Bourne Alliance
Multi Academy Trust

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

Updated: Autumn 2026

This policy forms part of the Trust Safeguarding and Child Protection policy and reflects the latest KCSIE guidance. Keeping children safe in education 2026 (comes into force from 1 September 2026) See page 171- for full details

Linked guidance

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

Terminology

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.
- Ideology is a set of beliefs, principles and objectives through which an individual understands the world. A terrorist ideology is violent. It attempts to instil violence in others and to radicalise them towards becoming terrorists or supporting terrorism
- Terrorism is the use or threat of serious violence against a person, serious damage to property carried out to advance a political, religious, racial or ideological cause
- Hate crimes – motivated by prejudice and aim to harm specific groups or individuals. This is different from terrorism which typically seeks to achieve broader political, ideological or religious goals by instilling fear in a larger population
- Fundamental British Values are the core values that school are required to promote and upload. They include democracy, the rule of law and tolerance for those of different faiths and beliefs

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 .

The Prevent duty requires schools to help prevent the risk of people becoming terrorists or supporting terrorism. Matters of concern for prevent could be pupils becoming hateful towards groups they feel are unlike them, engaging online with extremist narratives, engaging in anti-democracy protests.

Susceptibility

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) that should be taken into consideration alongside other factors and contexts.

It can be based on personal experience, social environments, exposure to extremist ideologies, not confidence to one group of people, it can affect anyone

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:

- Personal and emotional vulnerability such as if a person or child needs special care, support or protection because of age, disability, risk of abuse or neglect
- Peer pressure;
- Influence from other people;
- The Internet;
- Bullying;
- Crime;
- Anti-social behaviour;
- Family tension;
- Lack of self-esteem;
- Personal and political grievances
- Trauma & loss

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.

What to look for

- Behaviour changes
- Adopting extreme views – intolerance and hatred or supporting violence
- New associations or become secretive
- Overly rigid views – no tolerance of others or their views
- Increased interest in extreme ideas

Common extremist ideologies

Far right extremism – often centred around ideas of race, ethnicity and nationalism
Promotes hate to minority groups.

- Cultural nationalism which believes that British culture is undermined by immigration and minority religion.
- White nationalism – advocating racial segregation and white supremacy

- Extreme right wing – which endorses violence to acheiev racial or political aims
- Islamic extremism is based on a politicalised interpretation of Islam. Islam is a religion and a person who identifies as Muslim. Islamism – is a political ideology and seeks to impose a specific interpretation of Islamic governance such as ISIS. Violence is a necessary means to achieve their goals
- Conflicted ideology where several ideas are merged

Other ideologies include extreme left wing, incel related narratives, school massacre, single issue extremism and anti vaccination movements where ideology supports violence.

Legal protest groups are not looked at by Prevent. Mental health concerns are not a Prevent concern but is a vulnerability. Prevent has no interest in religious belief – only when this is weaponised to violence. Supporting mainstream political party.

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.

Get help for radicalisation concerns - GOV.UK has support for staff and DSLs

Staff should use the notice, check, share approach

Notice

Those who work in frontline support roles will often be the first to notice if someone displays concerning behaviour, like the signs of radicalisation outlined in this guide. If you notice behaviours that cause you concern, then you may want to consider whether the person is susceptible to radicalisation.

There could be many different reasons for these behaviours, not just radicalisation. It's important to understand the context, and why these changes are happening, before jumping to any conclusions.

Check

You may wish to discuss your concern organisationally, with the person responsible for safeguarding, such as the designated safeguarding lead. Checking before sharing a concern is a way of making sure you have gathered as much relevant information as possible before making your referral.

Share

Once you have gathered the relevant information, it is essential to share a concern and make a referral to the police using the . In some cases, you may do this directly. Sometimes, where appropriate, the organisational safeguarding lead or equivalent, or the local authority may do this on your behalf.

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

How to respond

- Have a conversation with the child – use TED to ask open questions
- Record and report concerns on CPOMS – signs noticed and conversation with the child. Get DSL support
- DSL will consider the risks and direct towards the correct support such as Channel
- Don't try and handle it alone

What will DSLs do?

- DSLs would consider all the evidence of a 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.

Kent LA has additional support and resources Prevent Resources - KELSI

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 is aimed at staff who may be asked to contribute to a multi-agency Channel panel
- National College Prevent training

DSL training

- The DSLs have additional training which includes further information on the Prevent Duty.
- In Sept 2025 all DSLs had training from the CEO of Small Steps https://www.smallstepshub.com/ around extremism

Referring to Prevent

Consider making a referral to Prevent if there are signs of radicalisation which have been noticed, where there are concerns about pupil welfare or they could be unsafe due to risk of extremist influences. DSLs will report if they have concerns since it is better it is reported and assessed as no concern.

DSLs will assess the concern and then complete a referral form which is submitted and added to CPOMS.

See The Prevent Duty In Education - KELSI for more information and the referral form.

The case could then be referred to Channel to provide support.

Misconceptions about Prevent

- Prevent is not about policing beliefs
- Prevent has no power of arrest
- Prevent is not an emergency service
- Prevent doesn't deal with FGM or gangs
- Prevent does not deal with people becoming more religious

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.

Channel is a range of agencies such as Police, Prevent specialists, DSLs, Social Workers, mental health professionals, faith leaders or community organisations who support individuals to disengage from radicalised views.

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.

- All actions are logged on CPOMS and tagged under safeguarding to keep it confidential to the DSL team

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 training on. 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.educateagainstthehate.com or https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales