



2026 -
2027

Preventing
Extremism and
Radicalisation
Safeguarding
Policy

The ContinU Plus Academy

Preventing Extremism and Radicalisation Safeguarding Policy

School Details

Safeguarding Governor: Julie Reilly

Designated Safeguarding Lead: Aimee Blunden

Deputy Safeguarding Lead: Sara Devo

Next review date: January 2027

Introduction

The ContinU Plus Academy is committed to providing a secure environment for pupils, where learners feel safe and are kept safe. All students at the CPA recognise that Safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to the CPA's delivery of the outcomes to all learners, as set out in s10 (2) of the Children's Act 2004*. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School arrangements to Safeguard and Promote the Welfare of all Learners in line with our statutory duties set out at s175 of the Education Act 2002.

Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE Guidance "[Keeping Children Safe in Education 2025](#)"; and specifically DCSF Resources "[Learning Together to be Safe](#)", "[Prevent: Resources Guide](#)", "[Tackling Extremism in the UK](#)", DfE's "[Teaching Approaches that help Build Resilience to Extremism among Young People](#)" and Peter Clarke's Report of July 2014.

*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.

Definition

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups. "Extremism 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. We also include in our definition of extremism calls for the

death of members of our armed forces, whether in this country or overseas” ([HM Government Prevent Strategy 2015](#))

School Ethos and Practice

When operating this Policy the CPA uses the following accepted Governmental definition of extremism.

There is no place for extremist views of any kind in our School, whether from internal sources – students, staff or governors, or external sources – external agencies or individuals. Our students 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 a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners 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 learners.

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.

There, at the CPA we will provide a broad and balanced curriculum delivered by skilled professionals, so that our learners are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, at the CPA we are 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 all times students 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 learners or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy.

As part of our 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 students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Students accessing extremist material online, friendship or actions and requests for assistance.
- Students 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, 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 set out by the Local Authority’s agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Ethos and approach

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 the students may experience elsewhere makes it harder for them to challenge or question these radical influences. This guidance and support will be delivered in assemblies, PHSE and RE lessons and in line with our SEMH guidelines.

We will ensure that all of our support and approaches will help our learners build resilience to extremism and given them a positive sense of identity through the development of critical thinking skills. We will develop strategies and staff training to 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 and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

We aim to:

- Make a connection with young people through positive engagement and a learner centred approach.
- Facilitate a 'safe space' for dialogue, and
- Equip our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our students approach to the spiritual, moral, social and cultural development of students.

Our goal is to build mutual respect and understand 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:

- Open discussion and debate.
- Work on anti-violence and a restorative approach to conflict resolution.
- Targeted programmes.
- RAISE.
- Anti-bullying ambassadors and training for students
- Opportunities to experience different cultures as a part of the skills passports

We will also work with the local community in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our student's experiences and horizons. We will help support learners who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences we will ensure that the student is offered mentoring.

At the CPA we 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 learners 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 learners safe and prepare them for life in modern multi-cultural Britain and globally.

Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include but are not limited to:

- underachievement;
- being in possession of extremist literature;
- poverty;
- social exclusion;
- traumatic events;
- global or national events;
- religious conversion;
- change in behaviour;
- extremist influences;
- conflict with family over lifestyle;
- confused identity;
- victim or witness to race or hate crimes; and
- rejection by peers, family, social or faith groups.

Recognising Extremism

A part of our wider safeguarding responsibilities to identify signs of abuse we will be alert to early indicators of radicalisation or extremism which may include:

- showing sympathy for extremist causes;
- glorifying violence;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possession of illegal or extremist literature;
- advocating messages similar to those coming from illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- advocating violence towards others.

Contact details

Contact details of local partners and organisations which offer support and advice about extremism will be displayed in the staff rooms.

These will include the local authority Prevent lead, the local Channel contact and the local police force, 101 and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Internet Safety

The internet provides children and young people with access to a wide range of material of which some is harmful. Extremists use the internet, including social media, to share their messages. ie content, including extremist content. The filtering systems used in our school blocks inappropriate content including extremist content

Students will be taught how to stay safe online, both in school and outside school. They will be taught to understand the risks posed by adults or young people who use the internet and social groom, abuse or radicalise other people, especially children, young people and vulnerable media to adults.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and where there are concerns and prevent further and the ICT technicians will alert the DSL and Head access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a member of staff who will then report to the Head or DSL. We are aware that children and young people have access to unfiltered internet when using mobile phones or other portable devices. The CPA has a no phones policy and children are not permitted to use their mobile phones at any point (see mobile phone policy).

Use of External Agencies and Speakers

At the CPA we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

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 complete opposition to, the school'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's curriculum so we need to ensure that this work is of benefit to learners.

Our school 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 learners through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are matched to the needs of students.

We recognise, however, that the ethos of our school is 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.

Whistle Blowing

Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. (please see guidelines outlined in the code of conduct)

Students and staff can raise issues with the Chair of the Governors, Julie Reilly.

Safeguarding

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

Staff at the CPA will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a student may be at direct risk of harm or neglect. For example; this could be due to a learner 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 student's family that may equally place a young person at risk of harm (these examples are for illustration and are not definitive or exhaustive).

Therefore all staff working at the CPA are required to report instances where they believe a young person may be at risk of harm or neglect to the Designated Safeguarding Lead.

Training

Whole school in-service training on Safeguarding will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and Worcestershire Safeguarding Children's Partnership and will, in part, include training on extremism and radicalisation, including PREVENT and its safeguarding implications.

The Designated Safeguarding Lead will attend Worcestershire Safeguarding Children's Partnership courses as necessary and this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow the Worcestershire County Council's guidance 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.

We 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 school's character and ethos. We are aware that such persons seek to limit the opportunities for our learners 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.

Role of the Governing Body

The Governing Body of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our 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 our Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2025' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually 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.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of learners as set out in the DfE guidance 'Keeping Children Safe in Education'.

Parents will be issued with a hard copy of this Policy on request.

Date Policy Ratified: January 2026

Member of Staff Responsible: Ms Sara Devo (Headteacher)

Date for Review: January 2027