

PREVENT DUTY POLICY

SAFEGUARDING CHILDREN FROM RADICALISATION AND EXTREMISM

2026–2027



Policy Owner:	Lighthouse Multi Academy Trust
Approved/ Ratified:	Pat Hunt
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Document Version Control Log

Version	Modification Date	Synopsis of Changes
1.0	September 2025	Original Policy
2.0	September 2026	Updated to reflect KCSIE 2026, Prevent Duty Guidance, emerging risks including AI-enabled radicalisation, online harms, contextual safeguarding, enhanced governance, filtering and monitoring expectations, quality assurance and revised referral procedures.

Key Contacts

The Lighthouse Multi Academy Trust is committed to ensuring staff know who to contact if they have concerns regarding radicalisation, extremism or terrorism-related safeguarding risks. Staff should always report concerns to their academy Designated Safeguarding Lead (DSL) in the first instance. Where immediate risk exists, staff should contact the police on **999**.

Name	Role	Contact Details
Mr Paul Drew	CEO of the Lighthouse Multi Academy Trust	01922 211349 info@lhmat.com
Mr Richard Rose	Director of Safeguarding and Attendance Single Point of Contact for The Lighthouse Multi Academy Trust (Prevent)	01902 364498 safeguarding@lhmat.com
Niall Markham	Prevent Lead for Walsall	01922 654499 07766 160 646 Niall.Markham@walsall.gov.uk
NSPCC 24/7 Helpline Textline		0808 800 5000 help@nspcc.org.uk
DfE Prevent Helpline for Schools and Parents		020 7340 7264 (non-emergency) Counter.extremism@education.gsi.gov.uk
National Police Prevent Advice Line		0800 011 3764
Walsall Children Services		0300
Emergency Contact		999
Non Emergency Police		101

Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. Lighthouse Multi Academy Trust is committed to providing a safe, inclusive and respectful environment where every child feels safe, valued and able to thrive.

Protecting children from the risk of radicalisation is an integral part of the Trust's wider safeguarding responsibilities. Radicalisation is recognised within statutory safeguarding guidance as a safeguarding concern that can affect any child, regardless of age, background, culture, faith, gender or ability. The Trust recognises that children may be susceptible to a range of influences, both online and offline, which could increase their vulnerability to extremist narratives or terrorism-related activity.

The nature of radicalisation continues to evolve. While concerns may relate to established ideological extremism, safeguarding professionals must also remain alert to emerging risks, including mixed, unstable or unclear ideologies, online communities promoting hatred or violence, misogynistic narratives, disinformation and conspiracy theories, and an increasing interest in committing extreme or mass violence. These concerns will always be considered within the wider safeguarding context and responded to proportionately through established safeguarding procedures.

The Trust recognises that there is no single profile of a child who may be vulnerable to radicalisation. Vulnerability may arise through a combination of personal, family, social and contextual factors. Our academies therefore adopt a child-centred, trauma-informed and contextual safeguarding approach, recognising that early identification and timely intervention are essential to reducing risk.

The Trust recognises that vulnerability to radicalisation can affect individuals from any background, culture, faith, ethnicity, gender or community. Safeguarding decisions will always be evidence-based, proportionate and free from discrimination.

Through a broad and balanced curriculum, positive relationships, effective safeguarding practice and strong partnerships with families, local authorities, police and other safeguarding partners, the Trust aims to build children's resilience, develop critical thinking skills, promote respectful dialogue and prepare pupils to participate safely and responsibly in modern British society.

Our academies are committed to providing safe spaces where children are encouraged to discuss challenging issues, explore different viewpoints respectfully, question information critically and seek support whenever they have concerns. Prevent is embedded within our wider safeguarding culture and should be read alongside the Trust's Child Protection and Safeguarding Policy, Online Safety Policy, Behaviour Policy, Staff Code of Conduct and other safeguarding procedures.

This policy will also be reviewed following significant changes to statutory guidance, local threat assessments, safeguarding practice reviews or national learning.

Statutory Duties and Legislative Framework

Lighthouse Multi Academy Trust recognises that protecting children from radicalisation is an essential part of its wider safeguarding responsibilities. The Trust is committed to fulfilling its statutory duties by adopting a proactive, child-centred approach that promotes early identification, effective intervention and partnership working.

Under Section 26 of the Counter-Terrorism and Security Act 2015, specified authorities, including schools and academy trusts, must have **due regard to the need to prevent people from being drawn into terrorism** (the Prevent Duty).

The Trust recognises that the Prevent Duty sits within the wider safeguarding framework and should never be viewed in isolation. Concerns relating to radicalisation, extremism or terrorism are managed in the same way as other safeguarding concerns, with the welfare of the child remaining paramount.

The Trust will ensure that:

- safeguarding arrangements are effective in identifying children who may be vulnerable to radicalisation;
- staff understand that radicalisation is a safeguarding issue and know how to recognise and respond to concerns;
- safeguarding procedures are informed by local contextual risks and emerging national threats;
- appropriate referrals are made to Children's Social Care, Prevent, Channel and other safeguarding partners where required;
- safeguarding decisions are evidence-informed, proportionate and focused on the best interests of the child.

This policy should be read alongside all Trust safeguarding policies and procedures.

