



TARBIYYAH SECONDARY SCHOOL

مدرسة التربية الثانوية الإسلامية

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NO PLATFORM FOR EXTREMISM POLICY

The Prevent duty, external speakers and safeguarding against radicalisation

ACADEMIC YEAR 2026 – 2027

Policy name	No Platform for Extremism Policy 2026–2027
Applies to	All pupils, staff, Trustees, external speakers, hirers of the school premises, and any individual or organisation using the school's resources including its IT systems
Approved by	Haneef Sandhar
Position	Headteacher
Prepared by	S. Ahmed, Deputy Headteacher
Agreed with	The Chair of Trustees
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Supersedes	No Platform for Extremism Policy 2025–2026
Availability	Published on the school website, issued to all staff at induction, and provided to hirers and external speakers

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1. Policy Statement and Aims

Tarbiyyah Secondary School is committed to providing a safe, secure and nurturing environment where all pupils and staff can learn and work free from the threat of exposure to extremist views or ideologies.

The primary aim of this policy is to safeguard pupils from the risk of radicalisation and from exposure to harmful extremist narratives, while upholding the principles of free expression within the law and within the context of the school's values.

This policy applies to all pupils, staff, Trustees, external speakers, hirers of the school premises, and any individual or organisation using the school's resources, including its IT systems.

Two things this policy is, and one thing it is not

It is a safeguarding policy. The Prevent duty sits within the school's wider safeguarding responsibilities, not alongside them. A pupil at risk of radicalisation is a child at risk, and is responded to as such.

It is a policy about who we give a platform to. The school controls its premises, its resources and its channels of communication, and takes responsibility for what is said through them.

It is not a restriction on teaching, discussion or belief. The Prevent duty is not intended to limit the discussion of difficult issues, and this school will not become a place where staff and pupils avoid serious questions out of caution. Section 13 sets out where the line falls.

2. Legal Framework

Source	Relevance
Counter-Terrorism and Security Act 2015, section 26	Places a duty on specified authorities, including schools, in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism”. This is the Prevent duty.
Prevent duty guidance: England and Wales (Home Office)	The statutory guidance issued in September 2023 and in force from December 2023. Paragraphs concerning schools set out what is expected. Senior leaders and the DSL should read the schools section in full.
Channel duty guidance	Governs the multi-agency Channel process for supporting people vulnerable to being drawn into terrorism.
Terrorism Act 2000	Provides for the proscription of organisations by the Secretary of State.
Keeping Children Safe in Education	Places radicalisation within the school's safeguarding framework. The 2026 edition applies.
The Education (Independent School Standards) Regulations 2014	Require the school actively to promote fundamental British values, to encourage respect for other people, and to preclude the promotion of partisan political views in the teaching of any subject.
Education Act 1996, sections 406 and 407	Forbid the promotion of partisan political views and require the balanced presentation of opposing views where political issues are brought to pupils' attention.
Equality Act 2010	The school's duties not to discriminate, harass or victimise, and to have regard to the protected characteristics.
Human Rights Act 1998	In particular Article 9, freedom of thought, conscience and religion, and Article 10, freedom of expression. Both are engaged by a policy of this kind and both inform section 13.
Online Safety Act 2023 and the DfE filtering and monitoring standards	Relevant to the school's IT arrangements in section 8.

3. Definitions

Term	Definition
Extremism	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. It also includes calls for the death of members of our armed forces, whether in the UK or overseas.
Radicalisation	The process by which a person comes to support terrorism, or to legitimise support for or use of terrorist violence. It is a process, not a single moment.
Terrorism	An action that endangers or causes serious violence to a person or people, causes serious damage to property, or seriously interferes with or disrupts an electronic system, where the use or threat is designed to influence the government or

Term	Definition
	intimidate the public, for the purpose of advancing a political, religious or ideological cause.
Proscribed organisation	An organisation banned by the Secretary of State under the Terrorism Act 2000. The school will refuse access to any proscribed organisation or its representatives.
Non-violent extremism	The Prevent duty guidance applies to non-violent extremism only where it can reasonably be linked to terrorism, or where it risks drawing people into terrorism. See section 13.

4. The Four Themes of the Prevent Duty

The Prevent duty guidance organises what is expected of schools under four themes. This policy follows that structure so that the school can demonstrate compliance against each.

