Promoting Welfare and Wellbeing by Preventing Extremism and Radicalisation Safeguarding Policy

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Reviewed by	**Trust Board**
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Policy owner	**Trust Designated Safeguarding Lead/CEO**
Location	**MS Teams**

This policy is a generic policy that confirms the Staffordshire University Academies Trust's commitment to Promoting Welfare and Wellbeing by Preventing Extremism and Radicalisation.

The Lead Local Academy Council Member is named in each SUAT Academy's version of this policy. It will generally be the nominated safeguarding governor.

Each academy has a Designated Safeguarding Lead (DSL) with operational responsibility for safeguarding and Prevent.

At Trust level, the Deputy CEO – DSI, T&L is the Trust Designated Safeguarding Lead (Trust DSL) and is accountable for the strategic oversight, coordination and assurance of safeguarding arrangements across the Trust.

The CEO retains overall executive accountability for safeguarding across the Trust, supported by the Trust DSL and central safeguarding team.

Statement of intent

SUAT recognises that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required.

We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values in order to enable pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the potential radicalisation of pupils at our school. For guidance on specific terrorist incidents, please see our Invacuation, Lockdown and Evacuation Policy and procedures.

1 Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Trust Board in line with the overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'. This policy is available to parents via the Trust website.

The Trust Board will actively evaluate the effectiveness of this policy, via the Local Academy Councils, as part of the duty to safeguard and promote the welfare of children.

2 Introduction

SUAT is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All staff and volunteers working at SUAT Academies recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Extremism and radicalisation are treated as safeguarding issues and managed in line with the Trust Safeguarding Policy.

Under section 26 of the Counter-Terrorism and Security Act 2015, SUAT academies have a statutory duty to have due regard to the need to prevent people from being drawn into terrorism.

This policy is one element within our overall Trust arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in section 175 of the Education Act 2002 and should be read in conjunction with the Trust's Safeguarding Policy, Invacuation, Lockdown and Evacuation Policy, GDPR Data Protection Policy, Online Safety Policy, and Equality Policy.

This policy has been developed with regard to the following legislation and statutory guidance:

- Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (2023)
- Counter-Terrorism and Security Act 2015
- Terrorism (Protection of Premises) Act 2025 (Martyn's Law)
- Prevent Duty Guidance: England and Wales (Home Office, 2023 as amended)
- Channel Duty Guidance (Home Office, current edition)
- Prevent Duty Training Guidance
- Education Act 2002
- Children Act 1989 and 2004
- Equality Act 2010
- Data Protection Act 2018
- UK GDPR
- Online Safety Act 2023
- DfE Filtering and Monitoring Standards for Schools and Colleges
- Staffordshire Safeguarding Partnership Procedures
- Trust Safeguarding Policy
- Trust Online Safety Policy
- Trust Invacuation, Lockdown and Evacuation Policy.

3 Definitions

For the purpose of this policy:

Extremism – the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate or destroy the fundamental rights and freedoms of others; undermine, overturn or replace the United Kingdom's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve those outcomes.

Radicalisation – is defined as the process of a person legitimising support for, or use of, terrorist violence.

Terrorism – is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

4 Trust Ethos and Practice – countering extremism

When operating this policy our academies use the following accepted Governmental definition of extremism which is:

In applying this policy, the Trust will have regard to the current Government definition of extremism and the terminology used within current Prevent Duty Guidance.

There is no place for extremist views of any kind in our academies, whether from internal sources – pupils, staff or Local Academy Council members, or external sources - academy community, external agencies or individuals. Our pupils see our academies as safe places where they can legitimately be supported to explore controversial issues safely in a learning context and where our teachers encourage and facilitate this – we have a duty to ensure this happens in order to secure common values and ethos of diversity, inclusion and democracy and the central tenets of British Values.

As a community of schools we recognise that extremism and exposure to extremist materials and influences can lead to risks for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and these limit the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed and balanced way.

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, with understanding and become tolerant of difference and diversity to ensure that they thrive, feel valued and are not marginalised. Furthermore, at our academies we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources, including via the internet, and consequently pupils may be at risk of reflecting or display views that may be ill-informed, discriminatory, prejudiced or extremist, including using derogatory language.

Any such behaviour displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the Teaching Regulation Agency for their consideration as to whether a Prohibition Order is warranted.