Legislative Framework

This policy has been developed with regard to the following legislation and statutory guidance:

Primary legislation

- Children Act 1989
- Children Act 2004
- Education Act 2002

- Counter-Terrorism and Security Act 2015
- Safeguarding Vulnerable Groups Act 2006

Statutory guidance

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- Prevent Duty Guidance: England and Wales
- The Prevent Duty in Education
- Prevent Duty Self-Assessment Framework
- Relationships Education, Relationships and Sex Education and Health Education
- Filtering and Monitoring Standards for Schools and Colleges
- Online Safety Act 2023 (where applicable)

Our Prevent Principles

Lighthouse Multi Academy Trust believes that:

- Prevent is first and foremost a safeguarding duty.
- The welfare of the child is paramount.
- Early intervention is more effective than crisis intervention.
- Professional curiosity supports better safeguarding decisions.
- Children should be supported, not stigmatised.
- Radicalisation can affect any child regardless of background.
- Strong relationships, belonging and inclusion are the greatest protective factors.
- Digital resilience is essential in the modern safeguarding landscape.
- Partnership working achieves the best outcomes for children.

Definitions:

The Lighthouse Multi Academy Trust recognises that safeguarding children from radicalisation requires staff to understand the terminology used within national safeguarding guidance and the Prevent Duty. The following definitions support a shared understanding across the Trust.

*The definition reflects the current UK Government position at the time of publication and will be updated if national guidance changes.

Extremism

The Government defines extremism as:

"The promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to negate or destroy the fundamental rights and freedoms of others, or undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights, or intentionally create a permissive environment for others to achieve these results."

The Trust recognises that extremist views may arise from a range of ideological motivations and that no single ideology presents the only safeguarding risk.

Radicalisation

Radicalisation is the process through which a person comes to support terrorism or forms of extremism that may lead to terrorism.

Radicalisation is rarely the result of one event. It is often influenced by a combination of personal experiences, relationships, online activity, social influences and individual vulnerabilities.

Children may not recognise that they are being manipulated or exploited by those promoting extremist narratives.

Terrorism

The definition of terrorism is set out within the Terrorism Act 2000. Terrorism includes the use or threat of action designed to influence the Government or intimidate the public for the purpose of advancing a political, religious, racial or ideological cause.

Susceptibility to Radicalisation

Children do not become radicalised simply because they hold strong opinions or question the views of others.

A child may, however, become susceptible to radicalisation where a combination of vulnerabilities, personal circumstances and external influences increases the likelihood that they could be exploited by those seeking to promote extremist beliefs or violence.

These vulnerabilities should always be considered within the wider safeguarding context.

Emerging Forms of Radicalisation

The Trust recognises that the nature of radicalisation continues to evolve.

Children may become exposed to extremist narratives through:

- social media platforms;
- gaming platforms;
- encrypted messaging applications;
- livestreaming services;
- artificial intelligence-generated content;
- online influencers;
- conspiracy theories and misinformation;
- mixed, unstable or unclear ideological narratives.

Not all children vulnerable to radicalisation will identify with a single ideology.

Interest in Committing Extreme or Mass Violence

The Trust recognises that some children may demonstrate a developing interest in committing extreme or mass violence without expressing a clearly defined ideological motivation.

This may include an unhealthy fascination with previous attacks, perpetrators, weapons, violent online communities or detailed planning of acts of violence.

Such behaviours should not be viewed in isolation or automatically regarded as evidence of terrorism-related activity. However, they may indicate a child who is vulnerable, at risk of exploitation or in need of early safeguarding intervention.

Any concerns of this nature will be considered within the Trust's safeguarding procedures, with advice sought from the Designated Safeguarding Lead and, where appropriate, local safeguarding partners or Prevent professionals.

Protective Factors

The Trust recognises that strong protective factors significantly reduce the risk of radicalisation.

These include:

- positive relationships with trusted adults;
- a sense of belonging and inclusion;
- emotional wellbeing;
- critical thinking and media literacy;
- opportunities for respectful discussion and debate;
- effective online safety education;
- timely safeguarding support;
- positive engagement with school, family and the wider community.

Roles and Responsibilities

The Trust Board

The Trust Board has strategic responsibility for ensuring that Lighthouse Multi Academy Trust fulfils its statutory Prevent Duty and maintains effective safeguarding arrangements across all academies.

The Board will:

- ensure this policy is implemented consistently across the Trust;
- receive assurance that Prevent forms part of the wider safeguarding framework;
- monitor safeguarding trends, risks and quality assurance activity;
- ensure appropriate resources are available for Prevent training and safeguarding;
- provide appropriate challenge and oversight regarding emerging safeguarding risks.

Chief Executive Officer

The Chief Executive Officer provides strategic leadership for safeguarding and Prevent across the Trust by ensuring:

- safeguarding remains a strategic priority;
- statutory duties are fulfilled;
- robust quality assurance arrangements are in place;
- academy leaders receive appropriate support and challenge;
- safeguarding culture is consistently promoted across all academies.

Director of Safeguarding / Trust Prevent Lead

The Trust Prevent Lead will:

- act as the Trust's strategic lead for Prevent;
- provide professional advice and guidance to academies;
- maintain effective links with local Prevent teams, police and safeguarding partnerships;
- monitor Prevent referrals and emerging safeguarding trends across the Trust;
- ensure lessons learned from national reviews and local safeguarding practice are reflected within Trust procedures;
- oversee Trust-wide Prevent training and quality assurance.

Headteachers

Headteachers are responsible for ensuring that Prevent is effectively implemented within their academy.

This includes:

- promoting a strong safeguarding culture;
- ensuring all staff understand their safeguarding responsibilities;
- supporting the Designated Safeguarding Lead;
- ensuring safeguarding concerns are acted upon promptly;
- ensuring pupils receive an effective curriculum which promotes resilience, critical thinking and respectful discussion.

Designated Safeguarding Lead (DSL)

The DSL has operational responsibility for managing Prevent concerns.

