



Prevent Policy

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Ratified by the Local Governing Body

Signed by the LGB:

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1. Introduction

- 1.1. This policy is written in line with expectations from DfE, i.e. Section 26 of the Counter-Terrorism and Security Act 2015 and Ofsted, i.e. Education Inspection Framework (EIF) 2023.
- 1.2. Schools have a large part to play in ensuring that all students are protected and prevented from being radicalised. Certain extremist groups do attempt to radicalise young people to have them hold extreme views, such as justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 1.3. Our academy is committed to providing a safe environment for all our students and as such we ensure that all our safeguarding procedures and practices are of the highest quality. Protecting students from the risk of radicalisation falls within our safeguarding procedures and as such is linked with the practices from many of our policies including our Safeguarding & Child Protection Policy.
- 1.4. Our academy has zero tolerance for any extremist opinions and behaviours from any of our community members which in any way may discriminate against others. It is important to note that we encourage healthy debate about many issues but always through an understanding and respect for the opinion of others and as long as they do not fall within those of extremist views as defined in the next section of this policy.
- 1.5. This policy draws on the advice and guidance of a variety of sources, including; the revised Prevent Duty Guidelines (2023), Prevent Duty for schools, Channel Duty Guidance, Channel Vulnerability Framework, Promoting British values as part of SMSC in schools, and Pacey (Professional Association for Childcare and Early Years).

2. Definitions

- 2.1. *Extremism* – (in this context) either 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. Also included is the call for deaths of armed forces, whether in this country or overseas.
- 2.2. *Radicalisation* – the process of causing someone to become a supporter of terrorism or forms of extremism that leads to terrorism.

- 2.3. *Terrorism* – an action that endangers or causes serious violence or damage to people or property, or seriously interferes with, or disrupts, an electronic system. The action must be intended to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

3. Legislation and Guidance

- 3.1. The Prevent Duty guidance, revised by the Government in 2023, is part of the Government's overall counter-terrorism strategy. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism, simply expressed as the need to "prevent people from being drawn into terrorism".
- 3.2. The Prevent strategy has three specific strategic objectives:
- 3.2.1. respond to the ideological challenge of terrorism and the threat we face from those who promote it,
 - 3.2.2. prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support,
 - 3.2.3. work with sectors and institutions where there are risks of radicalisation that we need to address.
- 3.3. The Counter Terrorism and Security Act of 2015 placed 'Prevent' on a statutory footing and schools and colleges have been given guidelines on implementing the Prevent Duty for Schools. In addition, responsibility was placed on Local Authorities to carry out the following, which is a key component of the work of Channel (see Reporting Concerns section of this document):
- 3.3.1. work in partnership with other agencies, including schools, to assess the risk of individuals being drawn into terrorism,
 - 3.3.2. ensure from this risk assessment, an action plan is produced,
 - 3.3.3. train staff appropriately to deal with these matters.

4. Channel

- 4.1. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:
- 4.1.1. identifying individuals at risk,

- 4.1.2. assessing the nature and extent of that risk,
- 4.1.3. developing the most appropriate support plan for the individuals concerned.
- 4.2. Each local authority is responsible for having Channel as one of their services to which anyone can make a referral including family members and a wide range of services. Each referral is screened for suitability undertaken by the local authority and if deemed appropriate, further action will occur including communication and consent with the individual to initiate a Panel. The Panel will then decide what, if any, support is needed to protect the individual. Each LA will have their own systems and forms for referrals.

5. Prevent Duty for Schools

- 5.1. The statutory guidance on the Prevent Duty summarises the requirements on schools in terms of four general themes: risk assessment. Working in partnership, staff training and IT policies.

5.2. Risk Assessment

- 5.2.1. Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. When a member of staff has concerns about a student who may be at risk of radicalisation, (details in section entitled, 'Identifying young people who may be at risk of radicalisation') the normal safeguarding procedures of reporting are implemented and a risk assessment is conducted to determine the level of risk a student may be at and subsequent actions to be taken. These actions may be anything from monitoring the student further, to a referral to Channel due to serious concerns about radicalisation. Our academy risk assessment is at the end of this document in Annex A. Annex C is the DfE Risk Assessment template which could also be used (for information).

5.3. Working in Partnership

- 5.3.1. The Prevent duty builds on existing local partnership arrangements. Multi-agency Safeguarding Partnerships which replaced Local Safeguarding Children Boards, are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. As such we, as an academy, ensure our lines of communication with the LA are effective.

