London South East Academies Trust

Preventing Radicalisation and Extremism Policy

Responsible post holder	Group Executive Director Safeguarding, Wellbeing and Inclusion
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Contents

Introduction 3
Terminology 3
Context 4
Behaviour and Safeguarding Signs 4
Teaching Approaches 5
Use of External Agencies and Speakers 6
Whistle Blowing 7
Child Protection 7
Children's Social Care and Channel Referrals 7
Risk Assessments 7
Role of the Designated Safeguarding Lead 8
Role of the Trust and Provisions Boards 8

Introduction
London South East Academies Trust (LSEAT) is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All adults who work for LSEAT 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.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element of the Trust's arrangements to safeguard and promote the welfare of all children in line with our statutory duties. This policy should be read in conjunction with:

- Trust Safeguarding Policy
- Trust e-Safety Policy

The Trust's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in:

- Keeping Children Safe in Education September 2025
- Revised Prevent duty guidance for England and Wales 2024
- DfE Guidance The Prevent Duty: an introduction for those with safeguarding responsibilities 2023

There is no place for extremist views of any kind in the Trust, whether from internal sources (pupils, staff, visitors or Trustees) or external sources (local community, external agencies or individuals). Pupils see the Trust as a safe organisation where they can explore issues safely and where our staff encourage and facilitate this.

As a Trust 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.

Terminology
This policy uses the following KCSIE (2025) definitions of extremism, radicalisation and terrorism:

'Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of our armed forces'.

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

'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'.

Context
Extremists 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 can help change this by equipping children and young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Schools will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand, and become tolerant of difference and diversity to ensure that they thrive, feel valued and not marginalised.

Behaviour and Safeguarding Signs
The Trust is aware that young people 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 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 (TRA) for their consideration as to whether a Prohibition Order is warranted.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of the Trust, such as in their homes or community groups, especially where pupils have not actively sought these out
- 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 Trust will follow any locally agreed procedure as set out by the Local Authority Safeguarding Children Partnerships’ agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

The Trust’s e-safety policy outlines how the Trus implements effective online monitoring and filtering systems to ensure that pupils are not accessing extremist materials online.

Training for Staff

All staff will complete Prevent training at the start of their employment with LSEAT. Training will be regularly updated through annual safeguarding refreshers and updates. Staff who hold additional safeguarding responsibilities (for example DSLs and DDSLs) will complete enhanced Prevent training every two years.

Teaching Approaches

Staff should strive to eradicate the myths and assumptions that can lead to some children and young people becoming alienated and disempowered. This will be achieved by good teaching, primarily via SMSC/ PSHE/RSE.

We promote teaching strategies and approaches that help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will provide training and guidance for all of our staff so they are equipped to recognise extremism and are skilled and confident enough to challenge it as outlined in KCSIE 2025:

> Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues and to become even more relevant to the current issues of extremism and radicalisation. We will apply the methodologies following the three broad categories of:

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

This approach will be embedded within the ethos of our Trust 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 Trust approach to life in modern Britain and will include the use of assemblies 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 using a curriculum that includes:

- Citizenship delivered through PSHE lessons
- Open discussion and debate in a safe space
- Anti-violence/hate and a restorative approach embedded throughout the school
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our Trust 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 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 the pupil is offered mentoring. Additionally in such instances the School will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

LSEAT 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. Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their pupils from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

Use of External Agencies and Speakers

London South East Academies Trust will 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.

Vetting ensures that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the Trust'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 School curriculum so we need to ensure that this work is of benefit to pupils.

The 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 Trust 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 to ensure that they are effective

We recognise, however, that the ethos of our Trust 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.

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.

Whistle Blowing
Where there are concerns of extremism or radicalisation, Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow (raise concerns) or highlight any issue in confidence. Staff are advised to review the Trust's Whistle Blowing policy.

Pupils are encouraged to speak to a trusted person in the school or directly to the Head of School/Headteacher or a member of the Senior Leadership Team.

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

LSEAT 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.

All adults working for London South East Educational Trust (including visiting staff, supply staff, volunteers 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.

Our Trust's Child Protection reporting arrangements are set out fully in the Safeguarding Policy.

Children's Social Care and Channel Referrals

Designated Safeguarding Leads will make referrals into Children's Social Care if a child presents that they are at risk of harm and meet the local safeguarding thresholds.

Children may be referred to Channel which is a voluntary, confidential support programme which focusses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The DSL, or school representative, may be asked to attend the multi-agency Channel panel to help with the assessment.

If a member of staff has any concerns about the safety and welfare of a child follow the School's safeguarding processes and refer to the school's DSL.

Guidance on Channel and Prevent Multi-Agency Panel.

Risk Assessments
All Trust Schools must assess the risk of children and young people being drawn into terrorism and/or supporting extremist ideas which are part of terrorist ideology. The assessment must consider the local information and known risks and how to identify children who are more vulnerable.

Role of the Designated Safeguarding Lead
Each school has a Designated Safeguarding Lead who is responsible for ensuring that the school responds effectively to any concerns raised and leads on creating a culture which raises awareness of the risk of harm and actively prevents harm.

The DSL should:

- Make contact with the School's local authority Prevent lead
- Make contact with the School's local authority Prevent education officer (if applicable)
- Build relationships with local children's/adult's services, police and safeguarding children partnerships.
- Identify support options for children and young people at risk of radicalisation both within the school and external referrals.

The DSL and deputy team should read the following guidance: The Prevent duty: an introduction for those with safeguarding responsibilities.

Role of the Trust and Provisions Boards
Trustees will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities, including their statutory safeguarding duties.

The Trust Board will support the ethos and values of our Trust and will support the Trust in tackling extremism and radicalisation.

Trustees will review this policy regularly 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.

Monitoring and Evaluation

The effectiveness of the implementation of this policy and Prevent guidance will be reviewed through internal safeguarding audits conducted by the Trust and reported at the Group Safeguarding Steering Group.