The DSL will:

- receive and assess safeguarding concerns relating to radicalisation;
- seek advice from the Trust Prevent Lead or local Prevent professionals where appropriate;
- make referrals to Children's Social Care, Prevent or Channel where required;
- maintain accurate safeguarding records;
- monitor patterns and emerging concerns;
- ensure Prevent forms part of safeguarding supervision, audits and case reviews.

All Staff

Safeguarding is everyone's responsibility.

All staff must:

- complete Prevent and safeguarding training appropriate to their role;
- understand local and national Prevent risks;
- remain professionally curious about changes in children's behaviour;
- recognise that vulnerability to radicalisation may present in many different ways;
- report concerns immediately using the Trust's safeguarding procedures;
- understand that concerns may relate to online activity, extremist narratives, mixed or unclear ideologies, or a developing interest in committing extreme or mass violence;
- never investigate concerns themselves or attempt to assess risk without consulting the DSL.

Governors and Academy Committees

Governors will provide strategic oversight by:

- monitoring safeguarding compliance;
- receiving safeguarding reports;
- reviewing Prevent arrangements annually;
- ensuring academy leaders understand local risks;
- challenging leaders regarding safeguarding effectiveness;
- seeking assurance that Prevent is embedded within the wider safeguarding culture.

Professional Curiosity

The Trust expects all staff to exercise professional curiosity when safeguarding children.

Staff should remain alert to changes in behaviour, presentation, peer relationships, online activity or interests that may indicate a child requires additional support.

This includes recognising that vulnerability to radicalisation may not always involve clearly expressed extremist beliefs. Some children may demonstrate an increasing fascination with violence, previous attacks, weapons, grievance-based narratives or harmful online communities. Such indicators should always be considered within the wider safeguarding context and discussed promptly with the Designated Safeguarding Lead.

The Trust promotes a culture in which staff feel confident to raise concerns early, recognising that timely safeguarding intervention is often the most effective means of reducing risk.

Training

Lighthouse Multi Academy Trust recognises that effective Prevent practice depends upon knowledgeable, confident and well-supported staff. Prevent training forms part of the Trust's wider safeguarding training programme and reflects local, regional and national safeguarding priorities.

All staff will receive Prevent awareness training appropriate to their role as part of their induction and will complete refresher training at regular intervals in line with statutory guidance and Trust expectations.

Training will enable staff to:

- understand that Prevent is a safeguarding duty;
- recognise factors that may increase a child's susceptibility to radicalisation;
- understand how extremist groups may exploit children both online and offline;
- identify safeguarding concerns relating to radicalisation, extremism and terrorism;
- understand the role of the Designated Safeguarding Lead and Prevent referral pathways;
- respond appropriately to concerns while maintaining professional curiosity;
- understand their responsibilities under this policy and the Trust's wider safeguarding procedures.

Emerging Risks

The Trust recognises that the threat landscape continues to evolve. Training will therefore include awareness of emerging safeguarding themes, including:

- online radicalisation through social media, gaming platforms and encrypted messaging applications;
- artificial intelligence-generated extremist content and manipulated media;
- misinformation, disinformation and conspiracy theories;
- mixed, unstable or unclear ideological influences;
- misogynistic, grievance-based and other harmful online narratives;
- indicators that a child may be developing an unhealthy interest in committing extreme or mass violence, recognising that such behaviours require safeguarding assessment within the wider context of the child's needs and circumstances.

Staff are not expected to determine whether a child is being radicalised. Their responsibility is to recognise potential safeguarding concerns, record them accurately and report them promptly to the Designated Safeguarding Lead.

Designated Safeguarding Lead Training

Designated Safeguarding Leads will undertake Prevent training appropriate to their role and maintain an up-to-date understanding of:

- Prevent referral processes and Channel;
- local Prevent arrangements and regional threat assessments;
- emerging national safeguarding trends;
- relevant learning from safeguarding practice reviews and Prevent learning reviews;
- partnership working with Children's Social Care, police and Prevent practitioners.

Governors and Trustees

Governors and Trustees will receive Prevent awareness training appropriate to their strategic responsibilities, enabling them to:

- understand the Trust's statutory Prevent Duty;
- provide effective support and challenge;
- monitor safeguarding effectiveness;
- seek assurance that Prevent is embedded within the Trust's safeguarding culture.

Quality Assurance

The effectiveness of Prevent training will be evaluated through safeguarding audits, staff discussions, quality assurance activities, safeguarding supervision and lessons learned from incidents, referrals and national developments.

Safer Recruitment

Lighthouse Multi Academy Trust is committed to ensuring that robust safer recruitment practices help protect children from harm, including the risk of radicalisation and extremism.

The Trust recognises that effective safer recruitment is an essential component of its wider safeguarding culture and contributes to creating safe learning environments where children can thrive.

The Trust will ensure that all recruitment processes are carried out in accordance with statutory guidance, including **Keeping Children Safe in Education**, and the Trust's Safer Recruitment Policy.

Recruitment processes will include:

- appropriate pre-employment checks, including identity, qualifications, employment history, references, enhanced DBS and barred list checks where required;
- verification of the right to work in the UK and any other statutory employment checks;
- consideration of any safeguarding concerns identified through the recruitment process;
- recruitment panels including at least one person who has completed accredited Safer Recruitment training, where required by statutory guidance;
- a commitment to promoting safeguarding and child welfare throughout the recruitment process.

Staff Induction

All new employees, agency staff, volunteers and regular visitors will receive an appropriate safeguarding induction before, or as soon as reasonably practicable after, commencing their role.

Induction will include:

- the Trust's Child Protection and Safeguarding Policy;
- this Prevent Duty Policy;
- the Staff Code of Conduct;
- the identity and role of the Designated Safeguarding Lead and deputies;
- safeguarding reporting procedures;
- expectations regarding professional conduct, online safety and information sharing.

