



'Aim High Be Happy'

Policy for Prevent

Policy Control	
Responsible Person:	Amanda Norman
Responsible Governors:	Safeguarding Team
Approved by Governors:	March 2026
Date due for review:	March 2028

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

At Sandhurst Primary School, children come first and our priority is to deliver high quality learning and teaching, whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that children are challenged achieve their very best; we are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development. We want every child to be successful; to reach for success from the very first day that they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

Our School Values

Sandhurst Primary School values

Kindness Enjoyment Challenge

and all our stakeholders are encouraged to *reflect* upon their learning and their actio

Introduction

Sandhurst Primary School is committed to providing a safe, secure and inclusive environment in which all children feel safe, are listened to and are protected from harm.

All adults working within our school recognise that safeguarding is everyone's responsibility, regardless of their role or whether they work directly with children.

The school recognises its responsibilities under Section 175 of the Education Act 2002 and Section 26 of the Counter-Terrorism and Security Act 2015. The Prevent duty forms an integral part of our wider safeguarding arrangements and our commitment to protecting children from the risk of radicalisation and being drawn into terrorism.

In implementing this policy, staff, governors, volunteers and visitors contribute to safeguarding and promoting children's welfare, in accordance with the Children Acts 1989 and 2004 and relevant statutory guidance.

Legislation and Statutory Framework

This policy has due regard to relevant legislation, including but not limited to:

- Children Act 1989
- Children Act 2004
- Education Act 1996
- Education Act 2002, particularly Section 175
- Childcare Act 2006, where applicable
- Equality Act 2010
- Counter-Terrorism and Security Act 2015, particularly Section 26
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

Statutory Guidance and Government Advice

This policy has been developed with reference to the following current statutory guidance and departmental advice:

- Department for Education (2026) – *Keeping Children Safe in Education*
- Department for Education (2026) – *Working Together to Safeguard Children*
- Home Office (2023) – *Prevent Duty Guidance: England and Wales* (updated March 2024)
- Home Office (2025) – *Channel Duty Guidance: Protecting People Susceptible to Radicalisation*
- Department for Education (2026) – *The Prevent Duty: Safeguarding Learners Susceptible to Radicalisation*, including practical guidance for Designated Safeguarding Leads
- Department for Education (2023) – *Prevent Duty Risk Assessment Templates and Guidance for Schools*

Related School Policies and Documents

This policy should be read alongside the following Sandhurst Primary School policies and procedures:

- Child Protection and Safeguarding Policy
- Prevent Risk Assessment and Action Plan
- Online Safety Policy
- Behaviour Policy
- Equality Information and Objectives
- Data Protection Policy

- Staff Code of Conduct
- Whistleblowing Policy
- Lockdown and Evacuation Procedures
- Safeguarding Reporting and Referral Procedures

The school will review this policy annually, or sooner where changes to legislation, statutory guidance or local safeguarding arrangements make this necessary.

1. Purpose and commitment

At Sandhurst Primary School, children come first. We aim to provide a safe, welcoming and inclusive environment where every child can learn, question ideas, feel valued and flourish. Prevent is part of our wider safeguarding responsibilities and is implemented proportionately, sensitively and without discrimination.

Under section 26 of the Counter-Terrorism and Security Act 2015, the school must have due regard to the need to prevent people from being drawn into terrorism. Our approach focuses on early identification, appropriate support, effective partnerships and safeguarding children from harm.

2. Legislative and guidance framework

- Counter-Terrorism and Security Act 2015, including the Prevent duty and Channel provisions.
- Home Office Prevent duty guidance: England and Wales (2023), in force from 31 December 2023.
- Keeping Children Safe in Education 2026 (DfE).
- DfE The Prevent duty: practical guidance for designated safeguarding leads (updated October 2026).
- Working Together to Safeguard Children (current statutory guidance).
- Education Act 2002, section 175; Equality Act 2010; Data Protection Act 2018 and UK GDPR.
- Read alongside the school's Child Protection and Safeguarding Policy, Online Safety Policy, Behaviour Policy, Staff Code of Conduct, Whistleblowing Policy, visitor arrangements and school-specific Prevent risk assessment.

3. Understanding Prevent, radicalisation and extremism

Prevent aims to stop people becoming terrorists or supporting terrorism. Radicalisation is the process through which someone comes to support terrorism and extremist ideologies associated with terrorist groups. The school considers indicators in context: no single behaviour, identity, belief or characteristic establishes susceptibility.

The Government's 2024 definition describes extremism as the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate others' fundamental rights and freedoms, undermine or replace liberal parliamentary democracy and democratic rights, or intentionally create a permissive environment for those outcomes. This non-statutory definition serves a different purpose from the statutory Prevent duty; staff must focus on safeguarding concerns relating to terrorism.

