Policy and Procedure on

Preventing Extremism and Radicalisation

Cambian Dilston College

Policy Author / Reviewer	Policy Team
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Version No	8
Policy Level	Group
Staff Groups Affected	All Staff

Contents

1.   Monitoring and Review

1.1.   This policy will be subject to continuous monitoring, refinement and audit by the Head of Service.

1.2.   The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if

significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Jeremy Wiles
Group Executive Director – Children's Services
December 2025

Marie Flatman
Principal
December 2025

2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location	This is a generic term which means the Children's Home/school/college. Cambian Dilston College is a college.
Individual	Means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Dilston College we have young people/adults attending and/or residing between the ages of 16 and 25.
Service Head	This is the senior person with overall responsibility for the college. At Cambian Dilston College this is the Principal and Registered Manager] who is: *Marie Flatman for Education (Ofsted)* *Rick Johnson for residential (CQC).*
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Dilston College this is [Ofsted/DfE/CQC.
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Local Authority	This means the local authority for the location. Our local authority is Northumberland.
Staff	All staff working at the Location including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

Definitions

2.2. Cambian Group is committed to providing an environment for Individuals, where they feel safe and are kept safe. All staff recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact with or responsibility for Individuals or not.

2.3. When operating this policy the following accepted Governmental definition of extremism is used which is (updated in 2024): 'Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of different faiths and beliefs."
Included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas.

2.4. Onlline pathway to extremism:

- "misinformation"

- "disinformation"

- "fake news"

- "conspiracy theories"
…as factors that may contribute to harmful ideologies or radicalisation risk.

2.5. **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

2.6. **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

2.7. We understand **British Values** to be democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

2.8. At Cambian we are clear that any exploitation of children, young people or young adults to involve them in terrorism or in activity in support of terrorism, or radicalisation must be viewed as a safeguarding concern and that protecting all Individuals in our establishments from the risk of radicalisation is part of Child

Protection and Safeguarding duty. For this reason, this policy should be read in conjunction with 25.00 Child Protection and Safeguarding Policy.

3. Legislation

3.1. Cambian undertakes to adhere to legislation and regulation as follows:

- Education (Independent School Standards) (England) Regulations 2014), Part 2, paragraphs 5 (a) to (e) inclusive
- Children's Act 2004, s10
- Education Act 2002, s175
- Prevent Duty Guidance (updated 6 March 2024)
- Keeping Children Safe in Education 2025
- Working Together To Safeguard Children 2023
- Counter Terrorism and Security Act 2015

4. Availability

4.1. This policy was considered and adopted in line with the overall duty to safeguard and promote the welfare of children, young people and young adults. Parents and carers can obtain a copy from the Location's office upon request.

4.2. This policy is compliant with the 2024 Prevent Duty and KCSIE 2025 so parents know the policy is aligned with the latest statutory guidance.

5. Policy

5.1. All Cambian locations are committed to providing a secure environment for Individuals, where Individuals feel safe and are kept safe. All staff recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for Individuals or not.

5.2. This Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the

- Prevent duty guidance: England and Wales (2024)
- London Child Protection Procedures
- DfE Guidance 'Keeping Children Safe in Education, 2025'
- Working Together to Safeguard Children (2023)
- 'Prevent: Resources Guide'
- 'Tackling Extremism in the UK'
  DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's Report of July 2014

5.3. This policy applies to all staff and all other activities provided by the location, inclusive of those which are off-site such as educational visits and other activities.

Ethos and Practice

5.4. Cambian does not tolerate extremist views of any kind, whether from internal sources – Individuals, staff or external sources - school community, external agencies or individuals. Our Individuals see their homes and places of education as a safe place where they can explore controversial issues safely and where our staff encourage and facilitate this – we have a duty to ensure this happens. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for Individuals 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 Individuals.

5.5. 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 Individuals. Education is a powerful weapon against this; equipping Individuals with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at Cambian Dilston College we provide a broad and balanced tutorial programme, delivered by skilled professionals, so that our Individuals 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 Individuals can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources, including via the internet, and at times Individuals may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

5.6. Any prejudice, discrimination or extremist views, including derogatory language, displayed by Individuals or staff will always be challenged and where appropriate dealt with in line with our Behaviour Support Policy and Anti-bullying Policy for Individuals and our Disciplinary Policy and the Code of Behaviour for staff.

5.7. As part of wider safeguarding responsibilities staff are alert to:

- disclosures by Individuals of their exposure to the extremist actions, views or materials of others outside of the location, such as in their homes or community groups, especially where Individuals have not actively sought these out;
- packages arriving. If staff are concerned they will open said packages, record the contents and retain the package in a safe place while concerns are reported to senior management;
- graffiti symbols, writing or art work promoting extremist messages or images;
- Individuals accessing extremist material online, including through social networking sites;
- parental or staff reports of changes in behaviour, friendship or actions and requests for assistance;
- other Cambian locations, local authority services, and police reports of issues affecting Individuals in other settings;
- Individuals voicing opinions (through different means e.g. recording and uploading videos of self or others) 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 and
- anti-Western or Anti-British views.

