



Anti-Radicalisation and Extremism Policy

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1. Aims

Prime7 Multi Academy Trust is committed to safeguarding and promoting the welfare of all children and young people. We recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other form of vulnerability or harm.

The Trust is fully committed to creating and maintaining a safe, inclusive and respectful environment where pupils feel secure, are able to discuss and explore sensitive issues appropriately, and are protected from harm, exploitation and radicalising influences.

All adults working within Prime7 Multi Academy Trust understand that safeguarding is everyone's responsibility, regardless of role or level of contact with children.

This policy sets out the Trust's approach to preventing radicalisation and extremism and should be read alongside the following Trust policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Staff Code of Conduct
- Equality Policy
- Whistleblowing Policy
- Visiting Speakers Policy

This policy reflects the requirements of:

- The Counter-Terrorism and Security Act 2015
- The Prevent Duty Guidance for England and Wales (2023)
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children
- Northamptonshire Safeguarding Partnership procedures

2. Introduction

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

Prime7 Multi Academy Trust recognises that protecting children from radicalisation and extremism forms part of the Trust's wider safeguarding responsibilities.

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

Extremism is defined as:

"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; or

- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve these outcomes."

The Trust recognises that extremist views can exist across a range of ideologies and beliefs and that vulnerable individuals may be susceptible to influence through direct contact, online material, social media or peer groups.

3. Ethos and Practice

Prime7 Multi Academy Trust promotes an inclusive culture built upon its core values:

- Ambition
- Enjoyment
- Resilience
- Respect
- Inspire
- Community
- Trust

The Trust actively promotes the fundamental British values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

These values are embedded through:

- A broad and balanced curriculum
- Personal Development and PSHE education
- Religious Education
- Assemblies and collective worship
- Positive behaviour approaches
- Pupil voice and School Councils
- Inclusive practices and restorative approaches
- Online safety education
- Strong safeguarding systems

Prime7 MAT aims to equip pupils with the skills, confidence and resilience to think critically, challenge prejudice and misinformation, and become respectful, responsible citizens.

4. Roles and Responsibilities

The Trust Board

The Trust Board will:

- Ensure the Trust complies with the Prevent Duty
- Monitor safeguarding arrangements linked to radicalisation and extremism
- Ensure appropriate policies and procedures are in place
- Ensure staff receive appropriate safeguarding and Prevent training
- Hold leaders to account for implementation of this policy

The CEO and Executive Leaders

The CEO and executive leaders will:

- Ensure this policy is implemented consistently across all schools
- Promote a strong safeguarding culture
- Ensure safeguarding systems are effective
- Support leaders in responding to concerns appropriately

Designated Safeguarding Leads (DSLs)

DSLs will:

- Act as the lead professionals for Prevent-related concerns
- Provide advice and support to staff
- Make referrals to external agencies where appropriate
- Maintain accurate safeguarding records
- Ensure staff receive appropriate training and updates

Staff

All staff will:

- Be aware of the indicators of radicalisation and extremism
- Understand their safeguarding responsibilities under Prevent
- Report concerns immediately to a DSL
- Promote respect, tolerance and inclusion
- Challenge discriminatory or extremist language and behaviour appropriately

5. Identifying Vulnerability

Prime7 MAT recognises that there is no single indicator of radicalisation. Vulnerability may result from a combination of factors.

Staff should remain alert to concerns including, but not limited to:

- Sudden changes in behaviour, appearance or beliefs
- Isolation from peers or friendship groups

- Expressions of extremist or hateful views
- Intolerance towards others
- Accessing extremist content online
- Use of extremist language or symbols
- Obsession with conspiracy theories or grievances
- Attempts to recruit or influence others
- Increased secrecy or withdrawal
- Fixation on violence or ideological causes

The Trust also recognises the risks associated with online radicalisation and will ensure filtering, monitoring and online safety systems remain robust and proportionate.

6. Curriculum and Teaching

Prime7 MAT believes that education is a key protective factor against radicalisation.

Through a broad and balanced curriculum, pupils are taught to:

- Think critically and question information
- Recognise misinformation and manipulation
- Respect diversity and difference
- Understand healthy relationships and identity
- Develop emotional resilience and self-esteem
- Engage in respectful debate and discussion
- Stay safe online

Opportunities to develop these skills are embedded across:

- PSHE and Relationships Education
- Religious Education
- Computing and Online Safety
- Assemblies
- Wider curriculum opportunities
- Pupil leadership opportunities

Teachers will create safe environments where pupils feel able to discuss challenging or controversial issues appropriately.

