



THE  
**WALDESLADE  
& GREENACRE**  
SCHOOLS PARTNERSHIP

# Prevent Policy

**Key Document Details:**

<b>Author:</b>	Safeguarding Lead	<b>Department:</b>	Education
<b>Reviewer:</b>	Deputy Headteacher	<b>Version No:</b>	1.4
<b>Last Review:</b>	April 2026	<b>Next Review:</b>	September 2026
<b>Approver:</b>	Local Governing Body	<b>Date Ratified:</b>	July 2025

# Contents

- Statement of Equality..... 3
- Aims ..... 4
- Principles..... 4
- Practice ..... 4
  - Recognising Extremism ..... 4
- Prevent Risk Assessment..... 6
  - Visitors ..... 6
  - Online Safety..... 6
  - Safer Recruitment ..... 7
  - Staff Training..... 7
  - Out of Hours Hiring ..... 7
- Roles and Responsibilities ..... 7
  - The Governing Body will be responsible for: ..... 7
  - The Headteacher will be responsible for: ..... 7
  - The DSL, and any deputies, will be responsible for: ..... 8
  - All staff members will be responsible for: ..... 8
- Promoting Fundamental British Values ..... 9
- Links to Other Policies ..... 10
- Monitoring and Review ..... 10
- Equality Impact Assessment..... 11

## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



## Aims

The PREVENT policy is part of the Walderslade and Greenacre School's Partnership (WGSP)'s commitment to keeping children safe.

Schools have an important part to play in both educating children and young people about extremism and recognising when students start to become radicalised. Statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015).
- Keeping Children Safe in Education (KCSIE).
- Prevent Duty Guidance (2023).
- Working Together to Safeguard Children (2022).

## Principles

There is no place for extremist views of any kind in the schools within the WGSP. It is imperative that our students and parents/carers see our schools as safe places where they can discuss and explore controversial issues safely and in an unbiased way, and where our teachers encourage and facilitate this.

WGSP recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our students. 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 young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We will:

- Challenge extremist views, prejudice and derogatory language.
- Provide a broad and balanced curriculum so that our students understand and become tolerant of difference and diversity.
- Support our children to ensure that they thrive and feel valued and not marginalised.

This policy should be read alongside WGSP's Child Protection and Safeguarding Policy and reflects the statutory Prevent Duty Guidance for England and Wales (updated 2023).

## Practice

### Recognising Extremism

There are no single indicators of radicalisation. Staff should be alert to a combination of factors, changes in behaviour, and contextual information, including:

- Sudden or concerning changes in behaviour, presentation or beliefs
- Increased isolation or withdrawal
- Exposure to extremist narratives (online or offline)
- Expression of extremist views or support for harmful ideologies
- Experience of grievance, injustice, or identity-related conflict
- Vulnerability factors such as trauma, unmet needs, or social isolation

WGSP recognises that radicalisation is increasingly likely to occur online. Students may encounter extremist content through social media, gaming platforms, messaging apps, video-sharing platforms, and algorithm-driven content. This may include exposure without actively seeking such material. Staff will remain vigilant to online behaviours and patterns that may indicate risk.

WGSP recognises emerging risks linked to generative AI and manipulated content, including the potential for extremist narratives, propaganda, or harmful ideologies to be created or amplified through artificial intelligence tools. These risks will be addressed through the school's safeguarding, online safety, and digital literacy provision.

As part of wider safeguarding responsibilities, WGSP staff will be alert to:

- Disclosures by students 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.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Students accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Local schools, Local Authority services, and police reports of issues affecting students in other schools or settings.
- Students voicing opinions 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.
- Anti-Western or Anti-British views.

All concerns about possible radicalisation or extremism must be reported immediately to the DSL or DDSL via CPOMS in line with safeguarding procedures. The DSL/DDSL will assess the concern, gather further information where appropriate, and determine whether a Prevent referral is required. Where relevant, referrals may be considered through the multi-agency Channel process. Channel is a voluntary programme and support is provided only with appropriate consent.

WGSP will work closely with Local and National Statutory Bodies including the Local Children's Safeguarding Partnership and the Police to access information regarding local prevent concerns and issues.

Any discrimination or extremist views, including derogatory language, displayed by students will always be challenged and, where appropriate, dealt with in line with the School's "Anti-Bullying Policy" and "Behaviour Policy". This will apply to comments made in school and on any online platform.

Radicalisation is recognised as a safeguarding issue and will be treated in line with the school's wider safeguarding procedures. Concerns will be responded to using professional curiosity, proportionate decision-making and in line with statutory guidance.