Channel

5.8. We closely follow any locally agreed procedure as set out by the Local Safeguarding Children's Board and Safeguarding Adults Board and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised we will consider using the Local Authority Channel process. Some concerns, which are identified, may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone. If staff have concerns, which they feel need to be raised through the Channel process, they should first contact their local authority Prevent Coordinator who will manage the referral to Channel. It is important to note that referral via the Channel

process will not criminalise learners but is intended to identify risks and the necessary support needed for that young person.

5.9. **Security Threat Check (STC)**

In line with the updated Prevent Duty Guidance (2024), all Prevent-related decisions must consider the Security Threat Check (STC). The STC ensures that referrals and safeguarding actions are informed by the current terrorism threat picture and give appropriate weight to ideological risk factors. Staff and DSLs must use the STC framework when evaluating concerns, ensuring that ideology is a core component of risk assessment and decision-making.

Approaches

5.10. We will all strive to eradicate the myths and assumptions that can lead to some Individuals becoming alienated and disempowered, especially where the narrow approaches Individuals may experience elsewhere may make it harder for them to challenge or question these radical influences. We ensure that all of our support and approaches will help our Individuals build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We develop strategies and training to ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We adapt our teaching approaches, as appropriate and address specific issues relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories of:

- making a connection with Individuals through positive engagement and a learner centred approach;
- facilitating a 'safe space" for dialogue and
- equipping our Individuals with the appropriate skills, knowledge, understanding and awareness for resilience.

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

5.12. 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 an approach that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach to conflict resolution
- Targeted programmes
- Promotion of British values in ethos and learning

5.13. We also work with local partners, families and communities in our efforts to ensure our college understands and embraces our values in challenging extremist views. We help support Individuals who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a child is being directly affected by extremist materials or influences we will ensure that that child is offered mentoring. In such instances our school will seek external support from the Local Authority, the home local authority of the Individual and/or local partnership structures working to prevent extremism.

5.14. We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage Individuals to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our most fundamental

responsibility to keep our Individuals safe and prepare them for life in modern multi-cultural Britain and globally.

5.15. Staff in education settings should refer to 'Key Ingredients' for successful education in the context of 'push' and 'pull' factors.

Use of External Agencies and Speakers

5.16. We encourage the use of external agencies or speakers to enrich the experiences of our Individuals. We vet these external agencies, individuals or speakers which ensures that we do not unwittingly use agencies that contradict each other with their messages, or that are inconsistent with our school's values and ethos.

5.17. We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to Individuals are consistent with the ethos of the Location 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 Individuals through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are matched to the needs of Individuals, and
- activities are carefully evaluated by Locations to ensure that they are effective.

5.18. We recognise that the ethos of our Location is to encourage Individuals 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. By delivering a broad and balanced tutorial programme, augmented by the use of external sources, we strive to ensure our Individuals recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help Individuals develop the critical thinking skills needed to engage in informed debate.

Implications for IT Systems

5.19. All locations should refer to the Implications for IT Systems Checklist.

5.20. The management of passwords for Individuals will be as follows ensuring that at site level there will be need to be clear documentation that individual learners understanding/capacity has been assessed and a decision made with regards to their ability to manage their password.

- **For able Individuals** – at the start of placement each new Individual will be issues with a standard password which they will be able to reset it. Should Individual forget their password, they will then work directly with ICT Technician or any other identified manager and select a new password which will be recorded. The list with passwords and list of authorised staff who will have access to these passwords must be maintained locally by IT Technician or other identified Individual.
- **For less able Individuals –** at the start of placement they will be assigned a complex password that the service will hold a secure record of and a limited number of authorised staff will have access to these passwords. The list with passwords and list of authorised staff must be maintained locally by IT Technician or other identified Individual.

Where parental consent applies or where parents/carers or other person is identified to carry out certain decisions on Individual's behalf – they will be made aware of this arrangement at the admission stage and in reviews thereafter, where permissions will be sought and recorded. Staff must continue to use their local safeguarding procedures to prevent unauthorised access.

Raising concerns

5.21. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found

on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required via GOV.UK and other government websites.

5.22. Any identified concerns as the result of observed behaviour or reports of conversations to suggest that any young person or staff member may be at risk of radicalisation or support terrorism and/or extremism, must be reported to the named designated safeguarding lead (DSL) immediately and within 1 hour as per the Child Protection and Safeguarding Policy.