Ongoing Suitability

The Trust expects all staff to uphold the highest standards of professional conduct and safeguarding practice throughout their employment.

Where concerns arise regarding the suitability of an employee, volunteer or contractor, these will be managed in accordance with the Trust's safeguarding procedures, allegations management processes and relevant statutory guidance.

Any concerns that an adult may be promoting extremist views, encouraging intolerance or otherwise presenting a safeguarding risk to children will be treated seriously, investigated appropriately and, where necessary, referred to the relevant agencies.

Safeguarding Culture

The Trust promotes an open and transparent safeguarding culture in which all adults understand that safeguarding, including the Prevent Duty, is everyone's responsibility.

Staff are expected to:

- model respectful and inclusive behaviour;
- uphold fundamental British values;
- challenge discrimination, prejudice and hate incidents appropriately;
- report safeguarding concerns promptly;
- contribute to an environment where children feel safe to discuss concerns and seek support.

The Role of the Curriculum

Lighthouse Multi Academy Trust believes that education is one of the most effective means of safeguarding children from radicalisation and other forms of exploitation.

Through a broad, balanced and ambitious curriculum, the Trust seeks to develop confident, respectful and resilient young people who are able to think critically, challenge misinformation, appreciate diversity and participate positively in modern society.

The curriculum is designed to support pupils in developing the knowledge, skills and values needed to recognise and respond appropriately to harmful influences, both online and offline.

Curriculum Provision

Prevent education is embedded within the wider curriculum and is delivered through age-appropriate learning opportunities, including:

- Personal, Social, Health and Economic (PSHE) Education;

- Relationships Education, Relationships and Sex Education (RSE);
- Citizenship;
- Computing and Online Safety;
- Religious Education;
- History;
- English;
- assemblies;
- tutor time and enrichment activities.

Staff ensure that learning is appropriate to pupils' age, stage of development and individual needs.

Building Resilience

The curriculum supports pupils to develop:

- critical thinking and independent judgement;
- media and digital literacy;
- respectful discussion and debate;
- understanding of democracy, equality and human rights;
- empathy and respect for different faiths, cultures and protected characteristics;
- confidence to challenge prejudice, discrimination and stereotypes;
- emotional resilience and positive decision-making;
- the confidence to seek help from trusted adults when concerned.

Online Safety and Digital Resilience

Recognising the significant influence of digital environments, the Trust teaches pupils to:

- evaluate the reliability of online information;
- recognise misinformation, disinformation and manipulated digital content;
- understand how social media platforms and algorithms may influence the content they see;
- identify harmful online communities and inappropriate online behaviours;
- recognise that extremist narratives may be presented in subtle or persuasive ways;
- report online concerns safely and appropriately.

The Trust will continue to review curriculum content in response to emerging safeguarding risks and technological developments.

Safe Discussion

The Trust encourages respectful, balanced and age-appropriate discussion of challenging or controversial issues.

Teachers create learning environments where pupils feel safe to ask questions, express differing opinions respectfully and develop their understanding of complex social, political and ethical issues.

Staff facilitate discussion in a way that promotes mutual respect, critical thinking and evidence-based reasoning, while ensuring that extremist views are not promoted or left unchallenged.

Fundamental British Values

In accordance with statutory guidance, the Trust actively promotes the fundamental British values of:

- democracy;
- the rule of law;
- individual liberty;

- mutual respect;
- tolerance of those with different faiths and beliefs, and those with no faith.

These values are embedded throughout the curriculum, school life and wider ethos of the Trust and contribute to creating inclusive communities where diversity is celebrated and discrimination is challenged.

Responding to Emerging Risks

The Trust recognises that the nature of radicalisation continues to evolve. Curriculum leaders will keep educational provision under review to ensure pupils develop an understanding of emerging safeguarding risks, including:

- online radicalisation;
- extremist propaganda;
- misinformation and conspiracy theories;
- AI-generated and manipulated online content;
- harmful online communities;
- misogynistic and other hate-based narratives;
- the importance of seeking support if they are concerned about themselves or others.

Educational discussions about violence or terrorism are always carefully planned, age-appropriate and delivered within a safeguarding framework. The Trust recognises that an interest in violent content may arise for many reasons and will respond to concerns through its established safeguarding procedures, considering the child's individual circumstances and wellbeing.

Resources for Teachers and Academy Leaders

[Educate Against Hate](#)

[Education and Learning Foundation](#)

[Let's Talk About It](#)

Online Safety

Lighthouse Multi Academy Trust recognises that online environments play a significant role in the lives of children and young people and that digital technologies can provide opportunities for learning, communication and creativity. However, the Trust also recognises that online spaces may expose children to harmful content, extremist narratives and individuals who seek to exploit vulnerability.

Online safety is an integral part of the Trust's safeguarding responsibilities and is embedded within safeguarding practice, curriculum provision and wider digital governance.

Managing Online Risk

The Trust will take all reasonable steps to reduce children's exposure to harmful online content by:

- implementing effective filtering and monitoring systems in accordance with the Department for Education's *Filtering and Monitoring Standards*;
- regularly reviewing filtering and monitoring arrangements to ensure they remain effective;
- ensuring safeguarding and IT leaders work collaboratively to monitor emerging digital risks;
- responding promptly to safeguarding concerns identified through online monitoring;
- promoting safe and responsible use of digital technologies across all academies.

Filtering and monitoring systems support safeguarding but do not replace professional vigilance or effective staff supervision.

Online Radicalisation

The Trust recognises that extremist groups increasingly use digital platforms to disseminate harmful content, recruit individuals and exploit vulnerabilities.