Other partners, in particular the police and also civil society organisations, are also able to provide advice and support to schools on implementing the duty. Effective engagement with parents and families is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

5.4. Staff Training

5.4.1. All staff at our academy receive regular safeguarding training including at induction. This includes information and guidance about our role in protecting our students from the risk of radicalisation. Our Designated Safeguarding Leads receive further training to ensure that we have staff who can advise and support colleagues within the school as well as parents/carers.

5.5. IT Policies

5.5.1. Our academy ensures that suitable monitoring and filtering procedures of our network and IT systems are in place to ensure our students are not able to access and are safe from terrorist and extremist material when accessing the internet in school.

5.5.2. We have a comprehensive Online Safety Policy which outlines the measures we take to educate and equip our students with the skills and knowledge of keeping safe online. In addition, our curriculum includes taught aspects in a variety of subjects and methods, on how to be safe and build resilience against any vulnerabilities towards possible radicalisation. General advice is taken from a range of sources including Safer Internet use.

6. Identifying students who may be at risk of radicalisation

6.1. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in a student's behaviour which could indicate that they may be in need of help or protection. Students at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying pupils who might be at risk of radicalisation and act proportionately.

6.2. Even very young students may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

- 6.3. The Channel Vulnerability Assessment Framework indicates some possible signs but emphasises that it should not be assumed that the characteristics necessarily indicate that a person is either committed to terrorism or may become a terrorist. It highlights three 'dimensions': engagement, intent and capability, which are considered separately. However, it must be noted that a student could be engaged with an extremist group but have neither the intent or capability to act. Likewise, a student may have the engagement with a group, an intent but possibly not have the capability to act.
- 6.4. Staff are always vigilant to any sign that may concern them about a child. Possible signs of radicalisation are below but not exclusive only to this.
- 6.4.1. Students exhibiting behaviour display:
- a) Being secretive about online behaviour.
 - b) A change of appearance and/or abnormal routines.
 - c) Feelings of grievance and injustice or feeling under threat.
 - d) A need for identity, meaning and belonging.
 - e) A desire for status, excitement and adventure.
 - f) A need to dominate and control others.
 - g) A relevant mental health issue.
 - h) Over-identification with a group or ideology.
 - i) 'Them and Us' thinking.
 - j) Questioning faith or identity.
 - k) Losing interest in things they used to enjoy.
 - l) Disclosures of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.
- 6.4.2. In addition, staff may notice or be aware of:
- a) Family or friends of the student being involved in extremism.
 - b) Graffiti symbols, writing or artwork promoting extremist messages or images.
 - c) Students accessing extremist material online, including through social networking sites.

- d) Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- e) Local schools, Local Authority services, and police reports of issues affecting students in other schools or settings.

6.4.3. Building Resilience against possible radicalisation:

- a) We can build students' resilience to radicalisation by providing a safe environment.
- b) We already promote the Spiritual, Moral, Social and Cultural development of students and, within this, fundamental British values.
- c) Promoting British values as part of SMSC in schools. Personal, Social and Health Education (PSHE - Citizenship) is used to provide students with time to explore sensitive or controversial issues and equipping them with the knowledge and skills to understand and manage difficult situations. The subject is used to teach students to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage students to develop positive character traits through PSHE and Citizenship such as resilience, determination, self-esteem and confidence.

7. Reporting Concerns

- 7.1. If a member of staff has a concern about a student, they will follow our normal safeguarding procedures, which initially is communication with our Designated Safeguarding Lead (DSL). Individual staff can, if appropriate, go directly to social services and the police (dial 101 non-emergency number), but the likely action would be that the DSL would assess the information and risk and, if deemed appropriate, take appropriate action. Action may range from continued monitoring, communicating with relevant staff, family and even the student, and/or communicating with the police and instigating a referral to Channel. The assessment of the risk will to an extent dictate the actions and consultation between senior staff and DSL will occur.
- 7.2. If a referral is made to the police, the appropriate local procedure will be followed in terms of referral forms and subsequent communications which will then go forward to the Channel Panel. All of this information will be recorded on the academy' safeguarding recording system; CPOMS.

8. Self-Assessment Tool

- 8.1. Self-assessment tool (from the Local Authority of Coventry) which has been designed to assist schools to review their Prevent related responsibilities is included in Annex B.

9. Changes

Description	Date	Page	Section
Brand new version	13.10.2025	All	All

Annex B – Self-Assessment Tool (Coventry Local Authority)

The self-assessment tool involves evidence gathering against 7 distinct areas, each with specific requirements to identify what is working well and what requires development. Evidence gathering should include: consulting your students (where appropriate), discussing safeguarding arrangements with staff, reviewing evidence schools should regularly review their self-assessment results, so that there is continuous learning.

