributes it to a belonging to a particular radical group	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record on Edaware, report to the CTU Extreme (law breaking): Record on Edaware, report to the police
Sudden or unexpectedly wearing religious attire/ Possession of materials or symbols associated with an extremist cause	Pupil wears clothing with slogans or statements affiliated to a particular radical group, child personal appearance changes and attributes it to a belonging to a particular radical group, child is in possession of such items as website links, newspaper articles, magazines or religious symbols associated with a radical group	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record on Edaware, report to the CTU Extreme (law breaking): Record on Edaware, report to the police
Social changes			
Cuts ties with their friends, family or community /Loss of interest in other friends and activities not associated with the extremist ideology, group or cause	Pupil taken off roll after extended leave and reasons for extended leave are questionable	Causing Concern	Report to CME team and follow LA guidance
	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Record on Edaware, seek advice from Children's Advice Support Service
	Repeated or ambiguous requests for extended leave to a country where the family may be known to have links with radicals	Severe	Severe: Record on Edaware, report to the CTU
Starts to become socially withdrawn/ refusal to co-operate	Attempted withdrawal from lessons such as music, PE, PSHE celebration events linked to other festivals and these reasons are attributed to following the demands of a particular ideology.	Medium	Record on Edaware, report to SPOC and parents- seek further advice from SLT if any disclosure reveals greater concern. Keep records of any letters

	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	written to school from the parent/carer
Begins to associate with others who hold radical views/ Communications with others that suggests identification with a group, cause or ideology/ attempts to recruit to prejudice-related organisations	Child states that parents, cousins, siblings etc. mention phrases/words/comments that indicate religious intolerance, parents report a change in behaviour, friendships or actions and requests for assistance, partner agencies report issues affecting pupils in the school	Causing Concern	Seek advice from Children's Advice and Support Service (CASS)
Bullies or demonises other people freely/ attempts to recruit to prejudice-related organisations	Discusses sympathy for groups such as Al-Qaeda, ISIS/ISIL, Al-Shabaab, Combat 18, BNP, Britain First, EDL, socially isolates and or bullies other pupils and/or selects friendship groups based on perceived faith, culture, heritage, makes derogatory comments about other religions or faiths	Causing Concern	Record on Edaware, seek advice from Children's Advice and Support Services.
Associates with known radicals/ Spending increasing time in the company of other suspected extremists	Child states that parents, cousins, siblings etc. mention phrases/words/comments that indicate religious intolerance, parents report of a change in behaviour, friendships or actions and requests for assistance, partner agencies report issues affecting pupils in the school	Causing Concern	Record on Edaware, seek advice from Children's Advice and Support Services
Becoming dependent on social media and the internet/ possession of prejudice-related materials	Policy Central identifies attempted visits to extremist website etc. Friends/parents report that child has accessed extremist information at home	Severe	Record on Edaware, and seek advice from Children's Advice and Support Services. Report to the CTU
Begins to attend rallies and demonstrations for extremist causes	Parents report of a change in behaviour as the pupils is attending group sessions/rallies/demonstrations of known extremist or radical groups, reported incidences of pupils establishing friendships or actions with links to known extremist or radical groups and parents/carers request for assistance, partner agencies report issues affecting pupils in the school	Severe	Children's Advice and Support Services, report to the CTU
Visits extremist websites, networks and blogs	Policy Central identifies attempted visits to extremist website etc. parents report that child has accessed extremist information at home, partner agencies report issues affecting pupils in the school	Severe	Record on Edaware, report to the CTU
Emotional and verbal changes			
Displays hatred or intolerance of other people or communities because	Pupil makes derogatory comments about other religions or faiths	Medium OR Causing Concern	Record on Edaware, report to SPOC and parents- seek further advice from

they are different/ Using insulting to derogatory names for another group/ prejudice related ridicule or name calling/ inappropriate forms of address		depending upon frequency and regularity	SLT if any disclosure reveals greater concern. Record on Edaware, seek advice from Children's Advice and Support Services if necessary due to repeated incidences
Begins to complain, often with anger, about governmental policies, especially foreign policy	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Record on Edaware, seek advice from Children's Advice and Support Services.
Begins to believe in government conspiracies	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Record on Edaware, seek advice from Children's Advice and Support Services.
Exhibits erratic behaviour such as paranoia and delusion	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Record on Edaware, seek advice from Children's Advice and Support Services.
Speaks about seeking revenge/provocative behaviour	Use of extremist 'hate' terms to exclude others to incite violence	Causing Concern	Record on Edaware, seek advice from Children's Advice and Support Services.
Demonstrates sympathy to radical groups/ Attempts to recruit others to the group/cause	Discusses sympathy for groups such as Al-Qaeda, ISIS/ISIL, Al-Shabaab, Combat 18, BNP, Britain First, EDL and socially isolates other pupils and/or selects friendship groups based on perceived faith, culture, heritage	Causing Concern	Record on Edaware, seek advice from Children's Advice and Support Services.
Starts to exhibit extreme religious intolerance/ derogatory name calling	Makes derogatory comments about other religions or faiths, discusses narrow viewpoints in RE lessons, graffiti symbols, writing or art work promotes extremist messages	Severe	Record on Edaware, report to the CTU
Advocates violence or criminal behaviour/ physical or verbal assault/ damage to property/ condoning or supporting violence towards others	Use of extremist 'hate' terms to exclude others to incite violence, partner agencies report issues affecting pupils in the school	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record on Edaware report to the CTU Extreme (law breaking): Record on Edaware and report to the police

KEY DOCUMENTS

*The Prevent Duty, Departmental advice for schools and childcare providers, Revised guidance April 2021 *Tackling Extremism and Radicalisation Policy, 2020-2022 *Safeguarding and Child Protection Policy 2021-2022*
http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/family.action?familychannel=5600_178 *Keeping children safe in education, statutory guidance for schools and colleges September 2021, *Working Together to Safeguard Children July 2018 - revised December 2020 reflecting how local authorities should notify the [Child Safeguarding Practice Review Panel](#) *BCC Building Resilience amongst Children and Young People - Preventing Extremism *Counter-extremism strategy 2018, [Right Help Right time – Delivering effective support for children and families in Birmingham, Revised December 2021,](#)

Appendix 5 – Anti Radicalisation & Anti Extremism Flow Chart

RESPONDING TO CONCERNS ABOUT A CHILD



