HEADTEACHERS'
PREVENT BOARD
STOKE-ON-TRENT

Safeguarding Policy:-

Preventing Extremism and Radicalisation in Education Settings

September 2026

Implemented – September 2024
Review date – September 2026

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1. Introduction

Sandon Primary Academy is committed to providing a secure environment for pupils, where they feel safe and are kept safe. All adults at Sandon Primary Academy recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake and whether or not their role has direct contact or responsibility for children and young people.

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of Sandon Primary Academy*'s* safeguarding approach.

2. Definitions *(including child friendly definitions below)*

Ideology - a set of beliefs.

Ideology
An ideology is a set of ideas or beliefs that people follow. It can be about how they think the world should work or how people should behave.

Extremism - a 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism
Extremism is when someone strongly disagrees with important values like fairness, respect, and kindness to others. They might say or do things that hurt people or make others feel unsafe.

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

Radicalisation
Radicalisation is when someone starts to believe extreme ideas and may want to hurt others or break the law because of those ideas. It can happen slowly and sometimes through things they see or hear online or from others.

Terrorism – is 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]

Terrorism
Terrorism is when someone tries to scare or hurt people to make others believe in their ideas. It can include damaging places or hurting people to get attention or make a point.

3. Guidance and Legislation

Keeping children safe in education 2026: Statutory guidance for schools and colleges (01 September 2025)

As defined in the Revised Prevent Duty Guidance for England and Wales (Updated 01 April 2021)

As defined in the Revised Prevent Duty Guidance for England and Wales (Updated 01 April 2021)

As defined in the Terrorism Act 2000 (TACT 2000)

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism." This duty is known as the Prevent duty.

The Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in:-

- Stoke-on-Trent Safeguarding Children Partnership Arrangements
- Keeping Children Safe in Education; DfE: September 2026
- Teaching Approaches that help Build Resilience to Extremism among Young People;
- Promoting Fundamental British Values as part of SMSC in Schools
- OFSTED School Inspection Handbook
- Prevent duty guidance,

In adhering to this policy and the procedures therein, staff and visitors will comply with our statutory duties to:-

- Safeguard and promote the welfare of all children as set out in s175 and s157 of the Education Act 2002.

- Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.

- Have due regard to the need to prevent people from being drawn into terrorism, as set out in s26 of the Counter-Terrorism and Security Act 2015.

4. School Ethos and Practice

According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

"Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Sandon Primary Academy recognises the Governments concern that the UK continues to face a threat from terrorism. One security concern is the potential for British citizens and residents to become radicalised and commit acts of violence or terrorism.

Violent Extremism is defined by the Crown Prosecution Service (CPS) 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."*

Extremism can take many forms including that linked to Far Right / Neo Nazi / White Supremacist, Al Qaeda/Daesh ideologies, Irish Nationalist and Loyalist paramilitary groups, and that linked to Animal or Environmental Rights movements. It also includes school massacre and Incel ideology.

Our school is a safe place where pupils can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. However, there is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or trustees; or external sources – school community, external agencies or individuals.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes 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 thereby limiting 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 way.

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and accept difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, 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 the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy and the Code of Conduct for staff

We will follow our own internal procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of our school in a paid or unpaid capacity. This includes contacting the Local Authority Designated Officer (LADO).

Where extremism concerns linked to an educational professional are raised with the LADO, the Operational Delivery Team within the Counter Extremism Division of the Department for Education should also be notified.

• Report Extremism in Education - Start
• Non-statutory guidance for designated safeguarding leads on safeguarding learners

As an academy we use a filtering and monitoring system, to manage and limit the use of permissive online environments or other platforms, which can contribute to radicalisation; any inappropriate/harmful online behaviours would be managed in the same way as offline activity. Online safety is also embedded into our computing curriculum across the school.

As part of wider safeguarding responsibilities school/college 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, especially where pupils/learners have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils/learners 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, sexuality, ethnicity or culture.
- Attempts to impose extremist views or practices on others.

Our school will closely follow any locally agreed procedures as set out by the Local Authority and Local Safeguarding Children Partnership to safeguard individuals vulnerable to extremism and radicalisation.

