



Prevent Policy

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The Diocese of Ely

ACT Multi
Academy
Trust
**Agapé, Courage
Thankfulness**

Prevent policy



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Buckden CE Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

1. Aims and Principles

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. The principle objectives are that:

- All Staff and Governors will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All Staff and Governors will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

2. The PREVENT duty

The school's designated safeguarding lead and deputies are aware of local procedures for making a Prevent referral and that our school is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

This duty is known as the PREVENT Duty. The PREVENT Duty will be seen as part of schools' and colleges' wider safeguarding obligations. Our Designated Safeguarding Leads and other senior leaders familiarise themselves with the revised Prevent Duty Guidance <https://www.gov.uk/government/publications/prevent-duty-guidance> especially paragraphs 57 - 76, which are specifically concerned with schools and childcare.

3. Definitions

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Ideology is a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy. 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.

4. Indicators

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. 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). There are behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - Physical or verbal assault
 - Provocative behaviour
 - Damage to property
 - Derogatory name calling
 - Possession of prejudice-related materials
 - Prejudice related ridicule or name calling
 - Inappropriate forms of address
 - Refusal to co-operate
 - Attempts to recruit to prejudice-related organisations
 - Condoning or supporting violence towards others
 - Talking as if from a script.

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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated Prevent Lead (or Headteacher) making a Prevent referral.

5. Procedures for referrals

Although serious incidents involving radicalisation have not occurred at Buckden CE Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach.

Staff should refer any concerns through the appropriate channels - currently via the Designated Prevent/Safeguarding Lead (Mel Anderson) or Headteacher (Michelle Heather). Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

The Designated Lead for Prevent, Child Protection and Safeguarding and the Headteacher will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Headteacher will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

6. Curriculum

Our curriculum promotes respect, tolerance and diversity. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Children are encouraged to share their views and recognise that they are entitled to have their own beliefs which should not be used to influence others. Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Teaching the schools' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

7. Governing Body

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and responsibilities as Governors, including their statutory safeguarding duties. The Governing Body will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2024' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

8. Staff training

Staff complete appropriate training to ensure they are fully aware of the threats, risks and vulnerabilities linked to radicalisation and are aware of the process of radicalisation and

how this might be identified early on. Staff are also aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

Links to other policies:

- Child Protection and Safeguarding
- Equality Policy
- Anti-Bullying Policy
- Behaviour Policy
- Computing/Online Safety Policy

The following national guidelines should also be read when working with this policy;

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE
- Working Together to Safeguard Children DfE

9. Recruitment

- The arrangements for recruiting all staff, permanent and volunteers, to our school follows guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

10. Prevent Duty Risk Assessment

Fulfilling the Prevent Duty in Section 26 of the CTS, which came into force on 1st July 2015, places duty on specified authorities including educational settings to have “due regard to the need to prevent people from being drawn into terrorism” and challenge extremist ideas that support or are shared by terrorist groups.

Schools are expected to take a “Risk based approach”. All schools should demonstrate an awareness and understanding of the risk of radicalisation in their area. Buckden CE Primary School’s Prevent Duty Risk Assessment helps us to evaluate the risk of terrorism in our area and provide an education in line with requirements of the Prevent Duty.

Buckden CE Primary School Prevent Duty Risk Assessment 2024 - 25			
Compliance requirements	High	Low	Comments/Action required
The risk to our pupils of being drawn into terrorism has been assessed and is considered to be:		X	
The risk to our pupils of being radicalised and supporting terrorism		X	

has been assessed and is considered to be:			
Training requirements	Yes	No	Comments/Action required
Have all staff been trained to understand the Prevent duty?	X		
Is there a Designated Prevent Lead?	X		
Do all your staff know who to refer to in respect of a child being at risk of radicalisation and extremism?	X		
School policies			
Does the Child Protection Policy refer to the new duty of the Designated lead and the Prevent guidance?	X		
Does the E-Safety Policy refer to the requirements of the Prevent Duty guidance?	X		
Has your school got a clear statement about the Prevent duty on your website?	X		
Does the school have clear guidance on the use of prayer rooms for faith related activity?		X	
Does the school have clear guidance for visitors including faith related visiting speakers?	X		
British Values	Yes	No	Comments/Action required
Has the school got a clear strategy for embedding these values and be able to demonstrate how their work with pupils has been effective in doing so?	X		
Do pupils have an understanding of how citizens can influence decision-making through the democratic process?	X		
Do pupils have an understanding that the freedom to hold other faiths and beliefs is protected in law?	X		
Do pupils have an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour?	X		

Do pupils have an understanding of the importance of identifying and combatting discrimination?	X		
Does the school ensure all pupils have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils?	X		
Does the school include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries?	X		
Does the school use extra-curricular activity, including any run directly by pupils, in promoting fundamental British values?		X	