

Prevent Policy

The Counterterrorism and Security Act 2015 and the Prevent Duty Guidance: England and Wales (2023) outline the responsibility of the school in relation to the Prevent duty.

Prevent is about safeguarding people and communities from the threat of terrorism.

Prevent is part of the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism using early engagement to encourage and support individuals to challenge ideologies and behaviours.

The Prevent strategy

- Responds to the ideological challenge of terrorism and the threat we face from those who promote it
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to address

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

The Counter Terrorism & Security Act (2015):

This Act places a duty on specified authorities including schools, Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism otherwise called 'the Prevent duty'.

1) Background

This 'Prevent Policy' is part of our commitment to keeping children safe. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

2) Ethos

At Just Learn Independent School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The board of trustees also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

3) Just Learn Independent School values freedom of speech

...and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. West Exe School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Just Learn Independent School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi/ White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

4) Risk

The Board of Trustees, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's CE curriculum, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

5) Response

Schools are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will be the Designated Safeguarding Lead. The SPOC for Just Learn Independent School is **Samantha Mackenzie**. The responsibilities of the SPOC are described in appendix 2.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC. The process can be found in appendix 3

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

6) Internet Safety

The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored, and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

Pupils and staff know how to report internet content that is inappropriate or of concern.

7) Staff Training and student awareness

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

This information also forms part of induction safeguarding training. Frontline staff and Senior Leaders are updated as necessary in weekly safeguarding briefings.

Departmental bases were given a PREVENT Factsheet in October 2015 which highlights the main points of the PREVENT procedure. Staff are being sent on training courses to understand the PREVENT procedures.

Pupils are exposed to the following themes through the curriculum History, SMSC, assemblies and drama productions:

- Resilience to anti-radicalisation
- Fundamental British values
- Enablement to challenge extremist views
- Awareness of the dangers of social media
- Awareness of “hate” crime

8) Safer Recruitment

We ensure that the staff we appoint to the school are suitable. Our recruitment procedures are rigorous and we follow the statutory guidance published in Part 3 of Keeping Children Safe in Education (2026). Appropriate vetting and barring checks are undertaken on relevant people, including members of the board of trustees and volunteers, in accordance with statutory requirements.

9) Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Head Teacher.

10) Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

11) Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

12) Monitoring and Review

This policy will be monitored by the board of trustees at least annually by receiving a report from the Designated Safeguarding Lead.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the board of trustees.

PREVENT Policy - Preventing Extremism and Radicalisation

Indicators of vulnerability to radicalisation

1. **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. **Extremism** is defined by the Government in the Prevent Strategy as:

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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. **Extremism** is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts;

or

- Foster hatred, which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. **Indicators of vulnerability** include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student may be experiencing family tensions; a sense of

isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging

- Personal Circumstances – migration, local community tensions and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment and poor resettlement / reintegration
- Special Educational Need – students may experience difficulties with social PREVENT Policy interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

References:

The Key: <https://schoolleaders.thekeysupport.com/policy-expert/pastoral/preventing-extremism-policies/?marker=full-search-q-prevent%20policy-result-2#section-2>

Policy created on: Autumn 2021
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Next Review date: 14/09/2027

Appendix 1:

HOW ONLINE ACTIVITY CAN CONTRIBUTE TO RADICALISATION AND TERRORISM

1. BRIEFING NOTE FOR SCHOOLS — 2026

Prevent is part of safeguarding. Extremist and terrorist organisations and individuals can use the internet, social media, messaging platforms, gaming platforms and other online spaces to spread extremist material, influence vulnerable people and encourage support for terrorism.

Children and young people may encounter extremist or terrorist content online without actively seeking it. Some may also be deliberately targeted or drawn into online communities where extremist ideas, conspiracy theories or terrorist narratives are promoted.

Schools therefore have an important role in recognising concerns, supporting pupils and preventing people from being drawn into terrorism.

2. What action do schools and teachers need to take?

Schools should approach concerns about radicalisation and extremism as a **safeguarding matter**, alongside other risks to children and young people.

