ARGYLE HOUSE SCHOOL – PREVENT POLICY & RISK ASSESSMENT

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Reviewed by: J.Sample

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Introduction

This policy is written in line with updated HM Government Prevent Duty Guidance March 2024 and expectations from the DfE. Specified authorities are required, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism including the ideological causes of terrorism.

Schools have a large part to play in this and to ensure that all pupils are protected and prevented from being radicalised. Certain extremist groups do attempt to radicalise young people to have them hold extreme views, such as justifying political, religious, sexist or racial violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity, inclusion and equality and leaves them vulnerable to future radicalisation.

Protecting pupils from the risk of radicalisation falls within our safeguarding procedures and as such is linked with the practices from many of our policies including our Safeguarding & Child Protection Policy.

Our school has a zero-tolerance approach to any extremist opinions and behaviours from any of our community members which in any way may discriminate against others. It is important to note that we encourage healthy debate about many issues but always through an understanding and respect for the opinion of others and if they do not fall within extremist views as defined in the next section of this policy.

This policy draws on the advice and guidance of a variety of sources, including; the revised Prevent Duty Guidelines (2023/4), Prevent Duty for schools, Channel Duty Guidance, Channel Vulnerability Framework and Promoting British values as part of SMSC in Schools.

This policy has been equality impact assessed and we believe in line with the Equality Act 2010. It does not have an adverse effect on race, gender or disability equality."

Definitions

Extremism – (in this context) either 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. Also included is the call for deaths of armed forces, whether in this country or overseas.

Radicalisation – the process of causing someone to become a supporter of terrorism or forms of extremism that leads to terrorism.

Terrorism – an action that endangers or causes serious violence or damage to people or

property, or seriously interferes with, or disrupts, an electronic system. The action must be intended to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Legislation and Guidance

The Prevent Duty guidance, revised by the Government and effective from March 2024, is part of the Government's overall counter-terrorism strategy, CONTEST. The aim of the

Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism, simply expressed as the need to "prevent people from being drawn into terrorism". Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

The Prevent strategy has three specific strategic objectives:

• tackle the ideological causes of terrorism.

• intervene early to support people susceptible to radicalisation.

• enable people who have already engaged in terrorism to disengage and rehabilitate.

The Counter Terrorism and Security Act of 2015 placed 'Prevent' on a statutory footing and schools and colleges have been given guidelines on implementing the Prevent Duty for Schools. In addition, responsibility was placed on Local Authorities to carry out the following, which is a key component of the work of Channel (see Reporting Concerns section of this document):

• Work in partnership with other agencies, including schools, to assess the risk of individuals being drawn into terrorism

• Ensure from this risk assessment, an action plan is produced

• Train staff appropriately to deal with these matters

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

• identifying individuals at risk

• assessing the nature and extent of that risk

• developing the most appropriate support plan for the individuals concerned

Each local authority is responsible for having Channel as one of their services to which

anyone can make a referral including family members, and a wide range of services. Each referral is screened for suitability undertaken by the local authority and if deemed appropriate, further action will occur including communication and consent with the individual to initiate a Panel. The Panel will then decide what, if any, support is needed to protect the individual. Each LA will have their own systems and forms for referrals.

Prevent Duty for Schools

The statutory guidance on the Prevent duty summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Risk Assessment

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the locality and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. When a member of staff has concerns about a pupil who may be at risk of radicalisation, (details in section entitled, 'Identifying young people who may be at risk of radicalisation') the normal safeguarding procedures of reporting are implemented, and a risk assessment is conducted to determine the level of risk a pupil may be at and subsequent actions to be taken.

These actions may be anything from monitoring the pupil further, to a referral to Channel due to serious concerns about radicalisation. A risk assessment is at the end of this document in Annex A.

Working in Partnership

The Prevent duty builds on existing local partnership arrangements. Multi-agency Safeguarding Partnerships are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. As such we ensure our lines of communication with the LA are effective. Other partners, in particular the police and civil society organisations, are also able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff Training

All staff within our school receives regular safeguarding training including at induction. This includes information and guidance about our role in protecting our pupils from the risk of radicalisation. Our Head and Designated Safeguarding Leads receive further training as deemed necessary, to ensure that we have staff who can advise and support colleagues within the school as well as parents/carers.