As part of wider safeguarding responsibilities academy staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings

- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or ‘hate’ terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our academies will closely follow any locally agreed procedure as set out by the Local Authority and/or Staffordshire Safeguarding Partnership, including agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

5 Safeguarding from extremism

The Trust promotes a strong safeguarding culture where all staff feel able to raise concerns, including low-level concerns, in line with the Trust’s Safeguarding Policy.

The Trust recognises the requirements of the Terrorism (Protection of Premises) Act 2025, commonly known as Martyn’s Law, and will prepare for its implementation in accordance with applicable statutory guidance. The Trust will determine which academy premises fall within the scope of the Act and will ensure that proportionate arrangements are developed for each qualifying premises. Regardless of whether an individual academy falls within the statutory scope, the Trust will maintain appropriate emergency preparedness and security arrangements.

The Trust will ensure that:

• terrorism risks are considered as part of emergency planning;
• invacuation, lockdown and evacuation procedures reflect foreseeable terrorist threats;
• appropriate staff awareness training is provided;
• emergency exercises are undertaken where appropriate;
• visitors, contractors and hirers are managed in accordance with safeguarding and site security arrangements;
• lessons learned from exercises, incidents or national guidance are incorporated into future planning and policy review.

The school will do its utmost to safeguard pupils from being drawn into extremism and terrorism, whilst also ensuring it protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

The school has a dedicated Designated Safeguarding Lead (DSL) who leads the safeguarding response to concerns relating to extremism, radicalisation and terrorism within the school community. As is the school’s responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

The school has strong relationships with our local safeguarding partners and will involve them at the earliest opportunity if safeguarding issues arise.

The school will seek to engage with pupils’ parents. Staff will assist and advise parents who raise concerns and point them towards support mechanisms. The school will encourage any pupil, parent, staff member or member of the wider school community to speak to the DSL if they have concerns about:

- Pupils becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of pupils becoming radicalised or involved in extremism.
- Pupils planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

Visitors and speakers coming into the school will be vetted prior to them having access to pupils. All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the headteacher. Due diligence checks will also be carried out on those hiring and using the school premises.

Where concerns arise before, during or following a visit, the academy reserves the right to amend, supervise, curtail or terminate the activity where necessary to safeguard pupils or comply with the Prevent Duty.

Pupil-led groups, clubs and societies will be appropriately authorised, supervised and reviewed in accordance with their level of safeguarding risk. The DSL may undertake proportionate checks where concerns arise or where this is identified through the academy's Prevent Risk Assessment.

The school will incorporate appropriate filtering and monitoring systems to limit pupils' exposure to online risks, including extremist content.
The DSL and ICT team will work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or prevent-related concerns.

The Trust ensures appropriate filtering and monitoring systems are in place to safeguard pupils from harmful and inappropriate online content, including extremist and terrorist material. These arrangements are implemented in accordance with Keeping Children Safe in Education (current edition) and the DfE Filtering and Monitoring Standards.

Filtering and monitoring arrangements are reviewed regularly to ensure they remain effective, proportionate and appropriate to the age of pupils, identified safeguarding risks and evolving online threats.

The Trust Board receives regular assurance that filtering and monitoring arrangements remain effective and that appropriate safeguarding responses are implemented where concerns are identified.

The Trust Board and Local Academy Councils will receive periodic assurance regarding Prevent arrangements including staff training compliance, Prevent referrals (where appropriate and anonymised), Prevent Risk Assessment outcomes, filtering and monitoring effectiveness, emergency preparedness and lessons learned from safeguarding reviews.

6 Promoting fundamental British values

The school will build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school's curriculum will promote respect, tolerance and diversity. Pupils will be encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

Through the national curriculum, the school will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils.
- Teach a wide range of English and non-English literature.
- Explore significant historical events that promote pupils' understanding of democracy, individual liberty, mutual respect, tolerance and the rule of law
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme, the school will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- The school will do this by:
- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all pupils within the school have a voice that is listened to, e.g. by demonstrating how democracy works via a school council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.

Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

7 Community links

The school will engage in annual community round-table discussions with local community and religious leaders, and local law enforcement. Governing board meetings will include discussion about extremism and terrorism where appropriate.

The school will operate an open-door policy for community members to report concerns.

