Prevent Policy

November 2025

(Version 3)

The Prevent Policy has been discussed electronically and adopted by the Local Advisory Board in Dec 2025	
Chair of Local Advisory Board:	*Mr G Provis*
Responsible Officer:	*Headteacher – Mrs C Sleath*
Agreed and ratified by the Local Advisory Board on:	*Dec 2025*
To be reviewed:	*Dec 2026*

Preventing Extremism and Radicalisation Safeguarding Policy

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Director Board in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education 2025'. Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The Local Advisory Board within each school will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as per our duty to safeguard and promote the welfare of children.

Introduction

The Children First Learning Partnership is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All staff and volunteers working within our schools 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.

Under the Counter Terrorism and Security Act 2015 the school also has 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 school 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 Safeguarding Policy and the Prevent risk assessment– Policies – Marlfields Primary Academy

This Policy also draws upon the guidance contained in Staffordshire Safeguarding Children Partnership's procedures and DfE Guidance: Keeping Children Safe in Education 2025, Prevent Duty Guidance for England and Wales 2023, Learning Together to be Safe, Prevent: Resources Guide, Tackling Extremism in the UK, Teaching Approaches that help Build Resilience to Extremism among Young People and Peter Clarke's Report of July 2014.

School Ethos and Practice

When operating this policy schools within the Children First Learning Partnership will use the following new Governmental definition of extremism (New definition of extremism (2024) - GOV.UK) which is:

'Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or

3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

There is no place for extremist views of any kind in our schools, whether from internal sources – pupils, staff or directors, members or members of the local advisory board, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As an organisation 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 ensure all of our schools provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, they understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. Furthermore, we are aware that young people within the Children First Learning Partnership can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via 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 and Anti Bullying Policies for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school 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 school will closely follow any locally agreed procedure as set out by the Local Authority and/or Staffordshire Safeguarding Children Partnership’s agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

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 PSHE; 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 and Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools November 2014.

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. 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, as to address specific issues so as to become even more relevant to the current issues of 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 each school 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 school’s approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED’s School Inspection Handbook and will clearly form part of our curriculum intent of creating citizens for the future.

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

We will also promote work with local partners, families and communities in our efforts to ensure our school understands and embraces each school's local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. 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 mentoring. Additionally in such instances each school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Schools within the Children First Learning Partnership 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.

Use of External Agencies and Speakers

Across our schools 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. 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 compete opposition to, the school's values and ethos. All schools must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.

Our schools 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 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 schools to ensure that they are effective

We recognise, however, that the ethos of our schools 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, augmented by the use of external sources where appropriate, 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.

Referring Concerns

Where there are concerns of extremism or radicalisation parents, pupils and staff will be encouraged to make use of our internal systems to raise any issue in confidence with senior management. The lead person in each school for Prevent is the Designated Safeguarding Lead who would normally be the first point of contact should there be concerns. If for any reason this creates a difficulty for the referrer, they can contact the Local Authority 'Prevent' co-ordinator, Staffordshire Safeguarding Children Partnership or Ofsted depending on the level of concern. Contact details for these agencies can be found at the end of this policy document.

Staff should refer to the Children First Learning Partnership Whistle Blowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the school environment.

Child Protection

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

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 within the Children First Learning Partnership (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 Headteacher who will make a referral to Staffordshire Safeguarding Children's Board or the Staffordshire Prevent team when appropriate.

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education' 2025.

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies. In line with Recommendation 2 of Peter Clarke's Report; the role of our Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

All staff, including temporary staff, and volunteers within the Children First Learning Partnership 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.

Whole school in-service training in regard to safeguarding and child protection will be organised for staff, governors and volunteers at least every year and will comply with the prevailing arrangements approved by Staffordshire Safeguarding Children Board and will, in part, include awareness raising on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead in each setting will attend appropriate and relevant training courses in regard to safeguarding children, including the appropriate inter-agency training organised by Staffordshire Safeguarding Children Board at least every two years. This will include accessing training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will ensure that all adults working in their school receive appropriate levels of training, guidance and support in regard to safeguarding children from extremism and radicalisation.