Quality online training is available through both TES and Government Prevent duty training.

Prevent duty training - GOV.UK

IT Policies

Our school ensures that suitable monitoring and filtering procedures of our network and IT systems are in place to stop our pupils accessing and are kept safe from terrorist and extremist material when accessing the internet in schools.

We have a comprehensive Online Safety Policy which outlines the measures we take to educate and equip our pupils with the skills and knowledge of keeping safe online. In addition, our curriculum includes taught aspects in a variety of subjects and methods, on how to be safe and build resilience against any vulnerabilities towards possible radicalisation.

Reducing Permissive Environments

One way that Prevent seeks to tackle the ideological causes of terrorism is by limiting exposure to radicalising narratives, both online and offline, and to create an environment where radicalising

ideologies are challenged and are not permitted to flourish. Our school understands that radicalisers create and take advantage of permissive environments to promote or condone violence and to spread poisonous ideologies that undermine our values and society. Established terrorist narratives exhibit common themes such as antisemitism, misogyny, anti-establishment, anti- LGBT grievances and religious or ethnic superiority. To this end leaders are vigilant when deciding on what information comes in to school, either online or via guest speakers etc., whilst at all times understanding that healthy debate and understanding wider views is part of educating children about the world.

Identifying pupils who may be at risk of radicalisation

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in a pupil's behaviour which could indicate that they may be in need of help or protection. Pupils at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying pupils who might be at risk of radicalisation and act proportionately.

Even very young pupils may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The Channel Vulnerability Assessment Framework indicates some possible signs but emphasises that it should not be assumed that the characteristics necessarily indicate that a person is either committed to terrorism or may become a terrorist. It highlights three 'dimensions': engagement, intent and capability, which are considered separately. However, it must be noted that a pupil could be engaged with an extremist group but have neither the intent of capability to act. Likewise, a pupil may have the engagement with a group, an intent but possibly not have the capability to act.

Staff are always vigilant to any sign that may concern them about a child. Possible signs of radicalisation are below but not exclusive only to this:

Pupils exhibiting behaviour display:

• Being secretive about online behaviour.

• A change of appearance and/or abnormal routines.

• Feelings of grievance and injustice of feeling under threat.

• A need for identity, meaning and belonging.

• A desire for status, excitement and adventure.

• A need to dominate and control others.

• A relevant mental health issue.

• Over-identification with a group or ideology.

• 'Them and Us' thinking.

• Questioning faith or identity.

• Losing interest in things they used to enjoy.

• Disclosures of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.

In addition, staff may notice or be aware of:

• Family or friends of the pupil being involved in extremism.

• Graffiti symbols, writing or artwork promoting extremist messages or images.

• Pupils accessing extremist material online, including through social networking

sites.

• Parental reports of changes in behaviour, friendship or actions and requests for assistance.

• Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings.

Building Resilience against possible radicalisation

We can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We already promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. Promoting British values as part of SMSC in schools.

Personal, Social and Health Education (PSHE) is used to provide pupils with time to explore sensitive or controversial issues and equipping them with the knowledge and skills to understand and manage difficult situations. The subject is used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

For early years, the statutory framework for the Early Years Foundation Stage Framework sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world. In addition, various guidelines/resources are available for the promotion of British values in early years: Action for Children, Pacey (Professional Association for Childcare and Early Years),

Reporting concerns

If a member of staff has a concern about a pupil, they will follow our normal safeguarding procedures, which initially is communication with our Designated Safeguarding Lead (DSL)or DDSLs. Individual staff can, if appropriate, go directly to social services and the police (dial 101 non-emergency number), but the likely action would be that the DSL would assess the information and risk and, if deemed appropriate, take appropriate action. Action may range from continued monitoring, communicating with relevant staff, family and even the pupil, and/or communicating with the police and instigating a referral to Channel. The assessment of the risk will to an extent dictate the actions and consultation between senior staff and DSL will occur.

If a referral is made to the police, the appropriate local procedure will be followed in terms of referral forms and subsequent communications which will then go forward to the Channel Panel.

In addition, the Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Self-Assessment Tool

The link below takes the reader to a self-assessment tool which has been designed by DfE (Oct 2022) to assist schools in England to review their Prevent related responsibilities if they wish to use it.

