Tarbiyyah Global Academy
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SAFEGUARDING: EXTREMISM AND RADICALISATION POLICY

Protecting pupils from radicalisation across every Academy platform

ACADEMIC YEAR 2026 – 2027

Policy name	Safeguarding: Extremism and Radicalisation Policy 2026–2027
Applies to	All staff, pupils, parents, trustees, virtual guest speakers, and any individual or organisation using Academy platforms or resources
Policy owner	Designated Safeguarding Lead
Approved by	Ustadh Abu Zayn Haneef Sandhar, Headteacher
Agreed with	The Chair of Trustees, Tarbiyyah Education Trust
Date of issue	1 September 2026 (version 1.3)
Next review due by	31 August 2027
Basis	Updated from the Tarbiyyah Global Academy draft (September 2026)
Read alongside	Child Protection and Safeguarding Policy; Online Safety and Acceptable Use Policy; Tarbiyyah Compass Character Framework; Behaviour and Online Conduct Policy
Availability	Published on the Academy website and Parent Portal. Available in large print or another accessible format on request.

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1. Policy Statement

Tarbiyyah Global Academy is committed to providing a safe online environment in which pupils learn free from exposure to extremist views or ideologies, and in which they develop the knowledge and confidence to challenge them. Our Islamic ethos teaches justice, mercy, the sanctity of life and respect for others; these values are the strongest foundation for resisting those who would misuse faith, or any ideology, to justify hatred or violence. This policy is part of our safeguarding arrangements. It explains how the Academy meets

its duty to protect pupils from being drawn into extremism in an online setting, how we keep our platforms free from extremist content, and how concerns are referred.

2. Legal Framework

- Counter-Terrorism and Security Act 2015, section 26, and its statutory guidance for England and Wales (2023), as good practice
- Terrorism Act 2000 and Terrorism Act 2006
- Keeping Children Safe in Education (current edition)
- Online Education Accreditation Scheme (OEAS) standards, used as a benchmark of good practice
- Equality Act 2010

3. Definitions

Term	Meaning
Extremism	The Academy has regard to the government's 2024 definition: 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 to undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights, or to intentionally create a permissive environment for others to achieve those results. For safeguarding purposes, staff also recognise vocal or active opposition to the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
Radicalisation	The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Online radicalisation can happen through social media algorithms, gaming platforms, video sites and private messaging.
Terrorism	An action that endangers or causes serious violence, damage or disruption and is intended to influence the government or intimidate the public, for the purpose of advancing a political, religious or ideological cause.
Proscribed organisation	An organisation banned under the Terrorism Act 2000. No proscribed organisation or its representatives will be given access to Academy platforms, events or resources.

Extremism can come from any ideology, including Islamist, extreme right-wing, extreme left-wing, single-issue, incel and mixed or unclear ideologies. Staff will not make assumptions about any group.

4. The No Platform Clause

Academy platforms — live lessons, portal channels, assignments, the Parent and Student Portals, email and virtual events — will not be used to promote, express or share extremist views. This includes:

- promoting any ideology that falls within the definitions above;
- advocating or inciting terrorism, violence or hatred;
- encouraging discrimination, harassment or victimisation of any person or group, including on the basis of a protected characteristic;
- posting, linking to or sharing extremist material, including via screen share, chat or uploaded files.

5. Virtual Guest Speakers and External Content

Risk assessment

Every virtual guest speaker, webinar or external resource is approved in advance through a written risk assessment, completed by the member of staff organising it on the Academy's Virtual Guest Speaker and External Content Risk Assessment form and signed off by the DSL (or the Headteacher). The form covers:

- the speaker's or provider's background and any public statements, checked online before the invitation;
- the planned content, seen in advance (slides, script, video or resource);
- the pupils taking part, their ages and any pupils who may be particularly affected;
- the risk of extremist views, misinformation, inappropriate content or reputational harm, rated on the Academy's 1 to 5 scale for likelihood and impact (see the Risk Assessment Policy);
- the controls below, and who is responsible for each;
- the decision (approved, approved with conditions, or declined) and the date.

