

# Preventing Extremism & Radicalisation Safeguarding Policy

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**Lead author: Trust Designated Safeguarding Lead**

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## **OUR VISION**

A community of primary and secondary academies that are the first choice for students and families in Sussex, with an outstanding reputation for high aspiration and high achievement.

*Achieving success together*

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Referrals into Early Help and Social Care	Single Point of Advice	01323 464222 <a href="#">Contact us by email – East Sussex County Council Children, Young People and Families Portal (eastsussex.gov.uk)</a>
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Referrals into Early Help and Social Care	Single Point of Advice	01323 464222 <a href="#">Contact us by email – East Sussex County Council Children, Young People and Families Portal (eastsussex.gov.uk)</a>
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## Introduction

South Downs Learning Trust is committed to providing a secure environment for pupils and students, where children feel safe and are kept safe. All adults at South Downs Learning Trust 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.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to South Downs Learning Trust's delivery of the outcomes to all children, as set out in S10 (2) of the Children Act 2004.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall Trust 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 (S157 of the Education Act 2002).

Our Trust's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "Prevent Duty Guidance: for England and Wales", "Pan Sussex Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education"; and specifically the resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", and Gov.uk's "Teaching Approaches that help Build Resilience to Extremism among Young People"

## Definition of extremism

The current definition of extremism aims and associated behaviours is:

"the promotion or advancement of an ideology based on violence, hatred or intolerance, 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) ([New definition of extremism \(2024\) - GOV.UK](#))

## Associated behaviours

1. Using, threatening, inciting, justifying, glorifying or excusing violence towards a group in order to dissuade them from using their legally defined rights and freedoms.
2. Advocating that the UK's parliamentary democracy and democratic values and rights are not compatible with their ideology, and seeking to challenge, overthrow, or change our political system outside of lawful means.

Using, threatening, inciting, justifying, glorifying or excusing violence towards citizens, in order to dissuade them from participating freely in the democratic process.

Subverting the way public or state institutions exercise their powers, in order to further ideological goals, for example through entryism, or by misusing powers or encouraging others to do so.

Using, threatening, inciting, justifying, glorifying or excusing violence towards public officials including our armed forces, police forces and members of local, devolved or national legislatures, in order to dissuade them from conducting their obligations freely and fearlessly, without external interference.

Establishing parallel governance structures which, whether or not they have formal legal underpinning, seek to supersede the lawful powers of existing institutions of state.

3. Providing an uncritical platform for individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2.  
Facilitating activity of individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2, including through provision of endorsement, funding, or other forms of support.  
The dissemination of extremist propaganda and narratives that call for behaviour in either aim 1 or aim 2.  
Attempts to radicalise, indoctrinate and recruit others to an ideology based on violence, hatred or intolerance, including young people.  
Consistent association with individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2 without providing critical challenge to their ideology or behaviour.  
If any behaviour listed in aim 1 or aim 2 has occurred previously, a refusal by the individual, group or organisation that conducted the behaviour to rescind, repudiate or distance themselves from the behaviour. ([New definition of extremism \(2024\) - GOV.UK](#))

## Trust ethos and practice

There is no place for extremist views of any kind in our Trust, whether from internal sources, pupils and students, staff or governors, or external sources - Trust community, external agencies, parents/carers or individuals. Our pupils and students see our Trust 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 Trust we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children 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 pupils and students.

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.

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils and students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore 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 times pupils and 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 pupils and students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and students and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities Trust staff will be alert to:

- Disclosures by pupils and students of their exposure to the extremist actions, views or materials of others outside of Trust, such as in their homes or community groups, especially where pupils and students have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Pupils and students 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 pupils and students in other schools or settings
- Pupils and 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 on, 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 Trust will closely follow any locally agreed procedure as set out by the Local Authority and/or the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

## Teaching Approaches

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 children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our Trust this will be achieved by good teaching, primarily via PSHE and the JIGSAW (Ocklynge) scheme of work; but also, by adopting the methods outlined in the government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all our teaching approaches help our pupils and students build resilience to extremism and give pupils and students 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. It is important to note that some pupils are more vulnerable to extremism and radicalization than others. This is particularly the case for those identified in Keeping Children Safe in Education, including those with SEND.

We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success following the three broad categories of:

1. Making a connection with young people through good [teaching] design and a pupil centred approach.
2. Facilitating a 'safe space' for dialogue, and
3. Equipping our pupils and students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our Trust so that pupils and students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our Trust's approach to the spiritual, moral, social and cultural development of pupils and students as defined in OfSTED's School Inspection Toolkit and will include the sound use of assemblies to help further promote this rounded development of our pupils and students.

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 a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our Trust understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils and students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that each pupil or student is offered mentoring. Additionally, in such instances our Trust will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

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 pupils and 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 pupils and students safe and prepare them for life in modern multi-cultural Britain and globally.

## Use of external agencies and speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils and students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils and 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 Trust's values and ethos. We must be aware that in some instances the work of external agencies may not directly relate to the rest of each school's curriculum, so we need to ensure that this work is of benefit to pupils and students.

Our Trust will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils and students are consistent with the ethos of the Trust 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 pupils and students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils and students
- Activities are carefully evaluated by each school to ensure that they are effective. We recognise, however, that the ethos of our Trust is to encourage pupils and 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 curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils and students recognise risk and

build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils and students develop the critical thinking skills needed to engage in informed debate.

## Whistleblowing

Where there are concerns of extremism or radicalization. Pupils and students and staff will be encouraged to make use of our internal systems to Whistleblow or raise any issue in confidence. Concerns can be raised verbally or in writing. You can raise your concern with a member of the Senior Leadership Team (SLT). Alternatively, you can raise the matter with the headteacher. If you are raising a concern about the headteacher then the matter should go directly to the Chair of Governors. For further details, please refer to Trust Whistleblowing Policy.

## Child Protection

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

Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child 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 child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive). Therefore, all adults working at the Trust (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Child Protection Teacher and/or Headteacher.

## Role of the Designated Safeguarding Lead (DSL)

The DSL works in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education'.

The DSL is the focus person and local 'expert' for each school's staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies. In line with paragraphs 63 and 159 of the [Prevent duty guidance](#); the role of the DSL will be extended to act as the Prevent Lead.

## Training

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors throughout the year, as a 'drip feed' provision and will comply with the

prevailing arrangements agreed by the Local Authority and Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The DSL will attend training courses as necessary, and the appropriate inter-agency training organised by the East Sussex Safeguarding Children Partnership at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

## Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our Trust will follow 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 Trust to unduly influence our Trust's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils and students 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 Trust we will minimise the opportunities for extremist views to prevail.

## Role of Governing Body

The Governing Body of each school and the Trust 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 each school and the Trust will support the ethos and values of our Trust and will support the Trust in tackling extremism and radicalisation.

Details of our Governing Body each school and the Trust will be published on each school's website to promote transparency. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education' the governing body will challenge each school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly (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.

## Links to other policies and procedures

[Child Protection and Safeguarding Policy](#)

[Student Behaviour Policy](#)

[Student Attendance Policy](#)

[Prevent Risk Assessment](#)

[Online Safety Policy and Acceptable User Agreements](#)

[Staff Code of Conduct](#)

[Staff Safeguarding Induction Procedure](#)

[Anti-Bullying Policy](#)

[SEND Policy and Information Report](#)