



Prevent (Extremism & Radicalisation) Policy

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Aim of policy:

Park School is committed to safeguarding and promoting the welfare of all pupils and to protecting them from the risk of radicalisation and exposure to extremist ideologies.

The School recognises its responsibility under Section 26 of the Counter-Terrorism and Security Act 2015 to have *due regard to the need to prevent people from being drawn into terrorism* (“the Prevent Duty”).

This policy sets out how **Park School** meets its Prevent responsibilities across the Early Years Foundation Stage (EYFS), Lower and Junior School, while ensuring that the School remains a safe place for discussion, debate, and the development of pupils’ critical thinking skills.

Prevent is one of the four strands of the government's CONTEST strategy, alongside Pursue, Protect and Prepare. The aim and objectives of Prevent are:

- to stop people from becoming terrorists or supporting terrorism
- to tackle the ideological causes of terrorism
- to intervene early to support people susceptible to radicalisation
- to enable people who have already engaged in terrorism to disengage and rehabilitate

Related Guidance and School Policies

This policy outlines the schools approach towards the Prevent Duty but is not exhaustive in its scope and should be used in conjunction with the following policies, statutory guidance and advice:

Policies:

- *Safeguarding and Child Protection Policy*
- *Filtering & Monitoring Policy*
- *Artificial Intelligence Policy*
- *Behaviour & Sanction Policy*
- *Anti-Bullying Policy*
- *Personal, Social, Health & Economic Education (PSHEE) Policy*
- *Digital Technology & Acceptable Use Policy*
- *Educational Visits & Offsite Activities Policy*
- *EDI Policy*
- *Curriculum Policy*
- *Low Level Concerns Policy*
- *Whistleblowing Policy*
- *Political Impartiality Policy*
- *Risk Assessment Policy*
- *Safer Recruitment Policy*
- *Staff Code of Conduct*
- *Staff Digital Acceptable Use Policy*
- *Visitors, Contractors & Site Security Policy*

Statutory & Regulatory Guidance:

- *Counter-Terrorism and Security Act 2015*
- *Prevent Duty Guidance: England and Wales — updated March 2024*
- *Keeping Children Safe in Education 2026*
- *Working Together to Safeguard Children 2026*
- *The Education (Independent School Standards) Regulations 2014*
- *The Independent School Standards: Guidance for Independent Schools — April 2026*

- *Prevent Duty Self-Assessment Tool for Schools and Further Education Settings School and College Security — July 2026*
- *Channel Duty Guidance: Protecting People Vulnerable to Being Drawn into Terrorism — Home Office, 2023*
- *Terrorism (Protection of Premises) Act 2025 (“Martyn’s Law”) — cross-reference with the Lockdown Policy*
- *Promoting Fundamental British Values as Part of SMSC in Schools — DfE*

Scope of the Policy

This policy applies to all members of the School community and all School activities, whether they take place on or off site. All members of the School community have a responsibility to support the implementation of this policy and to contribute to the creation of a safe and inclusive environment.

Key Definitions

Radicalisation

Radicalisation refers to the process by which an individual comes to support terrorism, violent extremism or extremist ideologies associated with terrorist groups. Radicalisation can occur through direct contact with individuals, online activity, peer influence, social environments or exposure to extremist material.

Extremism

Extremism refers to vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Extremism may also include calls for violence against individuals or groups and the rejection of democratic principles and equal rights.

The School recognises that vulnerability to radicalisation can affect individuals from a wide range of backgrounds and circumstances and that safeguarding responses should always be proportionate, evidence-based and focused on supporting the child.

British Values

The School actively promotes fundamental British values throughout all aspects of school life. These values help pupils develop as responsible, respectful and active citizens and form an important part of the School's Prevent strategy.

The values promoted by the School include:

- Democracy.
- The rule of law.
- Individual liberty.

- Mutual respect.
- Tolerance of those with different faiths and beliefs.