Theme	Where it is addressed
Risk assessment	Section 5 and Appendix C
Working in partnership	Section 6 and Appendix B
Staff training	Section 7
IT policies	Section 8

5. Risk Assessment

The school takes a risk-based approach to the Prevent duty. This means assessing the risk of pupils at this school being drawn into terrorism, and putting proportionate measures in place in response.

- A whole-school Prevent risk assessment is completed annually by the Prevent Lead and the DSL, and approved by the Headteacher.
- It draws on the local counter-terrorism picture provided by the local authority Prevent team, the school's own knowledge of its pupils and community, and any incidents or concerns arising during the year.
- It considers risks arising from the curriculum, from external speakers and visitors, from the use of the premises by others, from IT and online activity, and from the wider community.
- Actions arising are recorded with named owners and completion dates, and progress is reviewed each term.
- The risk assessment is a live document and is revisited whenever a significant concern or national incident changes the picture.

6. Working in Partnership

- The school engages with the local authority Prevent lead, the police Prevent team and local safeguarding partners, and seeks their advice where a concern arises.
- The school shares information with partners where it is necessary and proportionate to safeguard a child, in accordance with the Child Protection and Safeguarding Policy and the Data Protection Policy.
- The school works with parents. Where a concern arises about a pupil, the school will normally discuss it with his family, unless doing so would place the child or anyone else at risk.
- Contacts are listed at Appendix B and are checked at each review.

Working with our families

Prevent has been a source of anxiety for many Muslim families, and it would be dishonest to write this policy as though that were not so. Tarbiyyah's approach is to be open about what the duty requires of us, to explain it to parents rather than apply it silently, and to talk to families first wherever it is safe to do so.

A concern raised is not an accusation. Most concerns are resolved through a conversation, and the school will always say so plainly to a family rather than leave them to assume the worst.

7. Staff Training

- All staff complete Prevent awareness training at induction and refresher training at least annually, covering how to identify and respond to concerns about radicalisation and extremism.
- The Prevent Lead and the DSL receive more in-depth training, including on extremist and terrorist ideologies, so that they can advise colleagues and make informed referrals.
- Training is proportionate to the risk identified in the school's Prevent risk assessment and to the local picture.
- Training covers what the duty does not require as well as what it does, so that staff do not refer out of caution what should be handled in a conversation.
- Records of training completed are kept centrally and reviewed each term.

Item	Detail
Training provider and course	Accredited online Prevent awareness training, completed at induction and annually
Date all staff last completed training	Recorded on the school's training log
Prevent Lead — advanced training completed	Haneef Sandhar — recorded on the training log
Next refresher due	Annually, at the start of the autumn term

8. IT Policies, Filtering and Monitoring

IT policies are one of the four themes of the Prevent duty. The school takes the following measures.

- Appropriate filtering is in place on the school network to block access to terrorist and extremist content.
- Monitoring arrangements alert designated staff to attempts to access blocked material, and alerts are reviewed and acted on.
- Filtering and monitoring arrangements are reviewed at least annually by the Headteacher and the DSL against the DfE filtering and monitoring standards, and the review is recorded.
- Pupils are taught to use technology safely, and the Acceptable Use Policy governs the use of school systems by pupils, staff and visitors.
- The school's prohibition on smart phones and smartwatches reduces, but does not remove, exposure to extremist material during the school day. Most of what pupils encounter online they encounter at home.

Item	Detail
Filtering system in use	Recorded in the annual filtering and monitoring review
Who receives and reviews alerts	The Designated Safeguarding Lead

Item	Detail
Date of last filtering and monitoring review	Reviewed annually and recorded by the Designated Safeguarding Lead

9. Prohibited Activities — the No Platform Clause

The school will ensure that its premises, resources and platforms are not used for the promotion, expression or dissemination of extremist views. This includes, but is not limited to:

- promoting ideologies falling within the definition of extremism in section 3;
- advocating or inciting terrorism or violence;
- promoting or expressing views that encourage or incite discrimination, harassment or victimisation against any person or group, particularly in relation to the protected characteristics under the Equality Act 2010;
- using school IT, social media or communication channels to publish or circulate extremist material;
- displaying, distributing or storing material published by or on behalf of a proscribed organisation.