Recruitment and staff conduct

The arrangements for recruiting all staff, permanent and volunteers, to each school will follow guidance from the KCSiE 2025 publication 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. Each school will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools 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 school and staff team 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 Children Policy.

Role of the Local Advisory Board

The Local Advisory Board in each school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as LAB members, including their statutory safeguarding duties. The Local Advisory Board in each school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with Recommendation 13 of Peter Clarke's report details of each Local Advisory Board are published on each school website to promote transparency. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2025' the Local Advisory Board will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Each Local Advisory Board will review this policy regularly (annually) and may make recommendations to the Directors Board to amend it and 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 with the support of the Children First Learning Partnership Trust Safeguarding Champion.

Contact details:

- Staffordshire Education Safeguarding Advice Service (ESAS) on 01785 895836 or email esas@staffordshire.gov.uk
- Local Authority Designated Officer (LADO) 0300 111 8007
- Staffordshire Families Integrated Front Door (SFIFD) 0300 111 8007
- Emergency Duty Services (EDS-out of hours safeguarding concerns) 0345 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Staffordshire Police via 101, in an emergency please dial 999
- Staffordshire Police Prevent Team 01785 232054 or email: ctu_gateway@westmidlands.police.uk
- Staffordshire Police Prevent information page Prevent | Staffordshire Police
- National police Prevent advice line: 0800 011 3764

References and Guidance Documents:

Staffordshire Safeguarding Children Partnership board procedures can be found on: Home - Staffordshire Safeguarding Children Partnership

- The Prevent Duty
- Educate Against Hate
- ACT Early | Prevent radicalisation

Version Control and History

Version	Date	Amendment	By
V2	19.10.2024	Date of review- Dec 2023 and ratification changed to Dec 2024 (Front cover) References to KCSIE 2023 changed to 2024 References to 2015 Prevent Duty Guidance: England and Wales updated to 2023 version Out dated and redundant links to guidance and resources updated Contacts updated	L Jukes
V3	14.10.2025	Added reference to read policy in conjunction with Prevent risk assessment	L Jukes

		Added new definition of extremism March 2024 and DfE link Updated links, guidance, references and contacts	

Appendix A – Referral Pathway

Prevent

What do I do if I have concerns about an individual in relation to extremism or radicalisation?

If you have concern about an individual in relation to extremism or radicalisation, you can refer to the Prevent Team. They will be able to offer appropriate advice and guidance and will refer into the Channel process, if required.

Contacts:

- Staffordshire Police via 101, in an emergency please dial 999
- Staffordshire Police Prevent Team 01785 232054 or email: ctu_gateway@westmidlands.police.uk
- Staffordshire Police Prevent information page Prevent | Staffordshire Police
- National police Prevent advice line: 0800 011 3764

What is Channel?

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

More information about Channel can be found at: Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK

What happens once I have raised a concern about an individual with the Prevent Team?

Prevent Team Officers would liaise with you to discuss your concerns. They would complete a vulnerability assessment for the individual (either by engaging directly with them or based on information given by the referrer, depending on the circumstances).

