



**THE ELMS**

EST 1614

## **The Elms School**

### **Prevent Policy**

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## **Introduction**

All members of staff, including volunteers and peripatetic staff, share a duty of care for children at The Elms School. We aim to ensure that the health, safety and welfare of all pupils are paramount. This policy should be read alongside the Safeguarding and Child Protection Policy, Online Safety Policy, Behaviour Policy, Visiting Speaker Protocol, and Whistleblowing Policy. Together, these reflect the school's commitment to protecting children from all forms of harm, including radicalisation and extremism.

## **Preventing Radicalisation and Extremism**

Children can be vulnerable to extremist ideology and radicalisation. Protecting children from these risks forms part of the school's wider safeguarding responsibilities, as set out in Keeping Children Safe in Education (KCSIE 2025) and the Prevent Duty Guidance (England and Wales, 2025).

'Extremism' refers to 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. It includes calls for the death of members of the armed forces and encompasses non-violent extremism that may lead individuals to terrorism.

'Radicalisation' is the process by which a person comes to support terrorism or forms of extremism leading to terrorism. Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism. It operates at the pre-criminal stage through early intervention and education, encouraging individuals and communities to challenge extremist and terrorist ideology and behaviour.

## **What is Prevent?**

Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, **in all its forms**. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

## **Prevent Duty and Implementation**

Under the Counter-Terrorism and Security Act 2015, schools must have due regard to the need to prevent people from being drawn into terrorism. This Prevent duty reinforces existing safeguarding responsibilities by ensuring that:

- A broad and balanced curriculum promotes pupils' spiritual, moral, social and cultural development.
- Risks of radicalisation are assessed and managed through an annual Prevent risk assessment.
- Safeguarding arrangements work in partnership with local authorities, police, and communities.
- Staff are trained to identify and respond to pupils at risk of radicalisation or extremist influence.
- Online safety measures include filtering, monitoring, and education to protect pupils from extremist content and disinformation.

## **Warning Signs/Indicators of Concern**

The Elms School recognises that 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.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. 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.

Staff are alert to changes in behaviour or attitudes that may indicate vulnerability to radicalisation. These include identity or personal crises, changes in friendship groups, exposure to extremist materials online, use of extremist language, or increased prejudice-related incidents. No single indicator is definitive; concerns should always be discussed with the DSL.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; 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 pupil’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 pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

**Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:**

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting or 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
  - Parental reports of changes in behaviour, friendship or actions and requests for assistance;
  - Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

## **Risk Assessment and Reducing Permissive Environments**

The school carries out a contextual Prevent risk assessment annually, overseen by the DSL and approved by the governing body. The assessment considers local and national threats, online influences, community dynamics, and school activities. The school aims to reduce permissive environments by ensuring that no systems, curricula, or platforms within the school create opportunities for extremist ideologies to develop.

## **Referral, Record-Keeping and Channel Process**

Concerns about pupils vulnerable to radicalisation must be referred to the DSL immediately. The DSL will follow safeguarding procedures, which may include discussions with the pupil and parents, checking online activity, and engaging early help where appropriate. If concerns persist, the DSL will submit a referral to the Multi-Agency Safeguarding Hub (MASH) using the Channel Referral Form. Where a case meets the threshold, the DSL will participate in Channel Panel meetings and monitor subsequent interventions. All Prevent-related concerns, actions, and referrals are recorded securely in line with the school's Safeguarding and Data Protection policies. Records are reviewed termly by the DSL and shared with governors as part of the safeguarding audit.

## **Visiting Speakers and External Agencies**

All visiting speakers and external agencies are vetted to ensure that the content of their sessions aligns with the school's values and safeguarding duties. Speakers must be approved in advance, supervised at all times, and their presentations monitored. Records of visiting speakers are maintained for audit and safeguarding purposes.

## **Staff Training and Awareness**

Training on Prevent and safeguarding is mandatory for all staff. Induction training covers the signs of radicalisation and extremist influence. Refresher training is provided regularly and proportionate to staff roles and levels of risk. The DSL and deputies complete advanced Prevent training annually, ensuring they can respond effectively to concerns and liaise with multi-agency partners.

## **Online Safety and Digital Awareness**

The Prevent Policy aligns closely with the Online Safety Policy. The school uses monitoring and filtering systems to safeguard pupils from exposure to extremist or harmful online material, including disinformation, conspiracy theories, and radical content. Pupils are taught digital resilience and critical thinking through PSHE and the wider curriculum.

## **Governance, Oversight and Review**

The governing body is responsible for ensuring that the school complies with the Prevent duty. The Prevent policy and risk assessment are reviewed annually or sooner if national guidance changes. Governors and senior leaders undertake Prevent awareness training to ensure strategic oversight.

## **Protective Security and Martyn's Law**

In anticipation of the Terrorism (Protection of Premises) Act 2025 ('Martyn's Law'), The Elms School commits to maintaining robust protective security measures. This includes reviewing site access controls, emergency response procedures, and staff training in protective security awareness.

## **Policy Communication**

This policy is communicated to all staff and available to parents via the school website and on request. Pupils learn about respect, tolerance, and safeguarding from radicalisation through PSHE, assemblies, and the wider curriculum.