



Lakelands
Academy

Preventing Extremism and Radicalisation Policy

**Next Review
Autumn 2028**

Last Review 30 September 2025
Next Review 2 Yrs
Policy Responsibility HT
Policy Approval T&L

Introduction

This 'Preventing Extremism and Radicalisation Policy' is part of our commitment to keeping children safe. All staff working in Lakelands Academy recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students or not.

When operating this policy, Lakelands Academy uses the following Governmental definition of extremism which is:

Extremism is defined as the support or promotion of an ideology based on violence, hatred or intolerance that aims to: deny or destroy the fundamental rights and freedoms of others. undermine or overturn the UK's system of democracy and democratic rights.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance¹, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. The full Government Prevent Strategy can be viewed at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

This policy draws on both statutory and non-statutory guidance:

Statutory Duties

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2025)
- Prevent Duty Guidance (2023)
- Working together to Safeguard Children (2023)

Non-statutory Guidance

- The Prevent Duty: Departmental advice for schools and childcare providers (DfE 2023)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained school (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Other related policies within school

- Acceptable Use Policy (ICT) policy
- Behaviour for Learning and Relationships Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Personal, Social and Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff code of conduct Policy
- Teaching and Learning Policy
- E-safety policy

At Lakelands Academy we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students 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 students.

1 Roles and responsibilities

1.1 Role of the Governing Body

It is the role of the governing body to ensure that that the academy meets its statutory duties with regard to preventing radicalisation.

1.2 Role of the headteacher

It is the headteacher's role to:

- Ensure that the academy and its staff respond to preventing radicalisation on a day-to-day basis
- Ensure that the academy's curriculum addresses the issues involved in radicalisation
- Ensure that staff conduct is consistent with preventing radicalisation
- Report to the governing body on these matters

1.3 Role of Designated Safeguarding Lead

It is the role of the safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability of radicalisation and know how to refer their concerns
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Make referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and police
- Offer support and advice to staff

1.4 Role of staff

It is the role of staff to understand the issues of radicalisation, be able to recognise signs of vulnerability or radicalisation, and know to refer concerns to the Designated Lead promptly.

1.5 Curriculum and teaching approaches

We will ensure that all of our teaching approaches helps our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience outside education may make it harder for them to challenge or question these radical influences. In our academy this will be achieved primarily through PSHE and RE.

We will be flexible to adapt our teaching approaches, as appropriate, so as to address specific issues and to stay relevant to the current issues of extremism and radicalisation.

Our goal is to build mutual respect and understanding and to promote the use of dialogue, not violence, as a form of conflict resolution.

At Lakelands Academy we will promote the Fundamental British 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. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally through our comprehensive Personal Development offer.

1.6 IT

At Lakelands Academy we will ensure that children are kept safe from terrorist and extremist material, when accessing the internet in school, by having secure filters which will block inappropriate content.

Pupils and staff are made aware of the procedures in school for reporting any concerns relating to inappropriate content found on the internet.

Pupils and staff are asked to sign the Acceptable Use Policy (AUP) annually to confirm that they understand what is acceptable.

The AUP appears on all screens at time of log in allowing staff and students to confirm that they understand what is acceptable.

Safeguarding Leads have read and understand 'How Social Media is used to encourage travel to Syria and Iraq – Briefing note for schools DfE 2015'.

1.7 Staff training

Statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. All staff undertake this training bi-annually (or as required) and the DSL (Prevent Lead) ensures that key updates and messages are filtered down to all staff members. Staff are aware of the signs of vulnerability and indicators of radicalisation and extremism as set out in Appendix 1.

The National Counter Terrorism Policing Headquarters in conjunction with the College of Policing have developed a general awareness e-learning package for Channel. Staff at Lakelands Academy have completed this and for those staff that are new in post will as part of their induction complete this -accessed at <https://www.elearning.prevent.homeoffice.gov.uk/screen2>

1.8 Working in partnership

We will work in partnership with local partners, families and communities in our efforts to raise awareness of radicalisation and supporting us with implementing the Prevent Duty.

Lakelands Academy will engage effectively with parents/families to assist and advise of support mechanisms if concern is raised.

The school will ensure that safeguarding arrangements take into account the policies and procedures of Shropshire Safeguarding Community Partnership

1.9 Use of external agencies and speakers

At Lakelands Academy we encourage the use of external agencies or speakers to enrich the experiences of our pupils. We will ensure that any visitor coming into the school has been 'checked' appropriately in accordance with Keeping Children Safe in Education 2023. 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 academy's values and ethos.

2.0 Referral process

If a member of staff has a concern about a particular pupil/s they should follow the academy's normal safeguarding procedures, including discussing with the academy's designated safeguarding lead as set out in the Child Protection/safeguarding policy.

Sarah Hollinshead-Bland Shropshire Council Prevent Lead (Channel Panel Chair)	sarah.hollinshead-bland@shropshire.gov.uk 01743 254676 Jane.parsons@shropshire.gov.uk 01386 591815
Jane Parsons: Shropshire Council Education Channel Panel Member	
DC Holly Aungiers: West Mercia Police Prevent Engagement Officer	
Referrals	National Prevent referral form (shropshirelg.net) send to: ctu_gateway@westmidlands.police.uk .
West Mercia Police Referrals	0800 011 3764 (ACT Early Support Line) Prevent West Mercia Police

3.0 Monitoring and review

This policy will be reviewed every 2 years by the Governing body but may need to be adapted as and when new guidance or policy is released.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the academy website.

The Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as part of their overall duty to safeguard children.

Appendix 1

Recognising the indicators of vulnerability to radicalisation

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that academy staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the student/pupil distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing family friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special educational needs – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.