Prevent duty: risk assessment templates - GOV.UK (www.gov.uk)

Annex A : Prevent Risk Assessment

DUTY	WHAT THIS MEANS	ACTION(S)
The School's Values & Ethos		
The values and ethos of the school promote resilience against extremist ideologies and promote British values.	The school values clearly set out our commitment to British values.	Strong focus on our values and our attributes. Values include a commitment to tolerance, diversity and mutual respect.
The Head, DSL team & Governors carry out their role to monitor the school's Prevent strategy effectively.	Leaders have a good understanding of their duty.	All Governors have read our Safeguarding and Child Protection Policy and Keeping Children Safe in Education (2024). The Head and DSL oversee our compliance with the Prevent Duty. Leaders undertake training on roles and expectations.
Staff assess the risk of children being drawn into terrorism.	Staff can demonstrate a general understanding of the risks affecting children and young people	All staff have read Keeping Children Safe in Education 2024. The Head and DSL have informed staff of their duties as set out in The Prevent Duty Guidance (DfE, December 2023). All staff have completed online Prevent training
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	The Head and DSL have informed staff about signs and indicators of radicalisation.

	There is a clear procedure in place for protecting children at risk of radicalisation	All staff have read the Safeguarding and Child Protection Policy which includes a statement regarding the school's Prevent Duty. All staff understand how to record, and report concerns regarding risk of radicalisation
Speakers & Events		
Prohibit extremist speakers and events in the school.	The school exercises due diligence in relation to requests from external speakers and organisations using school premises.	Request an outline of what the speaker intends to cover/meet prior to event. Research the person/organisation to establish whether they have demonstrated extreme views/actions. Visitors are never left alone with children. Deny permission for people/organisations to use school premises if they have links to extreme groups. Further information can be found in our Visiting Speaker Policy.
Working in Partnership		
The school is using existing local partnership arrangement in exercising its Prevent duty.	Staff record and report concerns in line with policies	All staff record and report concerns to the Head or DSL. School leaders stay up to date with local developments and risks. The school is in regular communication with local police (PCSO). Member of the DSL team attends the LA DSL meetings where updates on extremism and other topics are often given.
Staff are confident and capable of working with external agencies and sharing concerns about extremism externally	The Prevent Lead makes appropriate referrals to agencies	Records of referrals are kept on Wellbeing Manager. Referrals are followed up appropriately (and challenged if necessary). Head and DSL know the process to contact other agencies and expedite concerns about extremism. All concerns regarding extremism are reported. Records of referrals are kept, and referrals are followed up appropriately.
Staff Training		
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism	The Head and DSL undertake Prevent Awareness Training. The Head and DSL are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All staff have completed online Prevent Training. Updates are given in safeguarding briefings

IT Policies		
Ensure that children are safe from terrorist and extremist material when accessing the internet in schools.	The school has policies in place which make reference to the "Prevent" duty.	Online safety policy. IT Acceptable use policy. Anti-bullying policy. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems, for example: ➢ The school IT network has appropriate filters to block sites deemed inappropriate or unsafe. ➢ School email accounts are monitored by IT ➢ Curriculum (PSHE) reflects this duty
	Virtual Threats	School Lightspeed filtering and monitoring allows staff to tackle extreme idealistic views or cause for concern through online searches
Building Children's Resilience to Radicalisation		
Ensure that pupils have a safe environment in which to discuss controversial issues.	Pupils develop the knowledge, skills and understanding to prepare them to play a full and active part in society.	Through PSHE/RSE and other curriculum activities, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. Relevant staff are aware of the government guidance: https://www.gov.uk/government/news/guidance/on-promoting-british-values-in-schools
The curriculum promotes British Values and a culture of equality.	Clearly identified opportunities to promote British Values and challenge extremist ideologies.	Opportunities to promote British values are clearly identified within all curriculum areas. • Use of PSHE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. Our Behaviour Policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers.
	Self-Initiated Terrorism / Islamist Terrorism / Right Wing Fundamentalism	Children have lessons with Northumbria Prevention Team to develop knowledge and understanding in an age-appropriate way.
Local Area		

Access to the CTLP	Prevent Lead to update Risk Assessment in line with CTLP	DSL Team to be aware of UK national threat level and ongoing issues in the local area.