Completed forms are kept by the DSL in line with the Data Protection Policy. Speakers who return are reassessed each academic year, or sooner if anything changes.

Controls

- A member of staff hosts every session and can mute, remove or end it at any time.
- Guest speakers cannot share their screen unless approved, and pupils cannot message guests privately.
- Slides or scripts are provided in advance where possible, and every session is recorded.
- Where a contested topic is discussed, balanced views are presented.

The Academy may decline or cancel any speaker or resource where the risk assessment raises concern.

6. Recognising Vulnerability Online

Staff are alert to changes that may be visible through online learning, including:

- expressing extreme or intolerant views in chat, discussion or written work;
- using language, symbols or references associated with extremist groups;
- sudden changes in behaviour, friendships, appearance or engagement;
- secretive use of devices or references to new online "mentors";
- justifying violence or expressing a sense of grievance that is being exploited.

None of these alone proves radicalisation; each is a reason to talk to the DSL.

7. Reporting and Referral

All staff report any concern to the DSL on the same day, using the online concern form. The DSL will consider the concern alongside other information, speak to the family where appropriate, and decide whether to refer:

- **for pupils living in the UK:** to children's services at the local authority where the pupil lives (in Scotland, the council's social work service; in Northern Ireland, the Health and Social Care Trust), which can arrange specialist support where appropriate, and to the police where there is a risk of harm;
- **for pupils living outside the UK:** to the child protection or social services in the country where the pupil lives, and to the police there where there is a risk of harm, using the contacts in the Emergency Contact Register kept by the DSL (see the Child Protection and Safeguarding Policy). Where the right local

service is unclear, the DSL seeks advice from the London Borough of Hounslow's children's services; for British nationals, the DSL may also contact the Foreign, Commonwealth and Development Office and the local authority where the family last lived in the UK.

The DSL records the reasons for every decision, including a decision not to refer, and tells the family unless doing so would put the pupil or anyone else at risk.

In an emergency, staff call the police (999 in the UK) or the local emergency number. The DfE counter-extremism helpline (020 7340 7264, counter.extremism@education.gov.uk) is available for non-emergency advice.

8. Staff Training

All staff complete training on extremism and radicalisation as part of safeguarding training at induction, refreshed annually. The DSL completes enhanced training. Training covers online radicalisation, recognising indicators in live lessons and written work, and making referrals.

9. Teaching Pupils to be Resilient

Islamic Studies comes first. Pupils learn the Prophetic example of mercy, justice and mutual respect; the sanctity of life; how scholars disagree with good manners; who has the authority to give religious rulings; and why extremist groups misrepresent Islam and its texts. Pupils who know their faith well, from trusted teachers, are far harder to mislead.

Other subjects build on this:

- **PSHE and Citizenship:** challenging stereotypes, debating safely, and recognising manipulation and propaganda.
- **History and English:** propaganda, human rights and the dangers of authoritarianism.
- **Online safety:** checking sources, recognising misinformation and algorithmic "rabbit holes", and knowing how to report.

Lessons provide a safe space, chaired by a teacher, to discuss difficult questions so that pupils do not seek answers from unsafe sources.

10. Extremism Risk Assessment

As part of the safeguarding risk assessment, the DSL maintains an extremism risk assessment, reviewed annually, covering online platforms, guest speakers, the curriculum, staff training and the Academy's international pupil population. The first is completed before live lessons begin on 11 January 2027 and is reviewed annually.

11. Monitoring and Review

This policy is reviewed annually by the DSL and Headteacher and approved by the Headteacher and agreed with the Chair of Trustees, or sooner if legislation, guidance or OEAS requirements change.

Approved by: Ustadh Abu Zayn Haneef Sandhar, Headteacher · Next review due: 31 August 2027 · Tarbiyyah Global Academy · A specialist education, rooted in faith