5.23. Where there are concerns of extremism or radicalisation Individuals and Staff can also make use of our internal systems to Whistle Blow or raise any issue in confidence. They must inform the Head of Service straight away (or if it relates to the Head of Service inform the Proprietor). Cambian's Whistleblowing Hotline can also be called.

Child Protection

5.24. Staff are alert to the fact that some Individuals may be at direct risk of harm or neglect. For example; this could be due to a child or young person 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 or young person'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 staff (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 Safeguarding Lead. Safeguarding reporting arrangements are set out fully in our Child Protection and Safeguarding Policy.

5.25. Online harms now include "misinformation, disinformation and conspiracy theories" as safeguarding triggers (KCSIE 2025).

Role of the Designated Safeguarding Lead

5.26. The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education' which is detailed in Child Protection and Safeguarding Policy. The Designated Safeguarding Lead is the focus person and local 'expert' for staff and others, who may have concerns about an individual's safety or well-being and is the first point of contact for external agencies

5.27. In line with Recommendation 2 of Peter Clarke's Report; the responsibilities of all Designated Safeguarding Leads will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

5.28. Our Designated Safeguarding Lead and Deputy Safeguarding Leads are identified in all Child Protection and Safeguarding Policy, Staff Posters and Information Leaflets for Visitors.

5.29. DSL must understand Cyber Security Standards, filtering/monitoring standards, and AI-related risks as per KCSIE 2025.

Training

5.30. In-service training on Safeguarding is organised for staff and the proprietor at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and Local Safeguarding

Children Board/ Safeguarding Adults Board and will include training on extremism and radicalisation and its safeguarding implications.

5.31. The Designated Safeguarding Lead attends training courses as necessary and the appropriate inter-agency training organised by the Principal at least every two years.

5.32. STC training (Prevent Duty 2024)

5.33. Online harms training reflecting misinformation, disinformation, conspiracy theories

5.34. AI safety and digital literacy training

Recruitment

5.35. We follow guidance for safer recruitment best practice, including 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 vetting checks. We apply safer recruitment best practice principles and sound employment practice and deny opportunities for inappropriate recruitment or advancement.

5.36. We are alert to the possibility that persons may seek to gain positions within our location so as to unduly influence our character and ethos. We are aware that such persons seek to limit the opportunities for our Individuals thereby rendering them vulnerable to extremist views and radicalisation. By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance we will minimise the opportunities for extremist views to prevail.

5.37. online pre-recruitment checks as updated in KCSIE 2025

- Online checks will be carried out for all shortlisted candidates as part of our safer recruitment processes, in line with *Keeping Children Safe in Education (KCSIE) 2025*. These checks are designed to identify any publicly available information that may indicate a safeguarding concern or unsuitability to work with children. This may include:

  • publicly accessible social media content
  • online behaviour that is incompatible with safeguarding expectations
  • evidence of extremist, discriminatory, or harmful views
  • other online information that raises questions about a candidate's suitability

- These checks form part of our wider safeguarding duty and help ensure that individuals appointed to roles promote the values and behaviours expected within the college.

Role of the Proprietor

5.38. The Proprietor undertakes appropriate training to ensure that he/she is clear about the role and the parameters of their responsibilities as Proprietor, including the statutory safeguarding duties. The Proprietor also supports the ethos and values of our Location and supports tackling extremism and radicalisation. In line with Recommendation 13 of Peter Clarke's report details of our Proprietor will be published on our schools' websites to promote transparency. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2025' the proprietor challenges the Location's senior management team on the delivery of this policy and monitor its effectiveness. The Proprietor reviews this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in

response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

6. Standard Forms, Relevant Documents, Letters and References

This Policy

6.1. 26.01 – Prevent Duty Checklist

6.2. 26.02 – Checklist of Implications for IT Systems

6.3. 26.03 – Key Ingredients for Successful Education

6.4. 26.04 – Parent Information Pamphlet - Education

Other Cambian Policy

6.5. Child Protection and Safeguarding

6.6. Anti-bullying

6.7. E-Safety

6.8. Whistleblowing

6.9. Behaviour Management

6.10. Personal Social Health and Economic (PSHE) education

6.11. Spiritual, Moral, Social and Cultural (SMSC) Education

6.12. Recruitment Policy (including Safer Recruitment)

Guidance

6.13. London Child Protection Procedures

6.14. DfE Guidance 'Keeping Children Safe in Education, 2025'

6.15. 'Prevent: Resources Guide'

6.16. 'Tackling Extremism in the UK'

6.17. DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People'

6.18. Peter Clarke's Report of July 2014

6.19. Prevent Duty Guidance DfE

6.20. Keeping Children Safe in Education 2025

6.21. Working Together to Safeguard Children 2023