The school will, where appropriate, partake in community festivals, religious celebrations and other events. The school will select a range of charities to support across the year which represent our school community, including local community groups.

The school will develop effective partnerships with local prevent leads, the police and the LA through multi-agency forums.

The school will maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.

8 Teaching Approaches - Building Resilience

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches some children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our academies this will be achieved by good teaching, including via PSHE. We will utilise current DfE Prevent resources, Educate Against Hate guidance and other nationally recognised safeguarding resources to support pupils in building resilience to extremist ideology, developing critical thinking skills and engaging safely with challenging issues.

We will ensure that all of our teaching approaches help pupils to build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues and be relevant to the current issues and insight into extremism and radicalisation. In doing so we will apply the 'key ingredients' see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people using a pupil centred approach
- Facilitating a 'safe space' for dialogue
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience

Therefore, this approach will be embedded within the ethos of our academies so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our academies' approach to the spiritual, moral, social and cultural development of pupils as defined in the current Ofsted education inspection framework and will include the sound use of assemblies to help further promote this rounded development of our pupils and utilising the joint agreed syllabus for religious education and the guidance produced by Staffordshire's Standing Advisory Council on Religious Education (SACRE).

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate

- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Focussed educational programmes

Our academies will also work with local partners, families and communities in our efforts to ensure our school communities understand and embrace the local context and our values in challenging extremist views, to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to adverse influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is safeguarded, supported and offered mentoring intervention. Additionally, in such instances our academies will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Through these measures we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

9 Preventing radicalisation

The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

The Trust will complete and review a Prevent Risk Assessment at least annually, and following any significant change to local or national threat levels or relevant safeguarding intelligence.

The assessment will consider:

• local risks and emerging threats;
• online risks, including social media, gaming platforms, artificial intelligence and other emerging technologies;
• curriculum resilience;
• visitor and speaker management;
• community use of Trust premises;
• IT filtering and monitoring arrangements;
• staff training;
• safeguarding procedures;
• site security and emergency planning.

The Prevent Risk Assessment will also be reviewed following any Prevent referral, significant safeguarding incident involving extremism or terrorism, changes to Trust premises, or where local intelligence indicates that emerging risks have changed. Findings from reviews will inform staff training, curriculum planning, filtering and monitoring arrangements, visitor management and future safeguarding priorities.

Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.

The school is aware that extremist propaganda is widely available online, and will educate pupils to ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society. The school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

The Trust recognises that radicalisation increasingly occurs through online platforms including social media, livestreaming platforms, gaming platforms, encrypted messaging services, artificial intelligence tools, recommendation algorithms and other emerging technologies. Staff remain alert to these risks and pupils are taught how to recognise manipulation, misinformation, conspiracy theories and extremist narratives through the curriculum and wider safeguarding education.

Internet use on Trust networks and Trust-owned devices will be filtered and monitored in accordance with the Trust Online Safety Policy, Data Protection Policy, applicable data-protection legislation and the DfE Filtering and Monitoring Standards. Monitoring will be proportionate, lawful and designed to identify safeguarding risks, including access to extremist and terrorist material.

The Trust recognises that effective partnership working with parents and carers is an important protective factor. Where appropriate, parents will be engaged at the earliest opportunity unless doing so would increase the risk of harm to the child or another individual. The school will not permit speakers who may promote extremist views on our premises.

The school will always aim to integrate and engage every child within the school community, and in the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every pupil the opportunity to take part.

The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

10 Use of External Agencies and Speakers

The Trust recognises that external agencies and speakers can enrich pupils' learning and broaden their experiences. Before any external agency or speaker is engaged, the academy will undertake proportionate due diligence and risk assessment to ensure that the proposed activity is consistent with the Trust's values, safeguarding responsibilities and Prevent duty.

Our academies will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of that academy and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.

- Activities are well-managed, fully supervised and subject to robust safeguarding procedures.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by our academies to ensure that they are effective

That the ethos of our academies is to encourage pupils to understand diverse views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage in informed debate, and we may appropriately permit the use external agencies or speakers to facilitate and support this.

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure that SUAT's pupils recognise risk and build resilience to manage any such risk to themselves or their peers where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate as part of a wider community.