10. External Speakers and Venue Hire

The school recognises the value of inviting speakers to broaden pupils' perspectives. Strict oversight is necessary to meet the Prevent duty.

Risk assessment

All requests for external speakers, and all requests to hire school facilities, undergo a written risk assessment led by the Headteacher and the Designated Safeguarding Lead. Requests must be submitted at least ten school days in advance, using the form at Appendix D.

The risk assessment considers:

- the reputation and history of the speaker or organisation;
- the content of the intended presentation or event;
- the potential risk of the event being used to promote extremist views or incite hatred;
- whether the views expressed are contrary to fundamental British values;
- the age and vulnerability of the pupils who would attend.

Decision and veto

The school reserves the absolute right to veto — to cancel or refuse — any invitation or booking where the risk assessment indicates that the speaker or group poses a risk of promoting extremism or of bringing the school into disrepute. The decision, and the reasons for it, are recorded.

Mitigation

Where an event proceeds, the school may impose mitigation measures such as:

- requiring a member of staff to chair the event and introduce the speaker;
- requiring a full transcript or the presentation to be submitted in advance;
- ensuring an equal platform is given to alternative, non-extremist views where a controversial issue is discussed, consistent with the school's duty to secure a balanced presentation of political issues;
- requiring a member of staff to be present throughout, with authority to stop the event;
- declining to allow the event to be recorded or broadcast.

Hirers

- Hirers are given a copy of this policy and must agree to it as a condition of hire.
- The hire agreement provides for the school to terminate a booking, including during an event, where this policy is breached.
- A member of school staff is present or contactable throughout any hire during which pupils are on site.

11. Recognising and Reporting Concerns

- All staff must report any concern about a pupil, member of staff or external individual using the school platform to express extremist views immediately to the Designated Safeguarding Lead.
- Concerns about a pupil being drawn into terrorism are reported to the DSL in the same way as any other safeguarding concern, and on the same day.
- Staff do not investigate. They record what they saw or heard, in the pupil's own words where possible, and pass it on.
- Possible indicators of vulnerability are at Appendix A. No single indicator means a child is being radicalised, and most have entirely ordinary explanations.
- Where a member of staff is unsure whether something is a concern, they discuss it with the DSL. That conversation is always the right first step.
- The Department for Education operates a non-emergency helpline for schools with concerns about extremism, and the school may seek advice from it. Details are at Appendix B.
- Where there is an immediate risk to life, staff call 999.

12. Referral to Prevent and Channel

Where there are concerns that a pupil is at risk of radicalisation, the DSL follows the school's standard safeguarding procedures. This may involve a referral to Prevent, and in turn to Channel, the multi-agency process providing support to those vulnerable to being drawn into terrorism.

What a referral is, and is not

There is no mandatory reporting requirement under the Prevent duty. Whether to refer is a professional judgement, made by the DSL on the evidence.

A Prevent referral is a request for support, not an accusation and not a criminal process.

Channel is voluntary. Support is provided only with consent, and for a pupil under 18 that means the consent of a person with parental responsibility.

A referral that is not accepted for Channel may still result in the family being offered other support.

The school records the reasons for every referral made, and for concerns considered and not referred.

13. Proportionality, Free Expression and Political Impartiality

The duty applies to all forms of extremism

- Staff are alert to every ideology capable of drawing a young person towards terrorism, including Islamist extremism and extreme right-wing extremism, and to ideologies that do not fit either description.
- Referral decisions are made on the evidence of a specific concern about a specific pupil.
- A pupil's religion, ethnicity, national origin, nationality or lawful political opinion is not, in itself, a ground for concern or referral.

What is not extremism

- Sincere religious belief and practice, including belief that is conservative, traditional or unpopular.
- Theological disagreement, including robust disagreement with other Muslims or with people of other faiths and none, conducted with courtesy and by argument.
- Lawful political opinion, including strong criticism of the British government, of foreign policy, or of any state — however forcefully expressed.
- Distress, anger or grief about events in the world, including conflicts affecting Muslims. A pupil who is upset about a war is upset about a war.
- Comments that are merely offensive, divisive or ill-judged. The term extremism is not stretched to cover these, and they are addressed as behaviour or as education, not as counter-terrorism.