Children may encounter extremist material through:

- social media platforms;
- online gaming and gaming communities;
- livestreaming services;
- video-sharing platforms;
- encrypted messaging applications;
- artificial intelligence-generated content;
- recommendation algorithms;
- online influencers;
- conspiracy theory forums and other harmful online communities.

The Trust recognises that exposure to such content may be deliberate or accidental and that children may not always understand the risks associated with online engagement.

Digital Resilience

Through the curriculum and wider safeguarding provision, pupils are taught to:

- think critically about information encountered online;
- recognise misinformation, disinformation and manipulated digital content;
- understand how algorithms may influence the content they see;
- identify persuasive techniques used within online content;
- recognise harmful online communities and extremist narratives;
- use technology safely, respectfully and responsibly;
- know how and where to seek help if they are worried about online content or interactions.

The Trust encourages pupils to report concerns without fear of judgement or blame.

Artificial Intelligence and Emerging Technologies

The Trust recognises that artificial intelligence is changing the digital landscape and may increase children's exposure to manipulated images, videos, audio and written content.

Staff will remain alert to safeguarding concerns arising from:

- AI-generated extremist propaganda;
- synthetic or manipulated media;
- AI chatbots or digital tools promoting harmful narratives;
- rapidly evolving online platforms and technologies.

The Trust will continue to review safeguarding arrangements in response to technological developments and emerging national guidance.

Professional Curiosity

Staff should remain professionally curious where children demonstrate significant changes in their online behaviour or digital engagement.

This may include:

- increasing secrecy regarding online activity;
- repeated access to harmful or violent online material;
- engagement with extremist or hate-based communities;
- an escalating fascination with previous attacks, perpetrators or acts of extreme violence;
- use of online platforms to seek validation for harmful beliefs or grievances.

These indicators should never be viewed in isolation or automatically interpreted as evidence of radicalisation. Instead, they should be considered alongside the child's wider presentation, circumstances and wellbeing, with concerns discussed promptly with the Designated Safeguarding Lead.

Partnership with Parents and Carers

The Trust recognises the important role that parents and carers play in supporting children's online safety.

Academies will work in partnership with families by:

- providing information and guidance about online risks;
- promoting safe and responsible use of technology;
- signposting parents and carers to trusted sources of advice;
- working collaboratively where online safeguarding concerns arise.

How to speak to a child, young person vulnerable to radicalisation

Lighthouse Multi Academy Trust recognises that children may disclose concerns or express views that cause safeguarding concern for many different reasons. Staff should approach these conversations with empathy, curiosity and professionalism, recognising that the purpose is to understand and support the child rather than to investigate or challenge their beliefs.

Conversations about radicalisation or extremism should always be viewed as safeguarding conversations.

Principles for Staff

When speaking to a child, staff should:

- remain calm, respectful and non-judgemental;
- create a safe and private environment where appropriate;
- listen carefully without interrupting or expressing shock;
- use open questions to encourage the child to talk;
- seek to understand the child's experiences, influences and wellbeing;
- avoid making assumptions or reaching conclusions;
- reassure the child that they have done the right thing by talking;
- explain that information may need to be shared to help keep them or others safe;
- make an accurate record of the conversation using the child's own words wherever possible;
- report the concern promptly to the Designated Safeguarding Lead.

Helpful Questions

Open questions often provide the most useful safeguarding information. Examples include:

- "Can you tell me a bit more about that?"
- "Where did you first hear about that?"
- "How did you become interested in this?"
- "What do you think that means?"
- "How does that make you feel?"
- "Has anyone encouraged you to think this way?"
- "Who do you usually talk to if something worries you?"
- "Is there anything else you'd like me to know?"

These questions are intended to understand the child's perspective and should never be used to test, challenge or debate their views.

Questions to Avoid

Staff should avoid:

- asking leading or suggestive questions;
- arguing with or attempting to change the child's beliefs;
- making promises of confidentiality;
- conducting their own investigation;
- expressing personal opinions or criticism;
- asking repeated or intensive questions that could make the child feel interrogated.

Professional Curiosity

Professional curiosity is an essential safeguarding skill.

Staff should seek to understand the child's wider circumstances, recognising that comments or behaviours may reflect a range of experiences, including exposure to harmful online content, peer influence, family circumstances, trauma or other safeguarding concerns.

The Trust recognises that some children may demonstrate an unhealthy interest in violence, previous attacks or harmful online communities. Such interests should not automatically be interpreted as evidence of radicalisation. Instead, they should prompt careful safeguarding consideration, sensitive discussion where appropriate and consultation with the Designated Safeguarding Lead.

Recording and Next Steps

Following any conversation that raises a safeguarding concern, staff must:

- record the facts promptly and accurately;
- use the child's own words wherever possible;
- avoid recording personal opinion or speculation;
- report the concern immediately to the Designated Safeguarding Lead in accordance with the Trust's safeguarding procedures.

The Designated Safeguarding Lead will determine the most appropriate course of action, including whether advice should be sought from Children's Social Care, the local Prevent team or other safeguarding partners.

Further support can be sought from the SENCO at your academy.

Mencap has published further information on this.

Communicating with people with learning disabilities

<https://www.mencap.org.uk/learning-disability-explained/communicating-people-learning-disability>

Tips to communicate more effectively with children and young people with autism

<https://www.autism.org.uk/advice-and-guidance/topics/communication/tips>

Visitors and the Use of the Academy Premises

Lighthouse Multi Academy Trust is committed to ensuring that all visitors and organisations using Trust premises support its safeguarding ethos and do not expose children, young people or members of the academy community to extremist views, radicalising influences or inappropriate activity.

The Trust recognises that its academies play an important role within their local communities and welcomes the appropriate use of academy facilities. However, safeguarding children remains the Trust's overriding priority.