11 Identifying concerns

Although extremist behaviour can be presented in many forms, the school recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which is counter to the school's Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil's work
- Disassociation from existing friendship groups
- Distancing themselves from their cultural or religious heritage
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Making significant changes to their appearance
- Family and/or community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

No single indicator should be treated as evidence that a pupil is being radicalised. Staff must avoid assumptions based on religion, race, nationality, immigration status, culture, appearance, disability or other protected characteristics. Concerns must be considered in context, based on observed behaviour or credible information, and discussed with the DSL.

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise with, or support, extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
- Has the pupil previously been a victim of discrimination or a religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- In possession of extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

The school will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

12 Referring Concerns

Where concerns relating to extremism or radicalisation arise, staff should follow the Trust's **Notice, Check, Share** approach:

Notice – recognise concerning behaviours, language, online activity or changes in presentation.

Check – consider the context, discuss concerns promptly with the Designated Safeguarding Lead and review any available safeguarding information.

Share – record concerns and make a Prevent referral where appropriate through the Designated Safeguarding Lead or emergency safeguarding procedures.

All Prevent-related concerns, regardless of whether the threshold for referral is met, will be recorded on the Trust safeguarding recording system to ensure an accurate chronology of safeguarding concerns and facilitate ongoing risk assessment.

Prevent referrals will normally be submitted using the current national Prevent referral process applicable within Staffordshire and in accordance with local multi-agency arrangements. The Designated Safeguarding Lead will seek advice from the Local Authority Prevent Lead or Counter Terrorism Policing where the threshold for referral is uncertain.

Where there are concerns of extremism or radicalisation parents, pupils and staff will be encouraged to make use of academies' internal systems to raise any issue with senior management in that academy. Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to Prevent.

In each Academy the lead person for Prevent is the Designated Safeguarding Lead who would normally be the first point of contact should there be concerns. The school will ensure that the DSL undertakes awareness training to comply with the Prevent duty. The DSL will provide advice and support to members of staff on protecting children from the risk of radicalisation.

If there is a concern about potential radicalisation into terrorism or reason to believe that someone is susceptible to radicalisation staff members will make referrals using the Prevent national referral form – the DSL will be notified in all cases and will support staff members who do so.

If for any reason this creates a difficulty for the referrer, they can contact the Local Authority 'Prevent' co-ordinator, First Response Team, Education Safeguarding Advice Service or Ofsted, depending on the level of concern. Contact details for these agencies can be found at the end of this policy document.

SUAT staff should refer to the Trust Whistleblowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the academy environment.

13 What happens when a person is referred to Prevent?

Prevent referrals will usually follow the process set out below:

1. The local police force will look at each referral first. They will check if there is an immediate security threat. They will also check if there is a genuine risk of radicalisation.

2. If the person isn't at risk of radicalisation, they will not be deemed a case for Prevent. Where appropriate, the person may instead be offered other support, for example being referred to mental health services or social services.

3. If there is a risk of radicalisation, a panel of local experts will assess the referral. The panel is led by the LA and may include the police, children's services, social services, education professionals and mental health care professionals.

4. If the panel decides that a person is at risk, they will be invited to join a support programme called Channel. This is voluntary, so a person can choose whether to take part. If a person chooses not to take part in the programme, they may be offered other support instead and any risk will be managed by the police.

The support provided by the Channel programme may include the following:

- Mentoring
- Mental health support such as counselling
- Education or career development support
- Online safety training for parents

The police will be notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence and the school's emergency procedures will be followed.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

Records relating to Prevent concerns will be retained securely in accordance with the Trust's Safeguarding Records Retention Schedule, Data Protection Policy and applicable data protection legislation.

The school will ensure that all of those involved in a referral understand that referrals are not made to the Home Office and that getting support from Prevent is not a punishment and will not go on a person's criminal record.

14 Child Protection

Please refer to our Safeguarding Policy for the full procedural framework on our Child Protection duties.

SUAT staff will be alert to the fact that whilst Extremism and Radicalisation are managed as a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may become aware of information about a child's family that may indicate a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working at our academies (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Principal who will make a referral to children's social care or the Staffordshire Prevent team when appropriate.

The Designated Safeguarding Lead works in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education'.