5. Teaching Approaches

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 children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school, this will be achieved by good teaching, primarily via RSHE and RE but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills within our RSHE, Computing and RE curriculum's.

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 to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success following the three broad categories of:-

- Making a connection with young people through good design and a pupil centered approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation- through respect for self, respect for others and responsibility for actions.

This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils and will include the sound use of assemblies and enrichment days to help further promote this rounded development of our pupils.

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 providing a curriculum that includes:-

- Citizenship through RSHE, RE and Computing
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views, and to assist in the broadening of our pupil's experiences and horizons.

We will promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect difference, especially those of 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.

We will help support pupils who may be vulnerable to such 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 offered support through referral to the Prevent Programme – see section 13.

6. Use of External Agencies and Speakers

Where possible and when needed, we encourage the use of external agencies or speakers to enrich the experiences of our pupils. However, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

http://educateagainsthate.com/downloads/HostingSpeakersAdvice.pdf

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in opposition to, the school's values and ethos. We must be aware that in some instances, the work of external agencies may not directly be connected with the rest of the curriculum so we need to ensure that this work is of benefit to pupils.

Our school 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 the school 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/learners 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 matched to the needs of pupils.
- Activities are carefully evaluated by the school to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore, by delivering a broad and balanced curriculum, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves, where appropriate to their age and ability; but also, to help pupils develop the critical thinking skills needed to engage in informed debate

7. Whistle Blowing

Where there are concerns of extremism or radicalisation, pupils and staff are able to discuss this with the Designated Safeguarding Lead. If, for any reason they feel unable to do this, then they are able to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to School's Whistle Blowing Policy-

8. Child Protection

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

Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly 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 be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive.) Therefore, all adults working at the school (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.

9. Role of the Designated Safeguarding Lead (DSL)

The DSL is Mrs Kate Burrows
The Deputy DSL is Miss Mel Lear

The role of the DSL is set out in our Safeguarding and Child Protection Policy.

The DSL is the focus person who school staff, and others, may come to if they have concerns about an individual child's safety or well-being, and they are the first point of contact for external agencies.

The DSL is also the person who leads on concerns regarding extremism or radicalisation.

Designated safeguarding leads (and deputies) in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools.

The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The DSL will also complete S175 and Prevent audits annually to ensure best practice and identify further actions for school.

Where there are concerns regarding extremism and radicalisation, the DSL will liaise with the local authority Prevent Lead and make referrals where appropriate – see section 13.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings.

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or Deputy) making a referral to Prevent.

10. Training

Whole school training on Safeguarding and Child Protection will be organised for staff and governors at least every three years. This training should be approved by the Local Safeguarding Children Partnership and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The government has a Prevent e-learning platform which includes courses on:

- Prevent awareness
- Making referrals to Prevent
- Understanding Channel

Staff will access the above safeguarding and prevent training at induction. This training will then be renewed every two years. All training is logged and tracked by the DSL to ensure it remains up to date.

Additionally, in Stoke-on-Trent, Prevent awareness training can be accessed via the local authority. For further details, please contact Shahzad Tahir Community Cohesion Manager (shahzad.tahir@stoke.gov.uk).

The DSLs will attend training courses as necessary and the appropriate inter-agency training organised by the Local Safeguarding Children Partnership at least every two years. The DSL and Principal will also attend the termly Prevent Briefings to keep up to date with local issues and practice.

11. Recruitment

The arrangements for recruiting all staff, (permanent, temporary and volunteers;) to our school will follow statutory guidance in Keeping Children Safe in Education September 2026.

We will apply safer recruitment best practice principles and sound employment practice in general, which include, but are not limited to, ensuring that DBS checks are 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 be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's 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 operating safer recruitment best practice and by ensuring an ongoing culture of vigilance within our school, we will minimise the opportunities for extremist views to prevail.

12. Role of Trustees

The Trustees of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as trustees, including their statutory safeguarding duties.

The Trustees of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. www.gov.uk/government/publications/birmingham-schools-education-commissioners-report

In line with Recommendation 13 of Peter Clarke's report details of our trustees will be published on our school's website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2026' the trustees will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Trustees will review this policy 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.