Visitors

All visitors are expected to:

- report to reception upon arrival;
- sign in using the academy's visitor management procedures;
- wear an appropriate visitor identification badge at all times;
- comply with safeguarding, health and safety and site security procedures;
- remain under appropriate supervision where required;
- sign out when leaving the premises.

Visitors must act in a manner consistent with the Trust's values and must not engage in behaviour that places children or staff at risk.

External Speakers and Educational Visitors

External speakers and visitors should enrich pupils' education and wider experiences.

Academies will undertake proportionate checks to ensure that:

- the visit has a clear educational purpose;
- speakers are suitable and appropriate;
- materials and presentations are appropriate to the age and maturity of pupils;
- safeguarding risks have been appropriately considered;
- staff supervision is maintained throughout the visit.

External speakers must not promote:

- extremist or terrorist ideologies;
- hatred, intolerance or discrimination;
- unlawful activity;
- content that undermines safeguarding or the Trust's commitment to equality, inclusion and mutual respect.

Where appropriate, academy leaders may request information about presentation materials in advance.

Community Use of Academy Premises

Where Trust premises are hired or used by external organisations, the Trust will take reasonable and proportionate steps to satisfy itself that academy facilities are not used to promote extremism, radicalisation, hatred or unlawful activity.

Before approving the use of academy premises, consideration may be given to:

- the purpose of the booking;
- the nature of the organisation or individual;
- any safeguarding or reputational risks;
- compliance with the Trust's safeguarding expectations and letting arrangements.

The Trust reserves the right to refuse, withdraw or terminate the use of academy premises where there are reasonable safeguarding concerns or where proposed activities are inconsistent with the Trust's values, statutory duties or legal responsibilities.

Safeguarding Responsibilities

Any concerns arising from the conduct of visitors, external speakers or organisations using academy premises must be reported immediately to the Designated Safeguarding Lead or Headteacher.

Where concerns suggest that children may be at risk of harm, appropriate safeguarding procedures will be followed, including consultation with relevant agencies where necessary.

Procedures for Managing Concerns

Lighthouse Multi Academy Trust recognises that concerns relating to radicalisation, extremism or terrorism must be managed through the Trust's established safeguarding procedures. The welfare of the child is paramount, and all concerns will be responded to promptly, proportionately and in partnership with other agencies where appropriate.

All staff have a responsibility to identify, record and report safeguarding concerns. Staff are **not** expected to investigate concerns, determine whether a child has been radicalised or assess the level of risk independently.

Responding to a Concern

Where a member of staff has a concern that a child may be vulnerable to radicalisation or other extremist influences, they must:

- remain calm and respond appropriately to the child;
- record the concern factually, using the child's own words wherever possible;
- report the concern immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL;
- continue to support the child while safeguarding procedures are followed;
- maintain appropriate confidentiality and only share information with those who need to know.

Where there is an immediate risk of serious harm or danger to life, staff must contact the emergency services by dialling **999** and inform the Designated Safeguarding Lead as soon as possible.

The Role of the Designated Safeguarding Lead

Upon receiving a concern, the DSL will:

- consider all available safeguarding information;
- assess the concern within the wider context of the child's circumstances, vulnerabilities and protective factors;
- exercise professional curiosity and consider whether other safeguarding concerns may be present;
- consult with the Trust Prevent Lead, Children's Social Care, the Local Authority Prevent Team or the Police where appropriate;
- determine whether a referral to Prevent, Channel or another safeguarding service is required;
- ensure that appropriate support is put in place for the child.

Early Intervention

The Trust is committed to identifying concerns at the earliest opportunity.

Early intervention may prevent vulnerabilities from escalating and ensure that children receive appropriate safeguarding support before risks increase.

The Trust recognises that children may demonstrate vulnerability in different ways. Concerns may relate to changes in behaviour, online activity, peer relationships, emotional wellbeing or exposure to harmful influences. These indicators should always be considered within the wider safeguarding context and should not be viewed in isolation.

Where a child demonstrates an increasing interest in violence, previous attacks, harmful online communities or extremist narratives, staff should respond with professional curiosity and discuss the concern with the Designated Safeguarding Lead. Such interests do not automatically indicate radicalisation but may require further safeguarding assessment and support.

Information Sharing

Effective safeguarding depends upon timely and appropriate information sharing.

Information will be shared lawfully, proportionately and in accordance with:

- the Data Protection Act 2018;
- UK General Data Protection Regulation (UK GDPR);
- statutory safeguarding guidance;
- local safeguarding partnership procedures.

The Trust recognises that concerns should not be withheld because of uncertainty where there is a genuine safeguarding concern.

Recording

All Prevent-related concerns, discussions, decisions and actions will be recorded promptly and securely on the academy CPOMS system.

Records should:

- be factual, clear and objective;
- distinguish between fact, observation and professional opinion;
- include the child's own words where appropriate;
- record actions taken and the rationale for decisions;

- be updated as further information becomes available.

Multi-Agency Working

The Trust recognises that safeguarding children from radicalisation requires effective partnership working.

Where appropriate, the Trust will work collaboratively with:

- Children's Social Care;
- Local Authority Prevent Teams;
- Channel Panels;
- Counter Terrorism Policing;
- Health services;
- Education partners;
- other relevant safeguarding agencies.

The Trust will work openly with parents and carers wherever it is safe, appropriate and in the child's best interests to do so.

Outcomes

Lighthouse Multi Academy Trust is committed to ensuring that all Prevent-related concerns are managed in a way that safeguards the welfare of the child and promotes positive outcomes.

The Trust recognises that every child is unique and that safeguarding responses must be proportionate, child-centred and based on the individual circumstances of the child.