In each academy, the Designated Safeguarding Lead is the lead professional for Prevent and the first point of contact for staff and external agencies where concerns arise. The DSL will undertake appropriate Prevent training and will provide advice and support to staff on protecting pupils from the risk of radicalisation.

15 Training

All staff, including temporary staff and volunteers will receive an induction in regard to our safeguarding policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism or extremist groups.

All staff receive Prevent awareness training as part of induction and receive regular safeguarding updates throughout the year.

Training is proportionate to staff roles, reflects local risk assessments and includes:

- recognising vulnerability to radicalisation;
- current extremist ideologies;
- online radicalisation;
- the Notice, Check, Share approach;
- Prevent referral processes;
- the Channel process;
- safeguarding responsibilities under Keeping Children Safe in Education.

Training is delivered in line with the most recent statutory guidance, including Keeping Children Safe in Education, and is updated regularly to reflect national and local risk.

Prevent training will be provided annually and will be updated as required. Training will include details of the ‘Notice, Check, Share’ process. Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism as required.

Whole-school safeguarding and child protection training will be provided to staff, Local Academy Council members and relevant volunteers in accordance with Keeping Children Safe in Education and the Trust Safeguarding Policy. This will include appropriate awareness of extremism, radicalisation and the Prevent duty.

The Designated Safeguarding Lead and any deputies will undertake appropriate role-specific safeguarding and Prevent training. Training will reflect national guidance, local procedures, emerging risks and the level of knowledge required for each role.

Prevent training will be refreshed at appropriate intervals and whenever there are significant changes to legislation, statutory guidance, local risk or Trust procedures. Staff will also receive relevant updates through safeguarding briefings, notices and communications.

Training will be quality assured by the DSL and its effectiveness reviewed regularly. Records will be maintained to demonstrate that training requirements are being met.

Records will be maintained of training provided to ensure that training needs are being met and kept up to date.

Staff will be trained to be aware of and to identify concerning behaviour that may indicate a pupil is susceptible to radicalisation, e.g. voicing intolerant narratives.

Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area.

Further advice on training will be sought from the LA safeguarding team as appropriate.

Staff will be trained to be vigilant toward the push and pull factors that could make a pupil vulnerable to being drawn into extremism or radicalisation.

Staff will look out for ‘push factors’ including where a pupil may be feeling:

- Isolated
- That they do not belong
- That they have no purpose
- Low in self-esteem
- That their aspirations are unmet
- Angry or frustrated
- A sense of injustice
- Confused about life or the world
- Real or perceived personal grievances

In conjunction with these push factors, staff will be aware of the ‘pull factors’ that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings.

Staff will be aware that pull factors can include where extremist or terrorist groups:

- Offer a sense of community and a support network.
- Promise fulfilment or excitement.
- Make the pupil feel special and part of a wider mission.
- Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms.
- Offer inaccurate answers or falsehoods to grievances.
- Encourage conspiracy theories.
- Promote an ‘us vs. them’ mentality.
- Blame specific communities for grievances.
- Encourage the use of hatred and violent actions to get justice.
- Encourage ideas of supremacy.

16 Quality Assurance

The Trust Safeguarding Team will periodically review Prevent arrangements through safeguarding audits, quality assurance visits, review of Prevent Risk Assessments, evaluation of staff training, monitoring of filtering and monitoring arrangements and review of safeguarding records where appropriate.

Findings from quality assurance activity will be used to identify good practice, address any areas for development and inform future safeguarding priorities, policy review and staff training.

Appropriate assurance will be provided to senior leaders, Local Academy Councils and the Trust Board as part of the Trust's wider safeguarding governance arrangements.

The headteacher will be responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Ensuring that the teaching of the school curriculum encourages learners to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.
- Ensuring the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment which assesses how their learners or staff may be at risk of being radicalised into terrorism, including online.
- Identifying extremist risks in the local area.
- Ensuring that the school's safeguarding policies set out clear protocols for ensuring that any visiting speakers, whether invited by staff or by children themselves, are suitable and appropriately supervised.
- Ensuring that invited speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Ensuring any visitors and speakers at the school are appropriate and vetted prior to them having access to pupils.
- Ensuring appropriate prevent training is undertaken by each member of staff.
- Ensuring DSLs or Prevent leads receive in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels - updated at least every two years.
- Ensuring the school has robust procedures for sharing information, both internally and externally.
- Having measures in place to prevent their facilities being exploited by radicalisers.
- Ensuring that policies relating to the appropriate use of IT equipment and networks contain specific reference to the Prevent duty.
- ensuring the Trust's Prevent Risk Assessment is completed and reviewed annually;
- ensuring emergency planning appropriately considers terrorism risks in line with the Terrorism (Protection of Premises) Act 2025;
- ensuring lessons identified from emergency exercises or incidents are incorporated into future planning.