These values are embedded across the curriculum, pastoral programmes, assemblies, enrichment opportunities and the wider ethos of the School. Pupils are encouraged to understand and respect different viewpoints, engage positively with others and contribute constructively to society.

Prevent Duty in Practice

Curriculum and Teaching

The School believes that high-quality education is one of the most effective ways of protecting pupils from radicalisation. Through the curriculum, pupils are supported to develop the knowledge, skills and understanding needed to engage critically with information and make informed decisions.

Pupils are taught to:

- Think critically and independently.
- Evaluate information, evidence and sources.
- Recognise misinformation and manipulation.
- Respect diversity and different viewpoints.
- Challenge prejudice, discrimination and intolerance.

Age-appropriate learning opportunities may be delivered through:

- PSHE.
- Citizenship.
- Religious Education.
- Assemblies.
- Tutor programmes.
- House activities.
- Curriculum enrichment opportunities.

Where sensitive or controversial topics arise, they are managed carefully, presented in a balanced manner and delivered by appropriately trained staff. Discussions are conducted respectfully and within a framework that promotes understanding, critical thinking and safeguarding.

Early Years Foundation Stage (EYFS)

Within the EYFS, Prevent responsibilities are embedded through the promotion of positive relationships, emotional wellbeing and inclusive practice. Staff support children in developing respect for others, confidence, resilience and an understanding of differences.

EYFS provision promotes:

- Sharing and cooperation.
- Respect for others.
- Positive relationships.
- Inclusion and belonging.
- Emotional literacy and self-regulation.

Staff remain vigilant to concerns arising from a child's behaviour, family circumstances or external influences and follow safeguarding procedures where concerns are identified.

Risk Assessment

The School undertakes regular Prevent risk assessments to identify and manage potential vulnerabilities and risks. These assessments form part of the School's wider safeguarding and risk management framework.

Risk assessments consider factors including:

- The local context and community risks.
- Online safety and internet use.
- External speakers and visitors.
- Pupil vulnerabilities.
- Current national and local safeguarding concerns.
- The effectiveness of existing Prevent controls.

Risk assessments are reviewed regularly and updated whenever circumstances change or concerns arise.

Online Safety

The School recognises that the internet can be used to access extremist material and that online radicalisation presents a significant safeguarding concern. Online safety is therefore a key component of the School's Prevent strategy.

Appropriate monitoring and filtering systems are implemented to reduce the likelihood of pupils accessing harmful content. These arrangements are regularly reviewed to ensure they remain effective and proportionate.

Pupils are taught how to:

- Stay safe online.
- Assess the reliability of online information.
- Recognise extremist content.

- Challenge harmful narratives.
- Report concerning material to a trusted adult.

Online safety education is integrated throughout the curriculum and linked directly to the School's safeguarding and Prevent responsibilities.

External Speakers and Visitors

The School values the contribution that external speakers can make to pupils' education. However, all visitors must operate within the School's safeguarding framework and uphold the values of the School.

All external speakers are:

- Subject to appropriate scrutiny and risk assessment.
- Supervised as required.
- Expected to uphold School values and safeguarding expectations.
- Required to deliver content that is suitable for the age and maturity of pupils.

The School does not permit materials, messages or activities that promote extremist views, intolerance or radicalisation. Visiting speakers are managed in accordance with safeguarding procedures and their presentations may be monitored as appropriate.

Roles and Responsibilities

Governing Body

The Governing Body has strategic responsibility for ensuring compliance with Prevent requirements and for overseeing the effectiveness of safeguarding arrangements throughout the School.

The Governing Body will:

- Ensure compliance with statutory Prevent duties.
- Monitor safeguarding and Prevent arrangements.
- Review relevant policies and risk assessments.
- Seek assurance that staff training and monitoring arrangements remain effective.

Head

The Head is responsible for ensuring that Prevent responsibilities are implemented effectively across the School and embedded within safeguarding practice.