## Prevent Risk Assessment

WGSP will maintain a live Prevent risk assessment, reviewed at least annually and updated as required in response to local, national or emerging risks.

This risk assessment will consider:

- Local context and community risks
- Online safety and exposure pathways
- Student vulnerabilities
- Visitor and speaker risks
- Site use, including out-of-hours lettings
- Curriculum provision
- Filtering and monitoring systems
- Partnership intelligence (e.g. police, safeguarding partners)

## Visitors

WGSP will assess the suitability and effectiveness of input from external agencies or individuals. All visitors and external speakers will be subject to appropriate checks and safeguarding procedures.

**The school will ensure that:**

- Visitors are vetted and approved prior to attendance
- The purpose and content of sessions are reviewed in advance
- Input aligns with safeguarding, equality duties and British values
- Visitors are appropriately supervised at all times
- Any concerns arising from external input are reported immediately to the DSL

## Online Safety

The school will ensure that appropriate filtering and monitoring systems are in place to safeguard students from harmful and extremist content.

The effectiveness of these systems will be reviewed at least annually, and roles and responsibilities for oversight will be clearly identified.

Monitoring systems will alert relevant staff to safeguarding concerns, which will be acted upon in line with safeguarding procedures.

The school will ensure that filtering and monitoring systems are effective across all devices and locations used by students and staff. Records of review and checks will be maintained.

## **Safer Recruitment**

The WGSP will ensure that staff appointed to roles within the school are suitable. Our recruitment procedures are rigorous and we follow the statutory guidance published in Keeping Children Safe in Education, as set out in each school's Child Protection & Safeguarding Policy and in our Safer Recruitment Policy

## **Staff Training**

All staff will receive Prevent awareness training as part of safeguarding induction and regular updates.

Training will include, but not be limited to:

- recognising signs of radicalisation
- online radicalisation risks
- local safeguarding context
- referral procedures and use of CPOMS
- professional curiosity and proportionality

DSLs/DDSLs will receive enhanced Prevent training and maintain up-to-date knowledge of local referral pathways.

Governors will receive appropriate strategic-level safeguarding and Prevent awareness training.

## **Out of Hours Hiring**

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

## **Roles and Responsibilities**

### **The Governing Body will be responsible for:**

- Ensuring the appropriate measures are in place to protect students from radicalisation.
- Ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.

### **The Headteacher will be responsible for:**

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.



- Ensuring students are taught about British values through the curriculum.
- Ensuring the school is a safe space in which students can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment to determine whether students are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriate and vetted prior to them having access to students.
- Ensuring appropriate prevent training is undertaken by each member of staff.
- Ensure a Prevent risk assessment is in place and reviewed regularly

### **The DSL, and any deputies, will be responsible for:**

- Handling any referrals to Prevent and/or Channel and supporting staff who make referrals.
- Following up any referrals made to the Prevent.
- Providing advice and support to staff on protecting students from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support students at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support students at risk of being drawn into terrorism.
- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new school or college in advance of a student leaving, e.g. if the student is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the student arrives.
- Undertaking specific prevent awareness training and providing advice and support to other staff on protecting students from the risk of radicalisation.
- Maintaining an awareness of the risks relating to extremism in the local area.
- Maintaining a clear understanding of prevent reporting and referral mechanisms.
- Maintain oversight of Prevent-related concerns and trends, including those identified through filtering and monitoring systems

### **All staff members will be responsible for:**

- Being alert to the risk factors of extremism and radicalisation and any changes in a student's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with the DSL or DDSL's via CPOMS
- Notifying the DSL or DDSL's when they make any referrals to Prevent.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify students who may be at risk of radicalisation and acting proportionately.

# Promoting Fundamental British Values

Through the national curriculum, the school will:

- Teach our students a broad and balanced international history.
- Represent the cultures of all of our students.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme, the school will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all students within the school have a voice that is listened to, e.g. by demonstrating how democracy works.
- Using teaching resources from a wide variety of sources to help students understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by students, in promoting fundamental British values.

The curriculum will also develop students' critical thinking, media literacy, and ability to challenge misinformation, extremist narratives and harmful ideologies.

The school will ensure that Prevent implementation is proportionate and does not stigmatise or unfairly target any individual or group.

## Links to Other Policies

This policy should be read in conjunction with the following policies:

- Anti-Bullying Procedure
- Behaviour Policy
- Child-on-child Abuse Policy
- Safeguarding and Child Protection Policy
- Social Media Usage Policy (students)

## Monitoring and Review

This policy will be reviewed at least annually and updated in line with statutory guidance, including future updates to Keeping Children Safe in Education.

# Equality Impact Assessment

Who is the policy or process intended for?	Students	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Student groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