7. Safeguarding and Referrals

Concerns relating to radicalisation or extremism will be treated as safeguarding concerns.

All concerns must be reported immediately to a Designated Safeguarding Lead.

The DSL will:

- Gather relevant information
- Assess risk and vulnerability
- Consult with external agencies where appropriate
- Make referrals through safeguarding or Prevent pathways if necessary

- Maintain clear and confidential records

Where there is an immediate risk of harm, the police will be contacted immediately.

The Trust will work closely with:

- Children's Social Care
- Police
- Local Authority Prevent Teams
- Northamptonshire Safeguarding Partnership
- Channel Panels where appropriate

8. Online Safety

Prime7 MAT recognises the significant role the internet and social media can play in exposing children to extremist views and harmful content.

The Trust will ensure:

- Appropriate filtering and monitoring systems are in place
- Online safety is taught effectively
- Staff understand online risks linked to radicalisation
- Pupils know how to report concerns
- Parents are supported in understanding online risks

Online safety arrangements are detailed further within the Trust's Online Safety Policy.

9. Visiting Speakers and External Agencies

The Trust values educational visits, visitors and partnerships that enrich pupils' experiences.

All external speakers and agencies will be appropriately vetted to ensure that:

- Their values align with those of the Trust
- Content is suitable for pupils
- Materials do not promote extremist views or intolerance
- Sessions support the curriculum appropriately

School leaders retain the right to refuse access to any visitor or organisation where concerns exist.

10. Whistleblowing

Staff, governors, trustees, volunteers and pupils are encouraged to raise concerns regarding safeguarding, extremism or radicalisation.

Concerns should be reported in line with the Trust's Whistleblowing Policy.

Any concerns involving the Headteacher should be reported to the CEO. Concerns involving the CEO should be reported to the Chair of Trustees.

11. Training

All staff will receive:

- Safeguarding and Prevent awareness training at induction
- Regular safeguarding updates
- Ongoing Prevent training appropriate to their role

DSLs will receive enhanced safeguarding and Prevent training in line with statutory guidance.

The Trust Board will receive appropriate safeguarding and Prevent awareness training to enable effective governance oversight.

12. Monitoring and Review

This policy will be reviewed annually by the CEO and Trust Board, or sooner where changes to legislation, guidance or local safeguarding arrangements require it.

Indicators of Radicalisation and Extremism *Appendix 1:*

‘Key Ingredients’ for successful teaching in the context of ‘push’ and ‘pull’ factors

PUSH FACTORS – factors that push an individual/make an individual vulnerable to extremist messages	KEY INGREDIENTS	PULL FACTORS – factors that draw young people into extremist messages
Lack of excitement, frustration	Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training	
Lack of sense of achievement – seen as significant ‘lack of purpose’// confidence in the future, life goals	Teacher attitudes and behaviours Willingness to admit you don’t know Acknowledging controversial issues exist Awareness that I have a role to play	
Lack of an outlet for views	Willingness to turn to others for help when you don’t know about something	
Gaps in knowledge or understanding of Islam – both young people and their parents	Specific knowledge: Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid ‘othering’) Knowledge of an alternative values framework	Charismatic/confident individuals (recruiters)
Sense of injustice		Network/sense of belonging
Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice)	Teaching practice/pedagogy: Boosting critical thinking (seeing through propaganda, singular messages etc) Helping to see multiple perspectives Using multiple resources/methods Embedding or sustaining dialogue following specialist interventions	Broader community views which enable or do not oppose extremism.
Exclusion – lack of belonging to peer or community networks, associations etc	Enabling pupils to tackle difficult issues	Persuasive, clear messages. Exploiting knowledge gaps.
Below the line: factors that are out of scope of this study	Linking school work to the wider community Drawing evidence from across the curriculum Developing in young people a sense of multiple identities. Help	

	young people become aware of, and comfortable with, multiple personal identity	
Disaffection with wider societal issues Disruptive home life	Other factors Support from senior leaders Pupil support processes	Sense of dignity and importance and loyalty Exciting (non-teaching) activities Sense of purpose in life

Prime7 Multi Academy Trust DSL Contacts *Appendix 2:*

Middleton Cheney Primary Academy

- Theresa Hillier – Headteacher / DSL
- Rebecca Smith – Deputy DSL
- Teona Yardley-Barnes – Deputy DSL

Chipping Warden Primary Academy

- Hazel Williams – Headteacher / DSL
- Elizabeth Isherwood – Deputy DSL

King's Sutton Primary Academy

- Laura Wade – Headteacher / DSL
- Katy Griffin – Deputy DSL

Trust Safeguarding Lead: Teona Yardley-Barnes