



Trust Education Group Ltd

Prevent Policy

Policy Statement

This policy outlines the principles and values underpinning the expectations of Trust Education Group Ltd for preventing and responding to extremism.

Purpose and Scope

The threat to the UK from extremism, such as international terrorism, is substantial. The safeguarding threats that we now face are more diverse than ever before, dispersed across a wider range of geographical, social, technological, and cultural platforms.

Dealing with violent extremism is not new. Throughout history, there have been groups prepared to use violence to achieve their aims. A small minority of these seek to groom and radicalise young people with an ideology that may justify the use of violence through a distorted interpretation of particular values.

In line with guidance from the Department for Education (DfE), Trust Education Group Ltd aims to safeguard all its children and young people from the threat of extremism. We have a zero tolerance of extremist ideologies and behaviour. The school ensures that our care, guidance, and curriculum empower children to reject violent or extremist behaviour and to be safeguarded through education.

Young people can be exposed to a wide range of extremist influences or prejudiced views and behaviours, including via the internet, from an early age. Early intervention and education are the most effective ways of safeguarding against extremism and radicalisation.

Roles and Responsibilities

Preventing and responding to extremism is a shared responsibility. All members of Trust Education Group Ltd have a duty to identify, report, and act upon any concerns relating to extremism. Specific roles have distinct responsibilities, which must be followed to ensure an effective and coordinated response.

School Leaders:

- Must ensure that all staff are aware of this policy, have read and understood it, and are familiar with the procedures it outlines.
- Must ensure that students and, where appropriate, parents/carers receive regular and appropriate communication regarding actions being taken in relation to extremism.
- Must report any concerns to the relevant local Prevent team. For schools in the Lancashire region, this is the concern@lancashire.pnn.police.uk

Staff:

- Must read, understand, and adhere to this policy.
- Should foster a safe environment where students feel comfortable discussing and debating ideas, including controversial or sensitive topics.
- Must remain vigilant and proactively identify any indicators of potential or actual extremism, taking appropriate action where necessary.
- Must report and record all concerns in accordance with the school's safeguarding and reporting procedures.
- Must not promote partisan political views in any aspect of teaching. Where political issues are discussed, students must be presented with a balanced view that fairly represents opposing perspectives.

Trustees / Governors:

- Must ensure that each school within Trust Education Group Ltd has an up-to-date Prevent Policy in place, which is reviewed at least every two years.
- Must ensure that each school has a designated member of the Senior Leadership Team (SLT) responsible for the Prevent agenda—this is typically the Designated Safeguarding Lead (DSL).
- Must ensure that the implementation and effectiveness of the Prevent Policy are regularly monitored and that findings are reported to the Local Governing Bodies for oversight and accountability.

Parents:

Should contact the school immediately if they know or suspect that their child may be at risk of radicalisation or extremist influence, in order to work collaboratively with the school. This duty remains even if the child has asked for confidentiality.

Should share any concerns with the school if they believe that any child not just their own may be at risk of extremism, so that appropriate support and safeguarding measures can be put in place.

Equality and Diversity

Trust Education Group Ltd is committed to:

- Eliminating discrimination and actively promoting equality, diversity, and inclusion across all its policies, procedures, and practices.
- Providing high-quality teaching and support services that reflect and meet the diverse needs of its student population and workforce, ensuring that no individual or group is disadvantaged or excluded.

Teaching and Learning

At Trust Education Group Ltd, our aim is to deliver teaching and learning that meets the needs of every individual student. We base our planning on rigorous assessment and observation, identifying challenging yet supportive next steps tailored to each learner. Our curriculum and personalised approach to teaching and learning are guided by the following principles: Flexible, personalised timeframes for learning, underpinned by high-quality, student-centred teaching. Our educators are deeply knowledgeable in their subject specialisms and responsive to the individual needs of students. Cross-curricular Big Questions at Key Stage 3, designed to foster deep-thinking investigations. These promote intellectual curiosity, prepare students for 21st-century living, and encourage meaningful engagement with learning. Inspirational and challenging learning activities rooted in enquiry and investigation. These aim to spark a lifelong love of learning, foster critical thinking, and provide students with structured approaches to tackling new and complex tasks. Cross-phase and multi-disciplinary planning, delivery, monitoring, and review, ensuring a seamless and progressive learning journey for each student from age 4 to 19. Development of student resilience, independence, and confidence, preparing learners to succeed academically and to thrive in higher education, the workplace, and an ever-evolving technological society. Innovative, immersive, and inclusive learning resources, integrating expert teaching with outdoor learning, hands-on experiences, and digital technologies. These provide students with varied opportunities to aspire and achieve their full academic and personal potential.

Definitions

Radicalisation can be both violent and non-violent. It is the process by which an individual or group adopts increasingly extreme political, social, or religious ideals and aspirations that reject or undermine contemporary values, including freedom of choice and expression.

Extremism is defined as “the holding of extreme political or religious views, or taking extreme actions based on those views.” Preventing extremism within our schools is a safeguarding matter and is treated with the same level of vigilance and care as any other safeguarding concern.