The DSL, and any deputies, will be responsible for:

- Handling any referrals to Prevent and/or Channel and supporting staff who make referrals.
- Co-operating as reasonably practicable with LA-led Channel panels.
- Following up Prevent referrals
- Providing advice and support to staff on protecting pupils from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support pupils at risk of being drawn into terrorism.

- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism.
- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new school or college in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives.
- Undertaking specific prevent awareness training and providing advice and support to other staff on protecting pupils from the risk of radicalisation.
- Maintaining an awareness of the risks relating to extremism in the local area.
- Maintaining a clear understanding of prevent reporting and referral mechanisms
- monitoring emerging national and local Prevent risks;
- reviewing Prevent Risk Assessments;
- ensuring filtering and monitoring concerns relating to extremism are investigated promptly;
- maintaining effective links with local Prevent partners and Counter Terrorism Policing advisers where appropriate.

All staff members will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to Prevent.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately.

17 Recruitment and staff conduct

The arrangements for recruiting all staff, permanent and volunteers, to our academies will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in all of our academies and in doing so will deny opportunities for inappropriate recruitment or advancement.

SUAT staff will be alert to the possibility that persons may seek to gain positions within our academies so as to unduly influence our Academies' character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our academies and staff teams we will minimise the opportunities for extremist views to prevail.

Referrals to the Staffordshire LADO service will be made when appropriate as per statutory guidance and our Safeguarding Policy.

18 Role of Local Academy Council (LAC)

The LAC in each Academy will undertake appropriate training and updating to ensure clarity about their role and the parameters of responsibilities as LAC members, including their statutory safeguarding duties. The LAC in each academy shapes the ethos and values of that academy and will support SUAT's commitment to tackling extremism and radicalisation.

Details of Local Academy Council membership are published on each academy's website in accordance with applicable governance and transparency requirements.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, the LAC will challenge their academy's Senior Leadership Team on the delivery of this policy and monitor its effectiveness.

The Trust Board, and each LAC, will review this policy regularly (annually) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

The LAC will be responsible for:

- Ensuring the appropriate measures are in place to protect pupils from radicalisation.
- Ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.
- Ensuring the school has a designated lead in a senior management role who is responsible for the delivery of Prevent.
- Having robust safeguarding policies in place to ensure that those at risk of radicalisation are identified and appropriate support is provided.
- Ensuring that policies are in place which are proportionate and based on an understanding, shared with partners, of the threat and risk in the local area, the phase of education, and the size and type of school.
- receiving appropriate assurance that the Trust is meeting its statutory Prevent Duty, including staff training, Prevent Risk Assessments, filtering and monitoring arrangements, emergency preparedness and safeguarding governance.

Contact details:

First Response Team (re concerns that an identified Staffordshire child or children are at risk or LADO referrals) 0800 1313 126

Emergency Duty Service (children's social care) 0845 6042 886

Staffordshire Prevent Team: Tel: 01785 238239 or 01785 233109

Email: prevent@staffordshire.pnn.police.uk

Education Safeguarding Advice Service (Staffordshire) – 01785 895836

Ofsted contact centre 0300 123 1231

References:

Staffordshire Safeguarding Partnership procedures can be found on: www.staffsscb.org.uk

Staffordshire Safeguarding Children Partnership (SSCP)
https://staffsscp.org.uk

Prevent Duty Guidance (Home Office)
https://www.gov.uk/government/publications/prevent-duty-guidance

Educate Against Hate
https://educateagainsthate.com

Let's Talk About It
https://www.ltai.info

Keeping children safe in education 2026 (comes into force from 1 September 2026)

UK Safer Internet Centre: www.saferinternet.org.uk

Monitoring and review

This policy will be reviewed annually by the CEO, Trust Designated Safeguarding Lead (Trust DSL) and central safeguarding team. It may also be reviewed earlier following changes to legislation, statutory guidance, local risk, significant safeguarding incidents, Prevent referrals, quality assurance activity, learning from reviews or recommendations arising from safeguarding audits.