If you are concerned that a pupil may be susceptible to radicalisation or being drawn towards terrorism:

- **Follow your school's safeguarding procedures.** Share your concerns with your **Designated Safeguarding Lead (DSL)** or deputy DSL without delay. Staff should not investigate the concern themselves or attempt to assess the level of radicalisation risk independently. Current Prevent guidance emphasises that radicalisation concerns should be managed through existing safeguarding processes. (GOV.UK)
- **Notice, check and share.** Pay attention to concerning changes in behaviour, language, relationships or online activity. Consider the wider circumstances and vulnerabilities of the child, discuss the concern with the DSL and follow your school's local Prevent referral arrangements. (GOV.UK)
- **Remember that there is no single profile of someone at risk.** Prevent applies to all forms of terrorism. A particular ideology does not have to be clearly established before a Prevent concern can be raised. (GOV.UK)
- **Use your local Prevent arrangements.** Every local authority has its own referral arrangements. DSLs and senior leaders should know how to obtain advice and how to make a Prevent referral in their area. Schools should use the current **National Prevent Referral Form** and follow their agreed local process where a referral is appropriate. (GOV.UK)

• **Do not assume that a Prevent referral means a child has committed an offence.** Prevent is an early-intervention safeguarding programme. Concerns are assessed by the police, and people who are not considered to be at risk of radicalisation may be directed towards other appropriate support. (GOV.UK)

3. What is Channel?

Channel is a voluntary, multi-agency safeguarding programme that provides early support to people who may be at risk of radicalisation, supporting terrorism or committing terrorist acts.

Where a Prevent referral indicates a genuine risk of radicalisation, the case may be considered by a **Channel Panel**, chaired by the local authority and involving relevant partner agencies.

The panel considers the nature and extent of the risk and, where appropriate, develops a tailored support plan. Support may include mentoring, education or careers support, and other appropriate interventions.

Channel is **not a punishment or criminal sanction**. It is intended to provide early support and reduce the risk of a person becoming involved in terrorism. (GOV.UK)

4. What if the concern relates to online activity?

Online radicalisation should be treated in the same way as other safeguarding concerns.

Staff should **not contact or challenge extremist individuals or groups themselves**, share extremist material, or attempt to investigate online accounts. Record and report concerns in accordance with the school's safeguarding procedures.

Concerns may include, for example:

- exposure to terrorist or extremist material;
- concerning changes in a pupil's behaviour or relationships;
- apparent attempts by others to influence or manipulate a young person;
- expressions of support for terrorism or terrorist organisations;
- encouragement of terrorist violence;
- attempts to obtain or distribute terrorist material; or
- concerns that a pupil may be being groomed or drawn into an extremist online community.

A concern does **not**, by itself, mean that a pupil is being radicalised. Staff should share concerns with the DSL so that they can be considered alongside the child's wider circumstances and vulnerabilities.

5. Where can I get advice?

If you are unsure whether a concern should result in a Prevent referral, speak to your **DSL** and follow your school's local Prevent arrangements.

You can also seek advice through **ACT Early**, the Counter Terrorism Policing service supporting people who are concerned that someone may be being radicalised. Information shared when seeking advice is treated confidentially. ([GOV.UK](https://gov.uk))

National Prevent advice line:
0800 011 3764

6. If there is immediate danger

If you believe a child or another person is in **immediate danger**, or there is an immediate threat to life, **call 999**.

Do not delay contacting emergency services while attempting to make a Prevent referral. ([GOV.UK](https://gov.uk))

7. Key message for all school staff

Prevent is safeguarding.

If you are worried that a child or young person may be at risk of radicalisation or being drawn into terrorism, **notice, check and share your concern through your school's safeguarding procedures**.

Schools have a statutory Prevent duty to have due regard to the need to prevent people from being drawn into terrorism. The current statutory Prevent guidance for England and Wales came into force on **31 December 2023**, replacing the previous 2015 guidance. ([GOV.UK](https://gov.uk))

This briefing should be read alongside:

- *Prevent duty guidance: England and Wales*
- *The Prevent duty: an introduction for those with safeguarding responsibilities*
- *Channel duty guidance*
- *Keeping Children Safe in Education*
- the school's safeguarding/child protection policy
- the school's local authority Prevent referral arrangements. ([GOV.UK](https://gov.uk))