13. PREVENT in the Stoke-on-Trent locality

Stoke-on-Trent responds to the Government's national counter-terrorism strategy, which aims to stop people being drawn into or supporting terrorism through the Prevent Board which is accountable to Stoke-on-Trent Community Safety Partnership. The Board ensures delivery of the specific requirements:

- Of the Counter Terrorism and Security Act 2015 which requires specified authorities in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism"
- Home Office Prevent Duty Toolkit for Local Authorities and Partner Agencies

The Designated Safeguarding Lead and Deputy Designated Safeguarding are aware of local procedures for making a referral to Prevent.

For further information about Prevent please contact:
Shahzad Tahir, Community Cohesion Manager, Stoke-On-Trent City Council on 01782 238771 or (shahzad.tahir@stoke.gov.uk).

14. Channel Panel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. As a Channel partner, the school will be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel Guidance, and a Channel Awareness e- learning programme is available for staff.

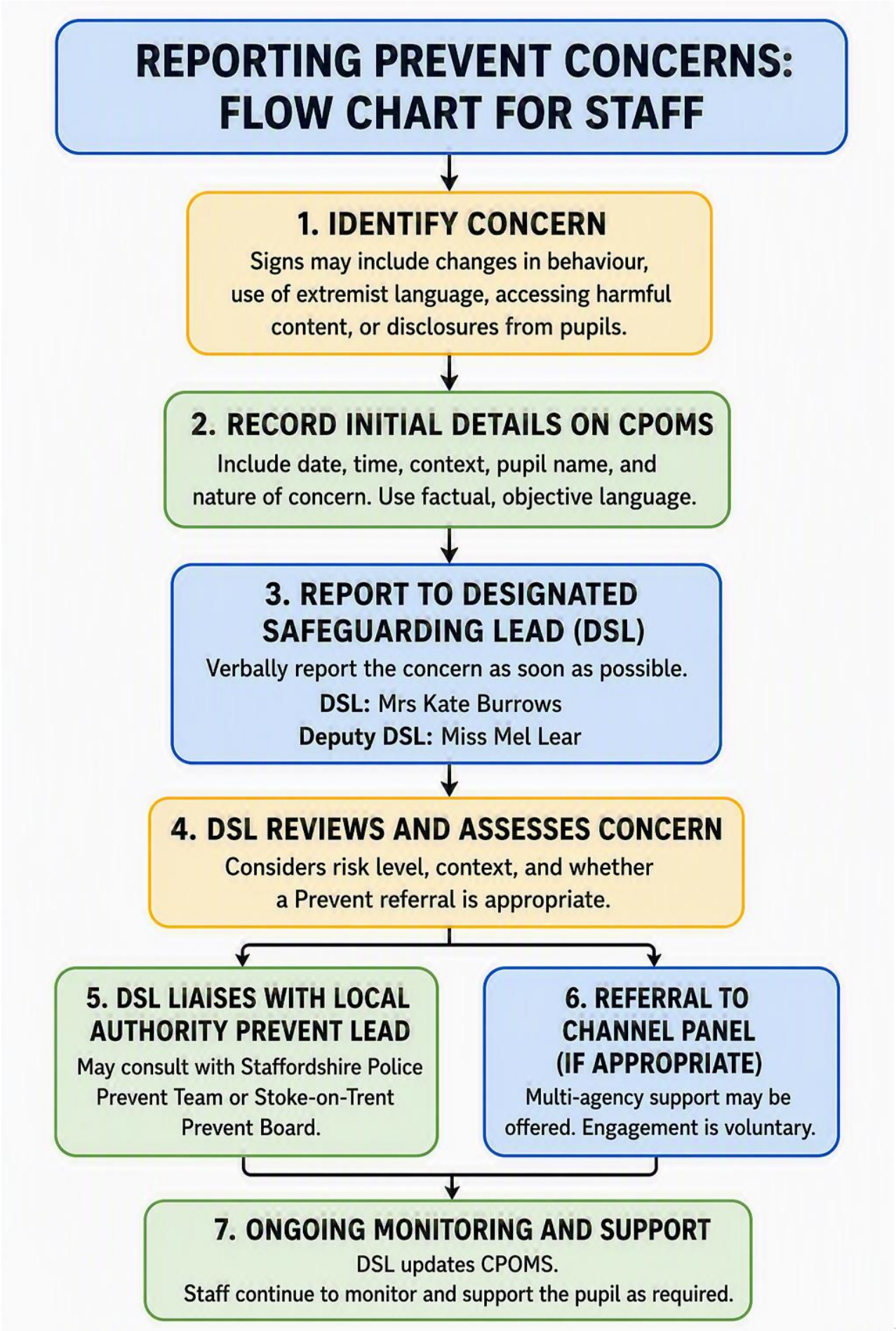
It is important to trust your professional judgement – if you are concerned that someone is at risk of getting involved in extremism, you should discuss this with your DSL without delay.