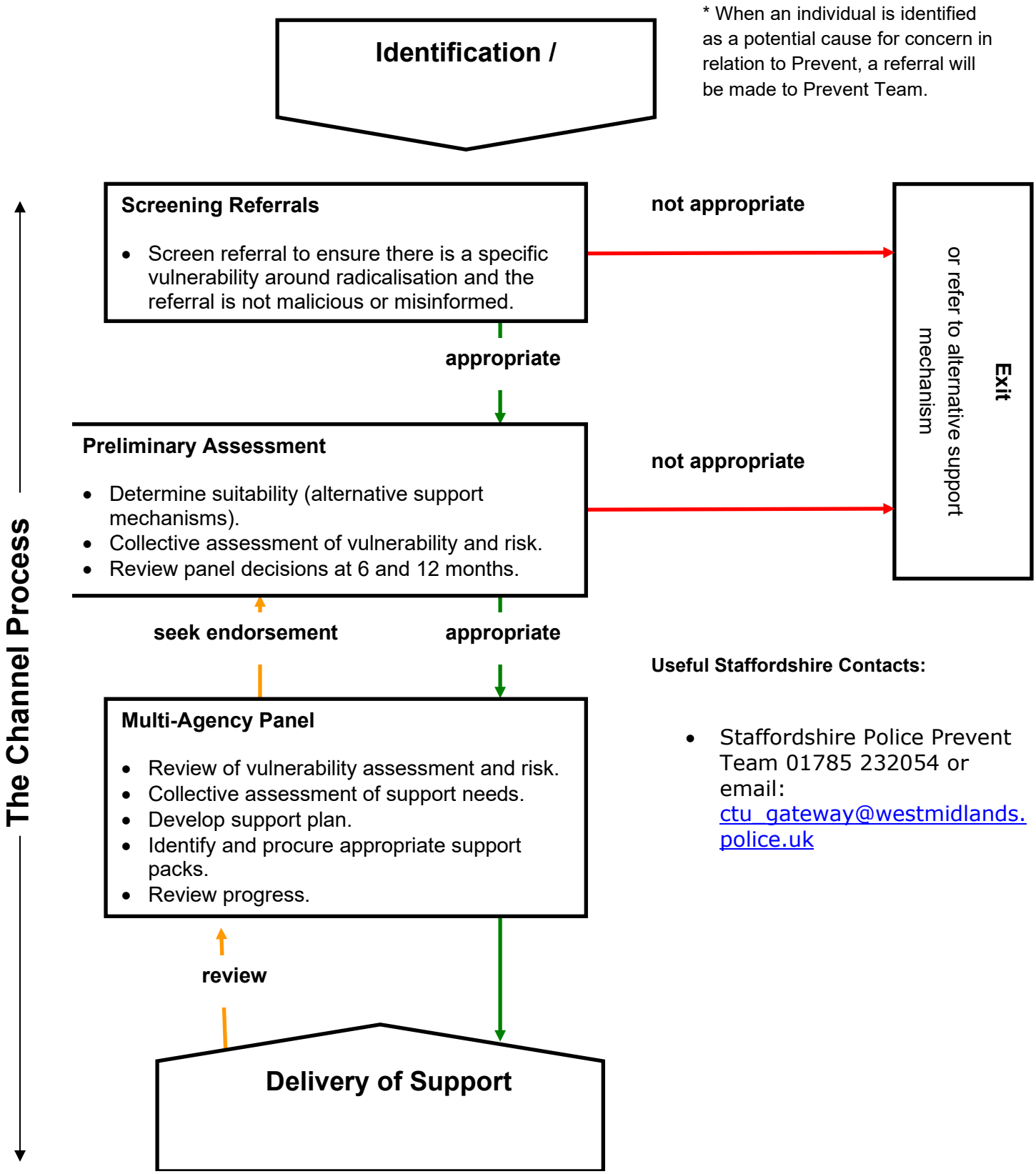
The information would then be used to make a decision as to whether the case needed to be discussed at the next Channel meeting, where the assessment is discussed and agencies are invited to contribute any shared knowledge about the individual from their own area of business. The vulnerability assessment scoring is also discussed and a decision made about how to ensure the most suitable outcomes for the individual are achieved. If the case is not accepted into the Channel process at this stage, it will be referred back to the Case Management process, where appropriate alternative support and engagement for the individual will be identified.

If an individual who has been referred to Channel is the subject of an existing statutory process (for example, child protection processes) the Prevent Team would endeavour to contribute to the statutory process along with the other key partners who were working together to achieve the best outcomes for the individual concerned.

The person making the referral will be kept informed and, in many cases, would be involved in decision-making going forward.

Channel Process

The diagram shows the different stages within the Channel process:



Useful Staffordshire Contacts:

- Staffordshire Police Prevent Team 01785 232054 or email: ctu_gateway@westmidlands.police.uk

Source: 'Channel: Protecting vulnerable people from being drawn into terrorism - A guide for local partnerships'. HM Government.