

Prevent (British Values & Challenging Radicalisation, Extremism and Terrorism) in school settings			
Current Status:	Operational	Last Review:	
Policy Owner:	Group Head of Welfare and Safeguarding	Next Review:	July 2026
Roles Responsible for Review:		Originated:	February 2025
Approved by:	Post 16 Curriculum and Quality	Committee:	
Type of Policy:	Staff / Students / External	Quality Assured by:	Policy Team

1. Summary

- 1.1. This policy applies to all staff, volunteers and any other personnel associated with Eastern Education Group Trust (EEGT), which includes:
- Chalk Hill
 - Duke of Lancaster School
 - Exning Primary School
 - Priory School
 - Stone Lodge Academy
 - Sunrise Academy

2. Introduction and Scope:

- 2.1 EEG is committed to providing a secure environment for children, where they feel safe and are kept safe. All staff in 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.
- 2.2 In adhering to this policy, and the procedures therein, staff and visitors will contribute to EEG's delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004. 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 at s175 of the [Education Act 2002](#).
- 2.3 EEG's Prevent Policy draws upon the DfE's [Keeping Students Safe in Education, Tackling Extremism in the UK](#), and [Teaching Approaches that help Build Resilience to Extremism among Young People](#) guidance, and the DfE's [Education Commissioners Report of July 2014](#) and include:
- the physical, mental health and emotional well-being of children,
 - the protection of children from harm and neglect,
 - the education, training and recreation of children,

- the contribution made by them to society,
- and their social and economic well-being,

and the [Counter Terrorism and Security Act 2015](#) and in line with Suffolk and Norfolk Safeguarding Partnership.

2.4 The Counter Terrorism and Security Act 2015 places a Prevent duty on specified authorities to have “due regard to the need to prevent people from being drawn into terrorism”. The education and childcare specified authorities above with EEG schoolsn EEG schools subject to the Prevent Duty will be expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism,
- Demonstrate that they are protecting children from being drawn into terrorism by having robust safeguarding policies,
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Partnership,
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism, and
- Ensure children are safe from terrorist and extremist material when accessing the internet in school.

3. School Ethos and Practice

3.1 When operating this policy EEG uses the following accepted Governmental definition of extremism which is:

‘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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

3.2 There is no place for extremist views of any kind in our schools, whether from internal sources – peers, staff or governance members, or external sources - school community, external agencies or individuals.

3.3 Our children see our schools as a safe place where they can explore controversial issues safely and where our staff encourage and facilitate this – we have a duty to ensure this happens.

3.4 EEG schools recognise that extremism and exposure to extremist materials and influences can lead to innocent individuals / groups being targeted, harmed and in extreme cases killed.

- 3.5 We recognise that if we fail to challenge extremist views we are failing to protect our children. Therefore, our staff receive specialist training either in person or online.
- 3.6 [Prevent](#) is part of the Government counter-terrorism strategy, designed to tackle the problem of terrorism at its roots, preventing people from supporting terrorism or becoming terrorists themselves. When staff are concerned about an individual or group, the safeguarding team will complete a [National Prevent referral form](#) and may also contact:
- Multi-Agency Safeguarding Hub (MASH) - if there be an additional safeguarding need
 - [Channel Panel](#) – if requested
- 3.7 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 children.
- 3.8 Education is a powerful weapon against this; equipping children with the knowledge, skills and critical thinking, to challenge and debate in an informed way.
- 3.9 EEG provide a broad and balanced PSHE programme, delivered by skilled staff so that our children are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.
- 3.10 EEG schools we are aware that 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 children may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including: using derogatory language.
- 3.11 Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners or staff will always be challenged and where appropriate dealt with in line with our Disciplinary Policy for students and the Code of Behaviour for staff.
- 3.12 As part of wider safeguarding responsibilities school staff will be alert to:
- Disclosures by students 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 children have not actively sought these out,
 - Graffiti symbols, writing or art work promoting extremist messages or images,
 - Children 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 children in other schools or settings,
- Child voicing opinions drawn from extremist ideologies and narratives,
- Use of extremist or hate crime 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, and/or
- Anti-Western or Anti-British views.

3.13 Our school will closely follow any locally agreed procedure as set out by the local authority and/or local Safeguarding Partnership's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. We also have a Prevent and Community Cohesion Office PC 1580 Faruk Ullah who we can contact Direct Dial: 01473 613888 EXT 5490 Mobile Number: 07816286978

Email: faruk.ullah@beds.police.uk

Suffolk Safeguarding Partnership

<https://suffolksp.org.uk/safeguarding-topics/prevent/>

Norfolk Safeguarding Partnership

<https://norfolklscp.org.uk/>

4. Ethos and approach

- 4.1 We will ensure that all of our support and approaches will help our children build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will develop strategies and staff training to ensure that all staff are equipped to recognise extremism and are skilled and confident enough to challenge it.
- 4.2 Therefore this approach will be embedded within the ethos of our schools so that children know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of children.
- 4.3 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 an approach that includes:
- Citizenship programmes,
 - Open discussion and debate,

- Work on anti-violence and a restorative approach to conflict resolution, and
- Targeted programmes.

- 4.4 We will also work with local partners, families and communities in our efforts to ensure all EEG schools understand and embrace our local context and values in challenging extremist views and to assist in the broadening of children's experiences and horizons. We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a children is being directly affected by extremist materials or influences we will ensure that the children is offered mentoring. Additionally in such instances our schools will seek external support from the local authority and/or local partnership structures working to prevent extremism.
- 4.5 EEG 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 students 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 students safe and prepare them for life in modern multi-cultural Britain and globally.

5. Use of External Agencies and Speakers

- 5.1 EEG encourage the use of external agencies or speakers to enrich the experiences of children however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our children.
- 5.2 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 competition opposition to, the EEG 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 children.
- 5.3 Our schools will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- Any messages communicated to students 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 students through extreme or narrow views of faith, religion or culture or other ideologies,
 - Activities are matched to the needs of children, and/or
 - Activities are carefully evaluated by schools to ensure that they are effective.
- 5.4 We recognise, however, that the ethos of our schools are to encourage students 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 tutorial programme, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

6. Whistle Blowing

Please raise issues with the relevant Head of Welfare and Safeguarding:

Chalk Hill	Sarah Chesterton
Priory School	Head of Welfare and Safeguarding (SEND Cluster)
Stone Lodge Academy	
Duke of Lancaster School	Emma O'Hara
Sunrise Academy	Head of Welfare and Safeguarding (SEMH)
Exning Primary School	Shub Singh
	Head of Welfare and Safeguarding (Schools)

7. Safeguarding

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

8. Readiness for Life in Modern Britain (British Values)

8.1 EEG schools support British Values and seek to:

- Enable children to develop their self-knowledge, self-esteem and self-confidence,
- Enable children to distinguish right from wrong and to respect the civil and criminal law of England,
- Encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can positively contribute to the lives of those living and working in the locality of the school and to society more widely,

- Enable children 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 children to acquire an appreciation of and respect for their own and other cultures,
- Encourage respect for other people, and
- 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.

8.2 Examples of how will achieve these are:

- Provide materials on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, compared to other forms of government in other countries,
- Ensure all students within EEG have a voice that is listened to, and use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide children with the opportunity to learn how to argue and defend points of view,
- Consider the role of extra-curricular activity in promoting fundamental British values, and
- All staff are required to tackle poor behaviour and are offered training in assertiveness and de-escalation to support this.

Revision History – Prevent (British Values & Challenging Radicalisation, Extremism and Terrorism)

Revision date	Reason for revision	Section number	Changes made
February 2025	Amalgamation		Policy updated to schools version