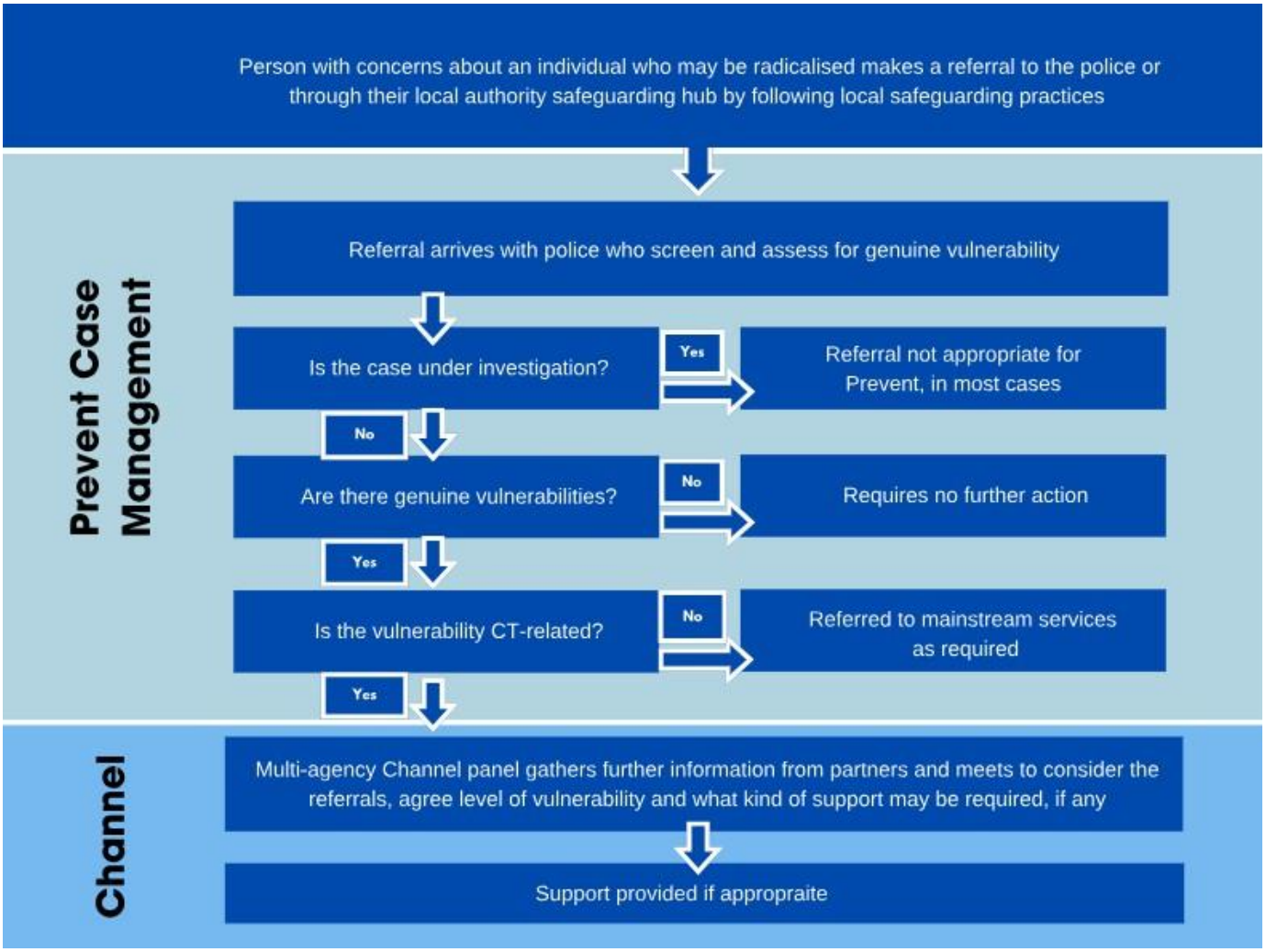
The DSL will liaise with the Local Authority Prevent Lead and Staffordshire Police Prevent Team to discuss and make a referral if necessary.