RAG	Level	Definition
Red	4 – Inadequate	There is no policy or practice in place and/or requirements of the Prevent duty and EIF are not being implemented effectively
Amber	3 – Basic	There is policy or fundamental aspects of practice in place, but they are not detailed in scope or scale, or embedded in routine practice and are insufficient to address complex or challenging environments or incidents
Green	2 – Good	Required policy and practice are effectively embedded and staff and students are included in their development Policies are detailed, applied across the organisation in all relevant areas of business and are supported by robust and transparent management and governance processes
Blue	1 - Advanced	There is sound and effective implementation and understanding of how policy and practice work together to implement all relevant requirements of the Prevent duty and EIF to safeguard students There is ongoing reflection of best practice, testing of impact and effectiveness and knowledge is shared across the institution and with appropriate networks and partners

Requirement 1 – Leadership and Management	RAG	
School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools. They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.		
The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.		
Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.		
The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.		
Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.		
Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.		

Requirement 2 – Risk Assessment	RAG	
A Prevent risk assessment has been undertaken to ascertain the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.		
There is a clear escalation policy about the appropriate time to call the police.		
Prevent risks are explicitly referenced in the School Evaluation Form (SEF).		
The school is alert to local, national and international incidents which may affect the local community.		

Requirement 3 – Working in Partnership		
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.		
The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) to enable completion/update of a Prevent risk assessment.		
The school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy.		

Requirement 4 - Training		
Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation, and know what to do when such concerns are identified.		
The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.		
The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.		
Safer recruitment training has been carried out by leaders, managers and those responsible for governance.		


Requirement 5 – Online Safety		
<p>Leadership Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE) implemented in an age-appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.</p>		
<p>Staff All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.</p>		
<p>Filtering and monitoring The school has appropriate filtering and monitoring systems in place and you understand the provider's submission to the UK Safer Internet Centre.</p>		
<p>Policy and procedure The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning.</p>		
<p>Parental engagement The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.</p>		
<p>Curriculum and learning (1/2) Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.</p>		
<p>Curriculum and learning (2/2) Online safety principles are aligned with British Values and implemented in an age-appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.</p>		
Requirement 6 – Safeguarding School Premises		
<p>The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.</p>		
<p>There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.</p>		
<p>The school has effective emergency response strategies in place such as evacuation/lockdown/evacuation. Staff and pupils are familiar with these.</p>		

Requirement 7 – Building children's resilience to radicalisation		
The school effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within curriculum and the expectations of behaviours of pupils and staff.		
Pupils engage with views, beliefs and opinions that are different from their own in considered ways.		
As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issue, supporting pupils to understand how they can influence and participate in decision-making.		

Annex C – DfE Risk Assessment Template

The template is for academies and other settings. “The use of the template is not mandatory but the guidance does refer to statutory requirements of the Prevent duty.”

“The risk assessment template can help ‘schools’ demonstrate an awareness and understanding of the terrorism threat in the local area, the phase of education and the size and type of setting. The template supports providers to set out an action plan to communicate and clarify procedures in place to mitigate risks to children, young people and adult learners vulnerable to radicalisation into terrorism.”

							
Prevent risk assessment for schools							
Person completing:		Date implemented:			Date for review:		
<small>A risk assessment is a core part of implementing the Prevent Duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for vulnerable areas that are part of services outside.</small> <small>Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks.</small> <small>The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provider, size and phase of education.</small> <small>This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.</small>							
National Risks – risk of radicalisation generally							
<small>What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation</small>							
<small>Write your answer here (Press Alt + Return key to create a paragraph in an excel cell)</small> - Risk 1 - Risk 2 etc.		Risk 2	Risk 3	Risk 4			
Local Risks – risk of radicalisation in your area and institution							
<small>What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)</small>							
<small>Write your answer here (Press Alt + Return key to create a paragraph in an excel cell)</small> - Risk 1 - Risk 2 etc.		Risk 2	Risk 3	Risk 4			
Leadership and Partnership							
Category	Risk	Impact	Risk management	Prog	Further action needed	Lead officer	Support available
	<small>What is the risk here?</small> The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions	<small>What are the hazards?</small> Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Strategy Duty or the risks faced by the organisation. The Duty is not managed or enabled at its	<small>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</small> [Example] Prevent training/briefing for staff (including SLT) and governors.		<small>What further action is needed to further action to address the identified risk(s)?</small>		<small>What support is available?</small> Prevent – Learning Name: Office of Prevent Learning and Support on Prevent services - Prevent awareness - Prevent training - Prevent leads channel

(Extract of the Risk Assessment Template available from www.gov.uk/government/publications/prevent-duty-risk-assessment-templates)