



Pathway Primary Federation

Preventing Extremism and Radicalisation Policy

Policy owner	Executive Headteacher
Designated Prevent lead	Rachel Vaughan, Designated Safeguarding Lead
Applies to	Both schools within Pathway Primary Federation
Approved by	Governing Body
Approval date	September 2026
Review date	Autumn 2026, or earlier if guidance or local arrangements change

1. Purpose

Pathway Primary Federation is committed to safeguarding pupils from radicalisation and the risk of becoming involved in or supporting terrorism. The Prevent duty forms part of our wider safeguarding responsibilities. It is not about preventing lawful debate, political engagement or the expression of religious belief; it requires a proportionate, child-centred response where there is concern about a possible pathway towards terrorism.

The Federation promotes an inclusive culture rooted in our core Christian values. We help pupils develop knowledge, critical thinking, digital literacy, respectful relationships and confidence to challenge hatred, intolerance, disinformation and the use of violence.

2. Scope

This policy applies to governors, employees, supply staff, volunteers, contractors, visitors, pupils and activities provided by either school, including educational visits, remote learning, use of school premises and online activity connected with the school. It should be read alongside the Federation's Safeguarding and Child Protection, Online Safety, Filtering and Monitoring, Behaviour, Equality, RSHE, Visitors, Lettings, Staff Code of Conduct and Whistleblowing policies.

3. Legal and statutory framework

This policy reflects:

- section 26 of the Counter-Terrorism and Security Act 2015;
- Home Office Prevent duty guidance: England and Wales (2023), in force from 31 December 2023;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children (current edition);
- Channel duty guidance (current edition);
- Equality Act 2010, including the Public Sector Equality Duty; and
- DfE guidance on making a referral to Prevent and Home Office "Notice, check, share" guidance.

4. Key terms

Term	Meaning in this policy
Prevent	The part of the UK counter-terrorism strategy intended to stop people becoming terrorists or supporting terrorism.
Radicalisation	The process of a person legitimising support for, or use of, terrorist violence.
Susceptibility	Circumstances, influences or needs that may make a person more open to radicalising ideas. Susceptibility is not the same as vulnerability and must be assessed without stereotyping.
Terrorism	The use or threat of serious action intended to influence government or intimidate the public for a political, religious, racial or ideological cause, as defined in law.
Channel	A voluntary, confidential, multi-agency early-intervention programme for people assessed as susceptible to becoming terrorists or supporting terrorism.

5. Principles

- Safeguarding is everyone's responsibility: staff act immediately and report concerns to the DSL or a deputy DSL.
- There is no single profile or pathway to radicalisation. Staff use professional curiosity and consider behaviour in context.
- The response must be proportionate, evidence-informed and applied consistently across all terrorist ideologies.
- No pupil or family will be treated as a risk because of faith, race, nationality, political opinion, disability, SEND or another protected characteristic.

- Lawful beliefs, protest, debate and controversial views are not by themselves evidence of radicalisation.
- Prevent concerns may exist alongside other safeguarding, mental-health, exploitation or SEND needs; relevant support should not wait for the outcome of a Prevent referral.

6. Leadership and responsibilities

Role	Responsibility
Governing Body	Provides strategic oversight; assures itself that the duty is met; approves this policy; checks training, risk assessment, filtering and monitoring, and referral arrangements.
Executive Headteacher	Ensures consistent implementation, resourcing and accountability across both schools and reports assurance information to governors.
DSL / Prevent lead	Maintains current knowledge; advises staff; checks and records concerns; liaises with partners; makes or supports referrals; considers other safeguarding action.
Heads of School	Support day-to-day implementation, curriculum delivery, staff awareness and local risk management on each site.
Filtering and monitoring leads	Oversee the effectiveness of technical controls and escalation of concerning online activity in line with the Online Safety and Filtering and Monitoring arrangements.
All staff and volunteers	Complete required training, remain alert, avoid stereotyping, challenge harmful content safely and report concerns without delay.
Pupils and families	Are encouraged to share concerns and participate in support. They should use school reporting routes and online-safety advice.

7. Risk assessment and local context

The Federation will maintain a proportionate Prevent risk assessment informed by national, regional and local threat information, the characteristics and needs of each school community, online risks, premises use and learning from concerns or referrals. The risk assessment will identify actions, owners and review dates and will be reviewed at least annually and when material circumstances change.

Leaders will seek advice from Shropshire Council, the local safeguarding partnership, police or other appropriate partners where necessary. No setting is treated as risk-free, but controls will remain proportionate to the assessed risk.

8. Recognising concerns

A concern may arise from a pattern or a significant event. Possible indicators include:

- expressing support for terrorist violence, terrorist groups, attacks, perpetrators or manifestos;

- possessing, searching for, creating or sharing terrorist or violent extremist material;
- threats, planning, rehearsal, fixation on weapons or attacks, or attempts to recruit or influence others;
- repeated use of ideological narratives to justify violence, hatred or dehumanisation;
- concerning contact with radicalisers, extremist networks or closed online communities;
- a marked change in behaviour combined with other evidence of a possible terrorism-linked ideology; or
- grievances, isolation, exploitation, trauma or identity concerns being used by others to encourage support for terrorism.