The statutory guidance applies to non-violent extremism only where it can reasonably be linked to terrorism. Only where a clear risk of a pupil being drawn into terrorism exists is a Prevent referral the right response.

Discussion in the classroom

- The Prevent duty is not intended to limit the discussion of controversial issues. The school will remain a place where difficult questions can be asked and answered.
- A pupil who says something concerning in a lesson has, in doing so, given the school the opportunity to respond. That is a good outcome, and staff should not react in a way that teaches pupils to stay silent.
- Discussion is planned, chaired and grounded in evidence, and pupils are taught to disagree well.

Political impartiality

- Staff must not promote partisan political views in the teaching of any subject, and must offer a balanced presentation of opposing views where political issues are brought to pupils' attention. This applies in lessons, assemblies, form time and displays.
- Teaching about a contested political issue is permitted and valuable; advocating one side of it to pupils is not.
- The school's Islamic ethos and its curriculum are matters of religious character, not partisan politics, and nothing in this section restricts the teaching of the school's faith.

14. Pupil Education and Resilience

The school proactively educates pupils to foster critical thinking and build resilience against extremist ideologies, fulfilling the Prevent duty's requirement to promote positive values.

Curriculum integration

Democracy, the rule of law, individual liberty, and mutual respect and tolerance of those of different faiths and beliefs are actively promoted across the curriculum, including:

- **PSHE and Citizenship:** challenging stereotypes, understanding different worldviews, debating controversial issues safely, and recognising the tactics of extremist groups.
- **Islamic Studies:** promoting mutual respect and understanding between faiths and beliefs, emphasising shared values, and exploring the distinction between theological debate and extremism.
- **History and English:** using relevant texts and historical contexts to explore propaganda, human rights and the dangers of authoritarianism.
- **Assemblies and form time:** the whole-school assembly programme addresses character, community and citizenship across the year.

E-safety and digital literacy

- **Critical evaluation:** teaching pupils to evaluate online sources, recognise misinformation, and identify persuasive or manipulative language used in extremist content.
- **Reporting:** training pupils on how to report concerning content or contacts to staff.
- **Responsible use:** promoting responsible and respectful use of digital platforms in line with the Acceptable Use Policy.

Open dialogue

The school facilitates safe, managed and informed discussion of sensitive and controversial issues in the classroom. This ensures pupils can explore challenging topics without being exposed to unqualified or extremist views, and can form balanced, informed opinions.

15. Safeguarding, Behaviour and the Consequence System

A pupil who expresses an extremist view may be a child at risk, a child repeating something he does not understand, or a child deliberately harming others. The response differs, and staff need to know which route applies.

Situation	Response
A pupil expresses a view suggesting he may be drawn towards extremism	Safeguarding route. Reported to the DSL the same day and handled under this policy and the Child Protection and Safeguarding Policy. This is not primarily a behaviour matter and is not dealt with through the Consequence System.
A pupil repeats something he has seen online without appearing to understand it	Educational route in the first instance. Addressed by the teacher, recorded, and mentioned to the DSL so that a pattern can be seen if one exists.
A pupil directs prejudice, harassment or hate speech at another pupil or member of staff	Behaviour route, at C4 or C5 depending on severity, alongside a safeguarding referral where appropriate. Recorded as a prejudice-related incident under the Equal Opportunities Policy.
A pupil is found with extremist material on a device or in his possession	Both routes. The item is retained, the DSL informed immediately, and the search and confiscation provisions in the Handbook applied.
A pupil makes a threat of violence	Immediate response by the Headteacher, DSL involvement, and the police contacted where there is a risk to anyone's safety.
A pupil is a victim of, or witness to, extremist behaviour	Supported as a safeguarding matter. He is not treated as being at fault for having reported it.

- A pupil is never sanctioned for raising a concern, for asking a difficult question, or for disclosing something worrying about himself or another.
- Malicious or fabricated allegations against another pupil or a member of staff are dealt with under the Behaviour Policy.
- Where a pupil has a disability or special educational need affecting his understanding of what he has said or shared, the adjustments in the Disability Equality and Accessibility Policy apply.

16. Recording, Monitoring and Review

- All concerns, referrals and decisions not to refer are recorded on the school's safeguarding system, with reasons.