Following the assessment of a concern, a range of outcomes may be appropriate depending on the level of need and risk identified.

These may include:

- no further action where concerns are not substantiated;
- ongoing monitoring and support within the academy;
- pastoral or emotional wellbeing support;
- early help intervention;
- referral to Children's Social Care where appropriate;
- consultation with the Local Authority Prevent Team;
- referral to the Channel Programme where the child is assessed as being vulnerable to being drawn into terrorism;
- multi-agency safeguarding support through other statutory or voluntary services.

The Trust recognises that the purpose of Prevent is early intervention and safeguarding. A referral to Prevent or Channel should not be viewed as a criminal or disciplinary process, but as an opportunity to provide appropriate support where vulnerabilities have been identified.

Where appropriate and safe to do so, the Trust will work in partnership with parents, carers and relevant professionals to support the child and reduce identified risks.

Review and Ongoing Support

The Designated Safeguarding Lead will ensure that outcomes are reviewed regularly and that safeguarding support remains appropriate to the child's changing needs.

Support plans will be monitored and adjusted where necessary, taking account of:

- the child's views and wishes;
- ongoing risk and protective factors;
- attendance, behaviour and wellbeing;
- feedback from partner agencies;
- any emerging safeguarding concerns.

The Trust is committed to helping children develop resilience, positive relationships and the confidence to seek help from trusted adults. Wherever possible, interventions will focus on strengthening protective factors and promoting inclusion, wellbeing and successful engagement in education.

Quality Assurance and Monitoring

The Trust will evaluate the effectiveness of Prevent arrangements through:

- safeguarding audits;
- academy safeguarding reviews;
- governor monitoring;
- analysis of Prevent referrals and safeguarding trends;
- pupil voice;
- staff questionnaires;
- learning walks;
- curriculum reviews;
- training evaluation;
- review of local and national emerging risks.

Appendix A

External Speaker/Presenter Planning Document

Pre-Delivery Meeting

Details of staff member identified as main contact prior to the day and on that day:	Name
	Contact Number
Details of visiting presenter/s on that day:	Name
	Contact Number
Arrangements for checking DBS status of all presenters:	
Date/s of session/s	
Timings of session/s	
Risk Assessment in relation to the session/s	
Number of students attending each session	
Age and Year Group of students attending	
Number and names of adult supporting each session	
Academy: let children and their parents/carers know the types of things to be covered. Obtain written parental permission if necessary	Agreed content of the session
Presenters: 5 working days before the event send items/materials and clarification of information relating to Single Central Record	
Academy: Ensure that these are uploaded and to hand on the day	
Academy: communicate the following responsibilities to staff prior to the day: - Identify any key information relating to students to the trainer prior to the start of the session e.g. students with disabilities or medical conditions which may impact e.g. hearing, sight, epilepsy etc. - The expectations of staff while in the session: to monitor child/student responses, to identify those who act out of character, to identify areas for further work/reinforcement, to positively praise those contributing well	

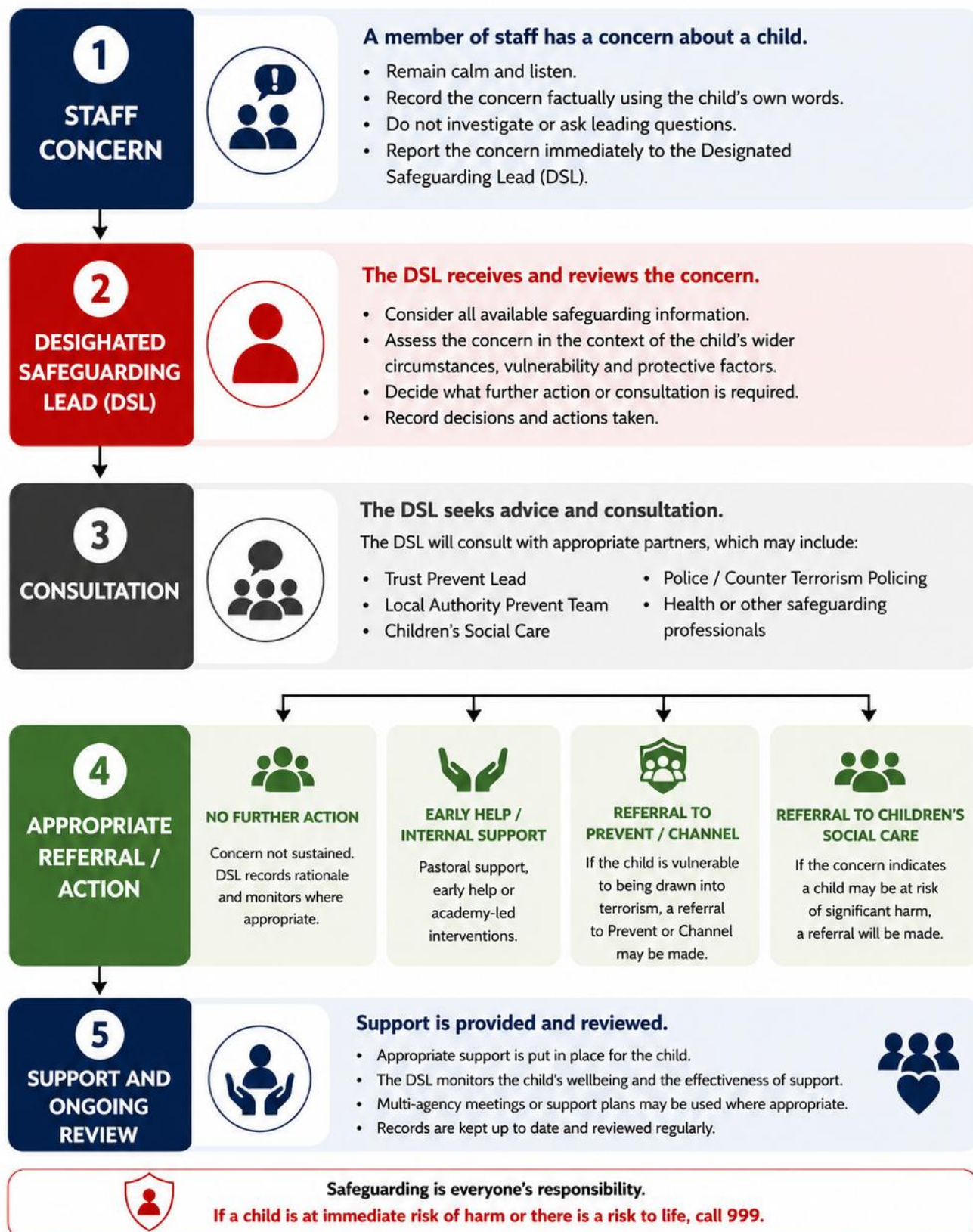
• What to do if a student discloses/becomes visibly upset/starts to disrupt the session/becomes medically unwell • To bring to the attention of the DSL safeguarding concerns • To ensure that the presenter sticks to the agreed brief and to step in if content, delivery, or behaviour of the presenter is unacceptable (The presenter should never be unsupported in the sessions)	
Academy to ensure that a suitable room is identified e.g: • Adequate seating • Flipchart/projector/sound system • Good ventilation • No interruptions	
On the Day	
Presenter to notify the Academy asap if there are any changes to timings/if they are held up etc. The Academy to notify the trainer asap if there are any changes (These occasions should be extremely rare)	
Mutual responsibility to that agreements made prior to the session/s are adhered to and any concerns/alterations are notified to the key contact at the Academy without delay	