The Head will:

- Promote a strong safeguarding culture.
- Ensure appropriate procedures are in place.

- Support staff in fulfilling Prevent responsibilities.
- Ensure adequate resources are allocated to safeguarding and Prevent activity.

Designated Safeguarding Lead (DSL)

The DSL serves as the School's lead professional for Prevent matters and works closely with relevant safeguarding agencies where necessary.

The DSL will:

- Act as the Prevent lead.
- Provide advice and support to staff.
- Assess and manage concerns.
- Maintain records of concerns, actions and referrals.
- Liaise with external safeguarding agencies.
- Make referrals to the Local Authority or Channel Panel where appropriate.

Staff and Volunteers

All staff and volunteers have a responsibility to safeguard pupils and contribute to the prevention of radicalisation.

Staff and volunteers will:

- Undertake Prevent and safeguarding training.
- Remain vigilant to indicators of radicalisation.
- Follow School safeguarding procedures.
- Record and report concerns promptly.
- Promote an inclusive and respectful environment.

Identifying and Managing Concerns

The School recognises that there is no single profile of a child who may be vulnerable to radicalisation. Staff must exercise professional curiosity and consider concerns within the wider context of a pupil's circumstances.

Possible indicators of concern may include:

- Significant changes in behaviour, attitudes or beliefs.
- Social isolation or withdrawal.
- Use of extremist language or narratives.
- Accessing extremist or harmful online material.

- Expression of intolerance, hatred or prejudice.
- Unusual interest in extremist groups or ideologies.

These indicators do not automatically indicate radicalisation but should prompt appropriate professional consideration.

Any concerns must be:

- Reported immediately to the DSL.
- Recorded in accordance with safeguarding procedures.
- Managed proportionately, sensitively and appropriately.

Prevent concerns are always treated as safeguarding concerns.

Referrals and External Support

Where concerns indicate that a pupil may be vulnerable to radicalisation, the School will seek appropriate advice and support from external agencies. Early intervention is often the most effective way of safeguarding a child from harm.

Where necessary, the School may:

- Seek advice from the Local Authority.
- Consult safeguarding partners.
- Make a referral to the Channel programme.
- Work with specialist support services.

Parents will normally be informed of concerns and referrals. However, this may not occur where doing so could place a child or another individual at greater risk.

Staff Training

Effective staff training is fundamental to the successful implementation of the Prevent Duty. All staff are expected to understand their safeguarding responsibilities and recognise indicators of vulnerability and risk.

All staff receive:

- Safeguarding training.
- Prevent awareness training.
- Updates relating to emerging risks and current guidance.

Training is refreshed regularly, recorded appropriately and reviewed as part of the School's safeguarding quality assurance arrangements. New staff receive Prevent information and safeguarding guidance as part of their induction process.

Confidentiality and Information Sharing

Information relating to Prevent concerns will be handled sensitively and shared only where necessary to safeguard children and comply with legal responsibilities. The School will balance the need for confidentiality with its duty to protect pupils from harm.

Information will be:

- Shared on a need-to-know basis.
- Managed in accordance with safeguarding requirements.
- Processed in compliance with UK GDPR and data protection legislation.
- Recorded securely and confidentially.

Pupils cannot be promised confidentiality where safeguarding concerns exist or where disclosure is necessary to protect them or others from harm.

Monitoring and Review

The School will monitor the implementation and effectiveness of this policy through safeguarding reviews, audits, training records, risk assessments and leadership oversight. Monitoring helps ensure that arrangements remain effective, proportionate and compliant with statutory requirements.

This policy will be reviewed:

- Annually.
- Following changes to legislation or statutory guidance.
- Following significant safeguarding developments.
- After any serious Prevent-related concern or incident.
- Whenever monitoring identifies the need for improvement.

The School remains committed to maintaining an effective Prevent culture that safeguards pupils, promotes resilience and supports a safe, inclusive and respectful learning environment.

PARK SCHOOL