Systems and Procedures

In line with the statutory guidance under Section 29 of the Counter-Terrorism and Security Act 2015, all schools within Trust Education Group Ltd are committed to safeguarding children from extremism from the outset of their education. To achieve this, we ensure:

- All staff receive training to develop awareness and understanding of the risks of radicalisation relevant to their school, local context, and wider community.
- School leaders ensure that staff fully understand what radicalisation is, why students may become vulnerable to it, and how to respond effectively.

All staff understand the meaning of 'extremism' and how it may present in the context of their specific school environment. Staff are aware of the connection between extremism and terrorism, and the risks posed by both. We work in partnership with local authorities, police, community organisations, and families to foster positive relationships and coordinated responses.

Staff are trained in preventative measures, including how to challenge extremist ideologies and intervene early. Clear guidance is provided to all staff on how to identify, record, and escalate concerns related to extremism, including referral routes to the school's Designated Safeguarding Lead (DSL).

We provide a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental, and physical development of all students, preparing them for life's responsibilities, opportunities, and challenges.

Through strong partnerships with parents, families, external agencies, and local communities, we promote community cohesion and collective resilience against extremism.

In addition, through our PSHE programmes, extra-curricular activities, 1:1 sessions, assemblies, and inclusion and intervention initiatives, we uphold and promote the fundamental British values of democracy, **The rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.** This supports the holistic development of all students and helps safeguard them from radicalisation and extremist influence.

Prevent in Trust Education Group Ltd

At Trust Education Group Ltd, we recognise our responsibility to safeguard the children and young people in our care, especially as we serve a diverse community with families from a wide range of backgrounds. Some of our students may be more

impressionable or vulnerable, which places a clear duty on us to promote their welfare and protect them from harm, including the risks associated with extremism and radicalisation.

All staff are trained to remain vigilant to safeguarding and child protection concerns in a child's life, whether those risks arise at home, in the community, or online. Staff are equipped to take prompt and appropriate action to protect children from harm and are alert to harmful behaviours by adults or peers in the child's life.

A strong focus is placed on children's personal, social, and emotional development, which is supported through a broad and balanced curriculum. Community cohesion is strengthened through the work of dedicated teams, including pastoral leaders, form leaders, inclusion specialists, and learning support staff. In addition, tutors provide personal and academic mentoring to support students holistically.

Through age-appropriate curriculum delivery, the Prevent approach is embedded into what children are taught. For younger students, this includes learning right from wrong, sharing and collaborating with peers, valuing others' views, recognising similarities and differences, and challenging stereotypes and negative attitudes.

Across all key stages, students are actively taught the fundamentals of British values, with particular focus in subjects such as English, Maths, PE, alongside the statutory delivery of PSHSE, and RSE. Students are also supported to make safe and informed choices through a coordinated programme of assemblies, 1:1 sessions, and enrichment activities.

At Key Stages 3-4, our curriculum structure enables students to engage in thoughtful, reflective discussions on complex issues such as:

- Stereotyping and Racism
- Democracy and justice
- Freedom of speech
- Human and animal rights

Students are encouraged to adopt a culture of open, respectful debate and are given structured opportunities to explore themes such as:

- The function and importance of Parliament
- The role of media in society
- The risks and opportunities associated with emerging technologies

Through this approach, we ensure that students are not only safeguarded from radicalisation and extremism but are also empowered to become informed, tolerant, and active citizens in a diverse and democratic society.

Referral and Intervention

Any identified concerns resulting from observed behaviour or reported conversations that suggest a pupil may support terrorism and/or extremism must be addressed through the school's safeguarding procedures. Such concerns must be reported without delay to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

If a young person is believed to be in need or at risk of significant harm, a referral to Children's Social Care must be made in accordance with the school's Child Protection Policy, regardless of whether parental consent is obtained.

Concerns related to violent extremism often require police involvement. Therefore, as part of the referral process, the designated safeguarding professional will also submit an electronic referral to the Prevent Team via: concern@lancashire.pnn.gov.uk

Referrals can also be made via Gov.uk website using the 'National Prevent referral form'.

For advice and guidance you can call the Prevent Team on – Tel.01772 413398

Prevent Referral Process

Once a referral is submitted to Lancashire Prevent Team, an initial assessment will be carried out. If appropriate, a multi-agency Channel Panel meeting may be convened to identify suitable support and intervention for the individual concerned. If it is determined that the individual is not vulnerable to radicalisation, alternative avenues for targeted support may still be explored to meet the young person's broader needs.

Monitoring of Compliance with and Effectiveness of the Policy

The Board of Governors at Trust Education Group Ltd are responsible for the final approval of this policy and its associated procedures.

The Directors of Trust Education Ltd are accountable for ensuring the consistent, fair, and objective implementation of this policy is embedded in Trust Education Ltd.

Heads of School are responsible for overseeing the introduction, delivery, monitoring, and ongoing review of the policy within their school, ensuring it is applied effectively and in accordance with safeguarding responsibilities.

Policy Lead	Melissa Wainman Director of Education
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