LIGHTHOUSE
MULTI ACADEMY TRUST

PREVENT REFERRAL FLOWCHART

A simple guide to how concerns are managed from initial concern to ongoing support.





PROFESSIONAL CURIOSITY PROMPT SHEET

Useful prompts to support open, respectful and safeguarding conversations with children.

1

TELL ME A
LITTLE MORE
ABOUT THAT.



Purpose: Encourages the child to share more detail at their own pace.

Why it helps: Shows genuine interest, builds trust and helps you understand the context.

Tips: Use a calm tone and allow pauses for the child to think and respond.

2

HOW DID YOU
FIRST COME
ACROSS THIS?



Purpose: Helps identify influences, sources and exposure.

Why it helps: Provides insight into online or offline content and potential risks.

Tips: Stay neutral and avoid making assumptions about where the child may have seen or heard something.

3

WHO DO YOU
TALK TO ABOUT
THESE IDEAS?



Purpose: Helps understand the child's peer network and support system.

Why it helps: Identifies trusted adults or potential influences in their life.

Tips: Approach sensitively to avoid making the child feel judged or uncomfortable.

4

HOW DOES
THAT MAKE
YOU FEEL?



Purpose: Encourages emotional openness and self-reflection.

Why it helps: Supports the child to express their feelings and helps you understand the emotional impact.

Tips: Listen without interrupting and acknowledge their feelings.



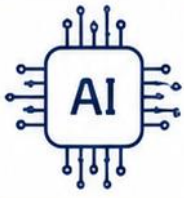
Safeguarding is everyone's responsibility.

If a child is at immediate risk of harm or there is a risk to life, call 999.



EMERGING RISKS QUICK REFERENCE

A summary of key emerging risks relevant to radicalisation and extremism.

1 AI-GENERATED CONTENT		Key risk: Children may encounter AI-generated propaganda, misinformation or extremist narratives that appear realistic and persuasive. What to look for: Realistic but false content, AI chatbots promoting harmful ideologies, deepfakes. What we do: Teach digital literacy and critical evaluation skills; monitor concerns and report.
2 GAMING		Key risk: Online games and chat functions can expose children to extremist content, toxic communities and grooming. What to look for: In-game messaging, extremist symbols, hate speech, recruitment attempts. What we do: Promote safe gaming practices; discuss online behaviour; take reports seriously.
3 LIVESTREAMING		Key risk: Live-streamed content can include extremist messaging, violent acts or real-time radicalisation. What to look for: Extreme rhetoric, glorification of violence, live interactions with harmful influencers. What we do: Encourage critical thinking; report harmful content; engage with support services.
4 ALGORITHMS		Key risk: Algorithms can push children towards extreme content by recommending similar or more harmful material. What to look for: Sudden change in content interests, echo chambers, personalised extremist recommendations. What we do: Teach how algorithms work; promote balanced online habits and diverse information sources.
5 MIXED OR UNCLEAR IDEOLOGIES		Key risk: Children may be influenced by mixed, unstable or unclear ideologies combining different extremist beliefs. What to look for: Inconsistent views, blending of ideologies, confusion about identity or beliefs. What we do: Listen, explore concerns, provide safe spaces and access to trusted support.
6 GRIEVANCE- BASED NARRATIVES		Key risk: Children may be drawn into narratives that exploit personal, community or global grievances to justify hatred or violence. What to look for: Us vs them language, blame narratives, feelings of injustice or persecution. What we do: Encourage critical thinking; promote empathy, inclusion and perspective-taking.
7 INTEREST IN COMMITTING EXTREME OR MASS VIOLENCE		Key risk: Some children may develop an interest in committing extreme or mass violence, often influenced by online content, revenge or notoriety. What to look for: Violent fantasies, glorification of attackers, detailed planning, fixation on previous attacks. What we do: Take all concerns seriously; follow safeguarding procedures and seek multi-agency support.



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