



Grange View C. E. Primary School

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At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.



Let your light shine brightly before others.

Matthew 5:16

Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Forgiveness, Respect, Perseverance and Community to become lifelong learners.

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

Grange View C.E Primary School

Tackling Extremism and Radicalisation Policy

NCC Policy – adopted November 2025

1 Purpose

1.1 This Safeguarding: Preventing Extremism and Radicalisation Policy is part of our commitment to keeping children safe. Since the Education and Inspections Act 2006, schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

1.2 Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. The updated [Prevent duty guidance](#) (31st December 2023) reminds schools that *'The ... duty does not confer new functions on any specified authority. The term 'due regard' as used in the CTSA 2015 means that the authorities should place an appropriate amount of weight on **the need to prevent people from becoming terrorists or supporting terrorism when they consider all the other factors relevant to how they carry out their usual functions**'*

1.3 Safeguarding children from all risks of harm, including those children in the EYFS is an important part of a school's work and protecting them from extremism is one aspect of that.

The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter-Terrorism & Security Act (2015, as amended)
- Keeping Children Safe in Education (September 2023)
- Working Together to Safeguard Children (December 2023)
- Prevent Duty Guidance: for England and Wales (September 2023 with implementation from 31st December 2023)
- [Channel guidance](#)
- Key documents to support those people, with safeguarding responsibilities, working in education settings can be found by following this link to [The Prevent duty: an introduction for those with safeguarding responsibilities](#)

1.4 non-statutory guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014, as amended)

- Improving the spiritual, moral, social, and cultural (SMSC) development of pupils: supplementary information (DfE 2014, as amended)
- How social media is used to encourage travel to Syria and Iraq (Home Office)

1.5 Definitions

A useful glossary of terms used in the relevant guidance can be found [here](#).

These include the following:

Radicalisation - is the process of a person legitimising support for, or use of, terrorist violence

Terrorism - is set out in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 'The use or threat of serious violence against a person or serious damage to property where that action is:

- designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and
- for the purpose of advancing a political, religious, racial, or ideological cause.'

Online radicalisation – is set out as situations where the internet is believed to have played a role in a person's radicalisation pathway. The internet can play two broad roles in radicalisation (offering mechanisms often unavailable to people offline). These are: exposure to extremist and terrorist content and socialisation within 'likeminded' networks. Often this is facilitated by highly permissive environments online.

Vulnerability - Describes the condition of being in need of special care, support, or protection because of age, disability, risk of abuse or neglect

Specified authority - refers to the people, organisations and institutions listed in Schedule 6 of the Counter-Terrorism and Security Act 2015 to whom the Prevent duty at section 26 of the Act applies. It is their responsibility to ensure that the provisions of this guidance are carried out.

Schools and educational institutions are specified authorities.

2 Ethos

2.1 We ensure that through our school vision, aims, rules, diverse curriculum, and teaching, we promote tolerance and respect for all cultures, faiths, and lifestyles.

2.2 The governing body will also ensure that this ethos is reflected and implemented effectively through school policy and practice and that there is an effective suite of safeguarding policies in place to safeguard and promote pupils' welfare. We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone

at the school has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others

3 Roles and Responsibilities

3.1 Role of the Governing Body

It is the role of the Governing Body to;

- ensure that the school meets its statutory duties with regard to preventing radicalisation.
- ensure that this policy is understood and effectively implemented by staff throughout the school;
- ensure that the DSL undergoes appropriate Prevent duty training which is refreshed at least every three years; and
- ensure that the school's Prevent policies and procedures and general safeguarding arrangements take into account the policies and procedures of Northumberland Children's and Adult's Safeguarding Partnership (NCASP)

3.2 Role of the Headteacher

It is the role of the Headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

3.3 Role of Designated Safeguarding Lead (DSL)

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the Local Governing Body on these matters

3.4 Role of staff

It is the role of staff to:

- understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

3.5 School will conduct an annual review of safeguarding (S175), which includes the school's compliance with its Prevent Duty.

4 Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the school's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

5 Internet Safety

The internet offers children and young people access to a vast range of information and resources, some of which may be harmful. Extremist groups can use online platforms, including social media, to promote their views. Our school follows the SWGfL e-Safety Policy, and our filtering systems are designed to block inappropriate and extremist material. If staff, pupils, or visitors come across any unfiltered extremist content, they must report it immediately to a senior member of staff. We recognise that pupils may access unfiltered internet outside school or through personal mobile devices. Staff remain vigilant when pupils are using their phones. Mobile phones are only permitted for pupils in Years 5 and 6, due to independent travel arrangements, and must be handed to the class teacher upon arrival. Our e-Safety and Internet User Policies clearly outline procedures for preventing access to radicalising or extremist content. Pupils and staff are regularly reminded of how to report any online material that is inappropriate or causes concern.

6 Staff Training

Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of annual safeguarding training.

7 Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education 2025. Vetting and barring checks are undertaken on relevant people, including the Local Governing Body and volunteers.

8 Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. Staff must not invite speakers into school without first obtaining permission from the Headteacher.

9 Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups, or faith

10 Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour, and peer relationships (there are also very powerful narratives, programmes, and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race, or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

11 Referral Process

Staff and visitors to the school must refer all concerns about pupils who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead, in liaison with the Headteacher, will make a referral to the appropriate body.

12 Contacts

Designated Safeguarding Lead (DSL)	Louise Laskey
Designated Safeguarding Lead (DSL)	Lauren Chapman
Any other staff trained to DSL level	
Chair of Governors	Rebecca Griffin
Safeguarding Governor	Rebecca Griffin
Our school follows the safeguarding protocols and procedures of our safeguarding children partnership	North and South of Tyne Safeguarding Children Partnership Procedures Manual https://www.proceduresonline.com/northumberlandcs/index.html
Northumberland Prevent Coordinator	Chris Grice prevent@northumberland.gov.uk
Northumberland Prevent Lead - Children's Services	Neil O'Toole Neil.O'Toole@northumberland.gov.uk
Northumberland Prevent Lead – Adult Services	Heather MacKenzie heather.mackenzie@northumberland.gov.uk
Schools' Safeguarding Team	Justine Clephane Justine.Clephane@northumberland.gov.uk
Special Branch	specialbranch@northumbria.pnn.police.uk
OneCall	01670 536400 Children's Triage - childrentriage@northumberland.gov.uk
Adult Triage	safeguarding.triage@northumbria-healthcare.nhs.uk
Where there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately by the DSL.	01670 536400
If a child is in immediate danger	Local Police Emergency 999 Local Police Non-emergency 101
National contacts	• NSPCC 24/7 Helpline/textline Tel: 0800 800 5000/88858 Email: help@nspcc.org.uk • The Lucy Faithfull Foundation (LFF) Tel: 0800 1000 900 Email: help@stopitnow.org.uk • www.parentsprotect.co.uk • ACT Early Support Line on 0800 011 3764 • National Bullying Helpline Tel: 0845 22 55 787