



Burlish Park Primary School



Preventing Extremism and Radicalisation Procedures

DATE: January 2026

REVIEW DATE: January 2027

Trust: Rivers Multi Academy Trust

Local Authority: Worcestershire County Council



Introduction

Burlish Park Primary School recognises its duty to safeguard and promote the welfare of all pupils. Protecting children from the risk of extremism and radicalisation forms part of the school's wider safeguarding responsibilities.

The school is committed to providing a secure environment in which children feel safe, valued and respected. All staff understand that safeguarding is everyone's responsibility regardless of role or level of contact with children.

These procedures operate alongside the school's safeguarding and child protection arrangements and reflect current statutory safeguarding guidance for schools.

Radicalisation refers to the process by which a person comes to support terrorism or extremist ideologies associated with terrorist groups. Extremism is defined as 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.

School Ethos and Practice

Burlish Park Primary School values freedom of speech and the respectful expression of beliefs and ideas as essential elements of a democratic society. Pupils and adults are encouraged to discuss challenging or controversial issues in a safe and supportive environment.

Freedom of expression carries responsibilities. Speech or behaviour intended to manipulate vulnerable individuals, promote hatred or encourage violence is incompatible with the school's ethos and safeguarding responsibilities.

The school promotes fundamental British values through a broad and balanced curriculum which supports pupils to:

- develop resilience and critical thinking skills;
- respect diversity and difference;
- understand equality and fairness;
- participate positively within modern Britain and the wider world.

Extremist views of any kind have no place within the school community. Any prejudice, discrimination or extremist language displayed by pupils, staff or visitors will be challenged and addressed in line with relevant school policies.



Safeguarding Responsibilities

Extremism and radicalisation are safeguarding concerns.

The Designated Safeguarding Lead (DSL) has overall responsibility for safeguarding and child protection within the school. The Prevent Single Point of Contact (SPOC) works alongside the DSL to coordinate responses relating specifically to extremism and radicalisation concerns.

DSL: Mrs Rebecca Jelfs

Prevent SPOC: Mrs Heather Lindley

All staff must remain vigilant to signs that a pupil may be vulnerable to radicalisation and must report concerns immediately in accordance with safeguarding procedures.

Where concerns arise, the school will:

- record concerns using the school's safeguarding recording systems;
- consult with the DSL and Prevent SPOC;
- seek advice from Worcestershire County Council safeguarding services where appropriate;
- work with multi-agency partners to support the child and family.

Where appropriate, referrals may be made to the Channel Programme as part of multi-agency safeguarding arrangements.

Recognising Vulnerability to Radicalisation

There is no single profile of a person who may be vulnerable to radicalisation. Individuals may be influenced by a range of social, emotional or personal factors.

Indicators of vulnerability may include:

- identity concerns or feelings of not belonging;
- family tensions or personal crisis;
- experiences of discrimination or grievance;
- social isolation or significant friendship changes;
- unmet aspirations or feelings of injustice;
- involvement in criminal activity;
- special educational needs affecting social understanding or emotional regulation.

More critical risk indicators may include:

- contact with individuals known to promote extremist views;
- accessing extremist material online or through social media or gaming platforms;



- possession or sharing of extremist literature;
- justification of violence to resolve societal issues;
- sudden changes in behaviour, appearance or attitudes;
- attempts to join or associate with extremist organisations.

Staff should not assume intent but must report concerns promptly.

Curriculum and Teaching Approaches

The curriculum plays a key role in building resilience to extremism.

The school will:

- promote democracy, rule of law, individual liberty, mutual respect and tolerance;
- encourage respectful debate and critical thinking;
- support pupils to develop a strong sense of identity and belonging;
- teach online safety and media literacy skills;
- challenge stereotypes, prejudice and discrimination.

Learning opportunities are embedded through Personal Development, PSHE, Religious Education and across wider curriculum experiences.

The school works with families, local partners and community organisations to broaden pupils' experiences and promote community cohesion.

Online Safety and Filtering

Online environments present potential risks relating to exposure to extremist material.

The school operates appropriate filtering and monitoring systems to reduce the likelihood of pupils accessing harmful content. Online safety education teaches pupils how to recognise risk, challenge misinformation and seek support.

Online safeguarding arrangements operate alongside the school's Online Safety Policy and Filtering and Monitoring procedures.

Use of External Agencies and Speakers

External agencies and speakers may be used to enrich learning experiences. The school will undertake appropriate due diligence to ensure suitability.

This includes:

- identity verification and safeguarding checks where required;
- reviewing materials in advance;
- ensuring alignment with the school's ethos and curriculum;



- supervision of visitors at all times.

External input must not:

- promote intolerance or discrimination;
- glorify criminal or violent behaviour;
- encourage narrow ideological perspectives.

Activities are evaluated to ensure effectiveness and appropriateness for pupils' age and needs.

Staff Training

All staff receive safeguarding induction which includes awareness of extremism and radicalisation risks.

Ongoing safeguarding training ensures staff understand:

- signs of vulnerability;
- reporting procedures;
- online risks;
- local safeguarding arrangements.

Training is refreshed regularly in line with statutory safeguarding expectations.

Safer Recruitment

The school follows safer recruitment practices in line with statutory guidance.

This includes:

- appropriate DBS checks;
- online searches as part of recruitment;
- verification of references and qualifications;
- maintenance of a Single Central Record.

The school remains alert to individuals seeking employment or voluntary roles for the purpose of influencing pupils inappropriately.



Whistleblowing

Staff and pupils are encouraged to raise concerns in confidence using internal reporting systems.

Concerns relating to extremism or radicalisation may also be raised through the school's Whistleblowing Policy.

Role of the Trust and Governance

Rivers Multi Academy Trust Trustees support the ethos and safeguarding values of the school.

Trustees provide challenge and oversight to ensure effective implementation of safeguarding procedures, including those relating to extremism and radicalisation.

Senior Leaders review the effectiveness of these procedures annually.

Equality and Inclusion

The school promotes equality, inclusion and respect for diversity. Any form of discrimination or harassment is challenged in accordance with equality legislation and school policy.

Promoting inclusion reduces vulnerability to extremist narratives by ensuring all pupils feel valued and supported.

Adoption, Monitoring and Review

These procedures have been adopted in line with the school's duty to safeguard and promote the welfare of children.

The policy will be reviewed annually or sooner in response to updated legislation, safeguarding learning or local authority guidance.

Parents and carers may request a copy of this policy at any time.