When a referral is received, the Prevent team will, in partnership with other safeguarding professionals, investigate further to assess the nature and extent of the risk and develop the most appropriate support package for the individual concerned.

Staffordshire Police Prevent Team can be contacted on:-

Tel: 01785 232054 E-mail: prevent@staffordshire.pnn.police.uk


REPORTING PREVENT CONCERNS: FLOW CHART FOR STAFF
1. IDENTIFY CONCERN
Signs may include changes in behaviour, use of extremist language, accessing harmful content, or disclosures from pupils.
2. RECORD INITIAL DETAILS ON CPOMS
Include date, time, context, pupil name, and nature of concern. Use factual, objective language.
3. REPORT TO DESIGNATED SAFEGUARDING LEAD (DSL)
Verbally report the concern as soon as possible.
DSL: Mrs Kate Burrows
Deputy DSL: Miss Mel Lear
4. DSL REVIEWS AND ASSESSES CONCERN
Considers risk level, context, and whether a Prevent referral is appropriate.
5. DSL LIAISES WITH LOCAL AUTHORITY PREVENT LEAD
May consult with Staffordshire Police Prevent Team or Stoke-on-Trent Prevent Board.
6. REFERRAL TO CHANNEL PANEL (IF APPROPRIATE)
Multi-agency support may be offered. Engagement is voluntary.
7. ONGOING MONITORING AND SUPPORT
DSL updates CPOMS.
Staff continue to monitor and support the pupil as required.



School support that may be offered if channel support is not deemed necessary:

- reviewing the curriculum for relationships, sex and health education, spiritual, moral, social and cultural development and British values
- reviewing online safety and digital literacy within the curriculum
- providing opportunities for safe place debates to discuss controversial issues
- building lessons on resilience to exploitation, grooming and radicalisation
- supporting parents with parental controls and online safety advice
- promoting emotional wellbeing and mental health initiatives
- discussions and support to family - parental programmes
- mentoring or buddy up systems
- diversionary activities such as extracurricular clubs or sports
- improving social skills - communication, leadership, conflict solving, social problem solving
- cognitive behavioural training - managing anxiety or anger, problem solving and coping strategies
- behavioural or attendance support
- engagement with community groups or organisations

15. Reporting online material promoting terrorism or extremism

The internet and AI is used by some people to promote terrorism and extremism. Sandon Primary Academy is committed to ensuring that students are not able to access extremist ideas or materials online in school. We will challenge and report any terrorist and extremist content found online, which is offensive or illegal.

As private citizens, members of staff can also report such material, anonymously if necessary, by clicking on the button below:-

Examples include material such as:-

- articles, images, speeches or videos that promote terrorism or encourage violence
- content encouraging people to commit acts of terrorism
- websites made by terrorist or extremist organisations
- videos of terrorist attacks
- Deepfakes that support extremist content

The national Counter Terrorism Internet Referral Unit (CTIRU), which investigates the material, will try to secure the removal of the material as quickly as possible.

16. Department for Education – Preventing extremism in schools and children's services

The DFE have set up a helpline that schools and other organisations working with children can contact if they have concerns about radicalisation:

Tel: 020 7340 7264 E-mail: counter.extremism@education.gov.uk

If you are concerned about extremism in a school or another organisation that works with children, or if you think a child might be at risk of extremism, contact their helpline.

Open Monday to Friday from 9am to 6pm (excluding bank holidays).

Educate Against Hate – Created by the DfE, the website offers parents, teachers and governors practical advice on protecting children from extremism and radicalisation.