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- External speaker and venue hire risk assessments and decisions are retained centrally.
 - The Headteacher reports to the Trustees at least annually on Prevent, covering the risk assessment, training completion, concerns raised, referrals made and any incident.
 - The contents of this policy are communicated to all pupils, staff, Trustees and external groups using the school facilities.
 - This policy is reviewed by the Trustees annually, or whenever there are significant changes to relevant legislation or government guidance.

A. Appendix A — Possible Indicators of Vulnerability

Read this alongside section 13

None of the following means that a pupil is being radicalised. Every one of them has ordinary explanations, and adolescence produces most of them in most young people at some point. They are prompts to pay attention and to talk to the DSL, not a checklist to score a child against.

Area	What might be noticed
Identity and belonging	A search for identity, meaning or belonging; feeling isolated or rejected; a sense of not fitting in at home or at school.
Grievance	A strong sense of injustice or grievance, personal or political, that appears to be hardening rather than resolving.
Relationships	New friendships or contacts that change a pupil's behaviour or views quickly; secrecy about who he is talking to; withdrawal from family and long-standing friends.
Online activity	Accessing extremist material; changes in online behaviour; use of language or symbols associated with a particular ideology.
Expressed views	Speaking of others as less than human; expressing support for violence as a solution; an unwillingness to engage with any view but one.
Behaviour	Sudden changes in appearance, behaviour or routine; possession of extremist literature; attempts to recruit or influence others.
Vulnerability	Bereavement, family breakdown, mental health difficulty, experience of racism or hate crime, or other adverse experience.

B. Appendix B — Key Contacts

Role	Name and contact
Designated Safeguarding Lead	Haneef Sandhar, Headteacher · 0203 719 8697
Deputy Designated Safeguarding Lead	S. Ahmed, Deputy Headteacher · skandar@tarbiyyah.co.uk
Prevent Lead	Haneef Sandhar, Designated Safeguarding Lead
Trustee with safeguarding responsibility	Moiz Madraswala, Chair of the Proprietor Board
Local authority Prevent lead	Through Hounslow Children's Services Front Door — 020 8583 6600 (option 2)
Police Prevent team	Metropolitan Police — 101, or 999 in an emergency
Local authority children's social care	020 8583 6600 (option 2) · childrensocialcare@hounslow.gov.uk · out of hours 020 8583 2222
DfE non-emergency extremism helpline	020 7340 7264

Role	Name and contact
Anti-Terrorist Hotline	0800 789 321
Emergency	999

Checked and updated at each review of this policy.

C. Appendix C — Whole-School Prevent Risk Assessment

Completed annually by the Prevent Lead and the DSL, approved by the Headteacher, and reviewed each term.

Area of risk	Assessment of risk at this school	Level	Action, owner and date
Local context and community			
Pupil profile and known vulnerabilities			
Curriculum and its coverage of British values and critical thinking			
External speakers and visitors			
Use of premises by hirers and third parties			
IT, filtering, monitoring and online activity			
Staff training and confidence			
Safer recruitment and staff conduct			
Partnership working and information sharing			

Completed by: _____ Date: _____ Review date: _____

D. Appendix D — External Speaker Request and Risk Assessment

Name of speaker or organisation	
Requested by (member of staff)	
Date and time of proposed event	

Pupils attending — year groups and numbers	
Topic and purpose of the session	
Materials to be used — attached?	
Checks carried out on the speaker and organisation	
Any concerns identified	
Risk level	Low / Medium / High
Mitigation measures required	
Member of staff chairing and present throughout	
Decision	Approved / Approved with conditions / Refused
Reasons for the decision	
Signed — Headteacher	
Signed — Designated Safeguarding Lead	
Date	
Post-event review — any issues arising	

E. Appendix E — Related Policies

- Child Protection and Safeguarding Policy
- Behaviour Policy and the C1–C5 Consequence System
- Anti-Bullying Policy
- Equal Opportunities Policy
- SMSC and British Values in the Curriculum
- Acceptable Use Policy and E-Safety Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Curriculum Policy and PSHE Policy
- Lettings and Hire Agreement
- Data Protection Policy

Approved by: Haneef Sandhar, Headteacher

Updated by: S. Ahmed, Deputy Headteacher · August 2026

Next review due: August 2027

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