Appendix A – Teaching approaches to building resilience in children and young people

Push Factors	**Key Ingredients**	**Pull Factors**
Factors which push/make an individual vulnerable to extremist messages	**Teacher confidence and skills** in dealing with difficult and sensitive issues	Factors that draw young people into extremist messages
Lack of excitement, frustration	**Teacher attitude/behaviours** • Need to be able to admit that do not necessarily know the answers • Able to acknowledge that controversial issues/matters exist • Willingness to seek help when not sure what to do/how to assist • Understanding that they have a role to play re this agenda	Confident and charismatic recruiters
Lack of a sense of achievement seen as significant. Lacking purpose/confidence in the future/life goals.	**Specific knowledge** • Some understanding of other cultures and religions and belief systems • Knowledge of alternate values framework	Networks/sense of belonging
Lacking an outlet for views	**Teaching pedagogy** • Working with pupils to enable them to develop critical thinking skills (to be able to see through propaganda… • Enabling pupils to see multiple perspectives • Enabling pupils to deal with difficult situations	Persuasive clear message which exploit knowledge gaps

	• Utilizing multiple resources/methods • Working with young people to enable them to develop and have pride in sense of self and sense of having multiple identities • Linking school work with the wider community	
Gaps in knowledge and or understanding of Islam both young people and their parents		Wider community views which promote extremist views or do not actively oppose extremism
A sense of injustice		
Actual or perceived humiliating experiences. This may be linked to sense of injustice. The experiences may be of being bullied, put down etc		
Exclusion – a lack of belonging to peer/community networks, groups etc.		

Appendix B – SUAT Prevent Referral Process

Notice • Check • Share

Notice

A member of staff identifies a concern

Examples may include:

- Changes in behaviour or presentation
- Fixation on extremist or terrorist ideology
- Concerning online activity
- Isolation from peers
- Promotion of hatred or violence
- Significant changes in language or beliefs
- Disclosure by the pupil
- Concern raised by another pupil, parent or professional

CHECK

Consider the context

The member of staff should ask themselves:

- Is there an immediate safeguarding concern?
- Could there be another explanation?
- Is this a pattern of behaviour?
- Does this fit with other safeguarding information?
- Have similar concerns previously been recorded?

Do not investigate.
Do not interview the pupil.
Do not make assumptions based upon race, religion, culture or appearance.

SHARE

Inform the Designated Safeguarding Lead (DSL)

Immediately report concerns to:
Designated Safeguarding Lead
or
Deputy Designated Safeguarding Lead

Provide:

- factual observations
- dates and times
- exact words used where possible
- any supporting evidence

Record concerns on the Trust safeguarding recording system.

DSL CONSIDERS THE INFORMATION

The DSL will assess:

- safeguarding history
- local Prevent risk
- vulnerability factors
- online concerns
- contextual safeguarding issues
- proportionality of response

The DSL will ensure that decisions are evidence-based, proportionate, recorded with reasons and reviewed where further information becomes available. Advice will be sought from the Local Authority Prevent Lead or Counter Terrorism Policing where appropriate before making a referral where threshold is uncertain.

The DSL may:

- Continue monitoring
- Speak with parents (where appropriate)
- Seek advice from the Local Authority Prevent Lead
- Seek advice from Police Prevent Team
- Make a Prevent Referral

PREVENT REFERRAL

Where the threshold is met, the DSL will submit a Prevent referral.
The referral will be considered by Prevent partners.

Possible outcomes include:
• No further action
• Early Help
• Safeguarding support
• Channel Panel assessment

CHANNEL

Where appropriate, the individual may receive:

- voluntary multi-agency support
- safeguarding interventions
- mentoring
- education support
- family support
- mental health support

The purpose of Channel is safeguarding and preventing people from being drawn into terrorism.

Key Principles

Throughout the process staff should remember:

- Safeguarding comes first.
- Radicalisation is a safeguarding concern.
- Prevent is part of safeguarding.

- No single behaviour indicates radicalisation.
- Avoid assumptions based on protected characteristics.
- Always record concerns.
- Always report concerns to the DSL.
- Never investigate yourself.