Indicators must be considered together and in context. A change in clothing, faith practice, friendship, political interest or behaviour is not, by itself, evidence of radicalisation.

9. Reporting and responding: notice, check, share

1. Notice: record what was seen, heard or disclosed using the child's own words where possible. Consider immediate safety. Do not conduct an extensive investigation or search a device unless authorised under school policy.
2. Check: report immediately to Rachel Vaughan, DSL/Prevent lead, or a deputy DSL. The DSL checks context, chronology, other safeguarding information, online evidence and the relevance to a possible terrorism pathway.
3. Share: the DSL decides what information needs to be shared and with whom. This may include a Prevent referral, children's social care, police or another service. The national Prevent referral form and current local pathway will be used.

If there is immediate danger or a suspected terrorist incident, call 999 and inform the DSL as soon as it is safe. Staff may make a direct safeguarding referral where necessary if the DSL or deputy is unavailable, following the Safeguarding and Child Protection Policy.

Parents or carers will normally be informed and involved. They will not be informed before advice is obtained where this could increase risk, compromise an investigation or place any person at risk. Consent is not required to share information where sharing is necessary and proportionate to safeguard a child or prevent crime; the rationale must be recorded.

10. Referral and Channel

A Prevent referral is a request for specialist assessment and support; it is not an accusation or a criminal record. Police conduct a gateway assessment. Where appropriate, a multi-agency Channel panel considers whether voluntary support should be offered. For a child, parent or guardian consent is required before Channel support is provided. If Channel is unsuitable, other safeguarding or support routes may still be required.

The DSL will use the current national and local referral arrangements rather than publishing personal officer details in this policy. Current advice and forms are retained within the safeguarding procedures and checked when a referral is contemplated.

11. Curriculum and building resilience

Through a broad and balanced curriculum, collective worship, RSHE, computing and wider school life, pupils learn to:

- understand democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs;
- disagree respectfully and distinguish lawful protest and belief from the justification of violence;

- recognise propaganda, manipulation, conspiracy narratives, disinformation, misogyny, racism, antisemitism and other hatred;
- evaluate sources, algorithms and online influence critically;
- seek help when online or offline content or contact causes concern; and
- develop belonging, empathy, confidence and constructive ways to respond to injustice or grievance.

Teaching will be age-appropriate, accurate and sensitive. It will not stigmatise communities or present one faith, ethnicity or political group as inherently suspect.

12. Online safety, filtering and monitoring

The Federation will provide appropriate filtering and monitoring that considers terrorism and extremist content while supporting education and avoiding unreasonable over-blocking. Designated staff will review alerts and test controls in accordance with the Federation's filtering and monitoring arrangements. Staff must report concerning searches, content, communications or attempts to bypass controls to the DSL and online-safety lead. Relevant evidence must be preserved without unnecessarily viewing, downloading or forwarding harmful material.

13. Visitors, speakers, premises and resources

- Visitors and speakers will be checked and supervised proportionately, with purpose, content and suitability considered in advance.
- The school may set conditions, require materials beforehand, provide a balancing viewpoint or cancel activity where risks cannot be managed.
- Lettings and use of premises must not provide a platform for terrorism-supporting activity, unlawful hatred or radicalisation.
- Resources, charities and external organisations will be checked for suitability, accuracy and alignment with safeguarding and equality duties.

14. Staff training

Relevant staff will complete appropriate Prevent training at induction and refresh it at intervals determined by the Federation's training-needs and risk assessment. Training will cover current threats and ideologies, online radicalisation, signs and context, notice-check-share, internal reporting, referral, information sharing and equality. The DSL/Prevent lead will undertake role-appropriate updates and ensure staff know how to obtain advice. Completion will be recorded.

15. Information sharing and records

Concerns, decisions, actions, advice and outcomes will be recorded on CPOMS or the Federation's agreed safeguarding system. Records will be factual, secure and accessible only to those who need them. Information will be shared lawfully, fairly, necessarily and proportionately. Data protection law does not prevent safeguarding information sharing. The Data Protection Policy and safeguarding retention arrangements apply.

16. Equality, SEND and pastoral support

Reasonable adjustments will be made so pupils with SEND or communication needs can understand questions, express their views and access support. Staff will distinguish features of disability or SEND from evidence of a terrorism pathway and will seek specialist advice

where appropriate. Prevent action will not replace support for mental health, exploitation, bullying, discrimination, family difficulty or other safeguarding needs.

17. Monitoring, assurance and review

The DSL and Executive Headteacher will monitor training, referrals, online-safety findings, curriculum provision and completion of risk-assessment actions. Governors will receive proportionate, anonymised assurance information and will challenge any gaps. This policy will be reviewed annually and sooner following significant guidance, local pathway or risk changes, or learning from an incident.

18. Concerns and complaints

Safeguarding concerns must be raised through the Safeguarding and Child Protection Policy. Concerns about staff conduct, including low-level concerns, must follow the relevant safeguarding procedure. Other complaints about implementation of this policy may be raised under the Federation's Complaints Policy. Whistleblowing routes are available where a person feels unable to raise a concern internally.