

## Policy document for: **Prevent duty and preventing radicalisation**

Updated: Autumn 2025

*This policy forms part of the Trust Safeguarding and Child Protection policy and gives specific school actions in relation to their context.*

### Linked guidance

- Keeping Children Safe in Education
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance)
- [Protecting children from radicalisation: the prevent duty - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/protecting-children-from-radicalisation)
- [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/managing-risk-of-radicalisation)
- <https://www.gov.uk/government/publications/channel-guidance>

**Staff must remember contextual safeguarding.** When considering safeguarding incident or behaviour concerns, all assessments must consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. This is an approach to understanding and responding to children's experiences of significant harm beyond their families. This includes online abuse.

Children may be susceptible to extremist ideology and radicalisation into terrorism.

- The publication of a [new definition of extremism](#) on the 14 March 2024 sets out that Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
  1. negate or destroy the fundamental rights and freedoms of others; or
  2. undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights; or
  3. intentionally create a permissive environment for others to achieve the results in (1) or (2).
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 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

All our schools are aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent duty and the [specific obligations](#) placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](http://www.gov.uk) that should be taken into consideration alongside other factors and contexts.

Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). Some of the factors can be:

- Peer pressure;
- Influence from other people;
- The Internet;
- Bullying;
- Crime;
- Anti-social behaviour;
- Family tension;
- Lack of self-esteem;
- Personal political grievances

Radicalisation is a gradual process and therefore early intervention is vital to offer the possibility to steer someone away from being drawn in.

Each of our schools recognise that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help and protection. Extremist views can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for exploitation.

All staff have received appropriate training to enable them to be alert to changes in children's behaviour which could [indicate that they may need help or protection from radicalisation](#)

Staff will be supported to use their judgement in identifying children who might be at risk of radicalisation and will act proportionately; staff will report concerns to the DSL (or a deputy), who, where appropriate, will follow the [local procedures](#) in regard to making a Prevent referral.

If there is an immediate threat to safety, the police will be contacted via 999.

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A DSL may be asked to attend the Channel panel to help with the assessment.

Additional guidance is available at <https://www.gov.uk/government/publications/channel-guidance>

Where a child is receiving support regarding concerns relating to preventing radicalisation, for example, through the 'Channel' programme, the DSL will consider if it would be appropriate to share any information if/when a child leaves to attend any new school, so support can be put in place in place for when the child arrives.

### **Educating children**

The Trust, educates, challenges and protects children from harm of radicalisation as part of our wider safeguarding duties.

The curriculum we deliver plays a role in building resilience to radicalisation by promoting positive values – in particular, the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The formal curriculum can be used to support positive messaging and counter-narratives, for example in PSHE, history, citizenship and RE. This allows pupils to be supported to explore through debate and discussion these issues in a safe environment. Staff engaging in these discussions will have been trained in Prevent duty and be coached in leading and managing such discussions. At Aspire school, this is delivered in a stage appropriate way, individually adapted to each child.

- The majority of children in our schools are White British children so may be Islamic extremism (which would target our minority of Muslim children and families) or the extreme far right (which would target all minorities and currently targets immigrants).
- The RE curriculum teaches children about Islam as well as other religious beliefs and encourages children to discuss their beliefs and to be tolerant of all beliefs.
- In the mainstream schools, we use the No Outsiders programme which class facing staff receive in training in. This encourages discussion around positive relationships and where children have differences of opinion. **In our schools, everyone is welcome.**

More information can also be found on [www.educateagainsthate.com](http://www.educateagainsthate.com) or <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

### Reporting concerns

Staff will be supported to use their judgement in identifying children who might be at risk of radicalisation and will act proportionately; staff will report concerns to the DSL (or a deputy), who, where appropriate, will follow the [local procedures](#) in regard to making a Prevent referral. If there is an immediate threat to safety, the police will be contacted via 999. (added Sept 24)

Staff will report any concerns to the DSL (or a deputy), who is aware of the [local procedures](#) to follow.

- DSLs would consider all the evidence of an child's behaviour contextually, vulnerability and harm factors.
- DSL's would speak with the child and their parents/carers to make a comprehensive risk assessment of harm.
- DSLs would follow the guidance on preparing a referral [Making a referral to Prevent - GOV.UK \(www.gov.uk\)](#)
- The Police would be called immediately if there is concern the child is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offense.

### Training used for staff

All staff have received appropriate training to enable them to be alert to changes in children's behaviour which could [indicate that they may need help or protection from radicalisation](#)

- Home Office training on Prevent <http://www.elearning.prevent.homeoffice.gov.uk/>
- Home Office training on making a referral into Channel <https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>
- [https://www.elearning.prevent.homeoffice.gov.uk/channel\\_awareness/01-welcome.html](https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html) is aimed at staff who may be ask to contribute to a multi-agency Channel panel

The DSL will attend additional training which includes further information on the Prevent Duty. Kent have a dedicated Prevent Officer who can be contacted for support [sally.green2@kent.gov.uk](mailto:sally.green2@kent.gov.uk) More document links are on <https://www.kelsi.org.uk/child-protection-and-safeguarding/prevent-within-schools>

Additional resources on <https://prevent.lgfl.net/>