Lawful debate, religious observance, criticism of government, peaceful protest and expressions of political opinion are not in themselves evidence of extremism. Concerns must be evidence-based, proportionate and free from stereotyping.

4. Recognising concerns

Children may encounter harmful influences online or offline, including through social media, messaging, gaming, video platforms, peers or adults. Staff should consider patterns, context and any changes in wellbeing rather than using a checklist as a diagnosis.

A child describing pressure to support terrorism or contact with someone seeking to recruit them.

Repeated engagement with material encouraging terrorist violence, or sharing such material.

Threats, glorification or justification of terrorist violence, particularly alongside other concerning behaviour.

Concerning changes in behaviour, relationships or online activity accompanied by credible evidence of radicalising influence.

Reports from a child, parent or another agency about grooming, coercion or extremist influence.

Staff must also respond to discriminatory language, bullying and hate incidents through safeguarding and behaviour procedures. Such incidents do not automatically constitute Prevent concerns.

5. Reporting and responding to concerns

Step 1 – Recognise and respond

Listen calmly, do not promise secrecy, avoid leading questions and consider immediate safety. Do not investigate independently or confront suspected recruiters.

Step 2 – Record and report

Report without delay to the DSL or a deputy and record factual details promptly on CPOMS in line with school procedures. Urgent concerns should be raised directly, not left only as an electronic record.

Step 3 – DSL assessment

The DSL considers the child's circumstances, available evidence, safeguarding needs and local procedures. Seek advice from the local authority Prevent team or police Prevent contacts where appropriate.

Step 4 – Referral and support

Where appropriate, the DSL makes or supports a Prevent referral through current local arrangements. Channel is a multi-agency process that may offer voluntary support where relevant; a Prevent referral does not automatically result in Channel support.

Step 5 – Follow up

Record rationale, actions, information sharing, decisions, support and review dates. Continue wider safeguarding support and liaise with relevant agencies.

If there is an immediate risk to life or a suspected imminent terrorist threat, call 999. If the DSL is unavailable, staff must not delay necessary safeguarding action and should follow the Child Protection Policy.

Information should be shared lawfully, securely and on a need-to-know basis. Consent should be considered in line with applicable safeguarding and information-sharing guidance; a concern for safety may justify sharing without consent where lawful and necessary.

6. Curriculum, school culture and online safety

Through PSHE, relationships education, computing, assemblies and the wider curriculum, we promote democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Pupils are encouraged to ask questions, assess sources, recognise manipulation, disagree respectfully and seek help from trusted adults. Teaching is age-appropriate and does not stigmatise communities.

Filtering and monitoring arrangements, staff vigilance and education about online safety contribute to managing exposure to harmful and extremist content. Online incidents are recorded and escalated through safeguarding procedures.

7. School-specific Prevent risk assessment

The Headteacher and DSL maintain a proportionate, documented Prevent risk assessment, reviewed at least annually and when circumstances change. It considers local and national risks, pupil needs, online exposure, curriculum, visitors, staff awareness, referral arrangements and the effectiveness of controls. Actions are assigned to responsible staff and monitored by governors.

8. Visitors, speakers and use of premises

External speakers, organisations and resources are checked for suitability in advance. Staff consider content, safeguarding arrangements, supervision, age appropriateness and consistency with the school's values and legal duties. The school will not knowingly provide a platform for promoting terrorism or unlawful hatred. Appropriate records of checks and decisions are retained.

9. Roles and responsibilities

Governing body

- Ensure the school meets its Prevent duty and that suitable safeguarding arrangements, training and resources are in place.
- Review the Prevent risk assessment and seek assurance about actions, referrals, online safety and policy effectiveness.
- Approve and review this policy in accordance with the agreed cycle.

Headteacher and DSL

- Lead implementation, staff awareness, risk assessment and effective partnership working.
- Assess concerns, seek specialist advice, make or coordinate referrals and maintain appropriate records.
- Ensure training and induction are suitable for staff roles and responsibilities.

All staff, volunteers and visitors

- Remain alert to safeguarding concerns, including potential radicalisation, and report concerns promptly.
- Follow the school's safeguarding, online safety and professional conduct arrangements.
- Undertake relevant induction and training appropriate to their role.

- Safeguarding contacts from the previous policy: DSL – Amanda Norman; Deputy DSLs – Colette Saunders, Rachael Lucas and Louise Reeves.

10. Training and professional development

All staff receive safeguarding induction, including how to identify and report Prevent concerns, with updates as required and appropriate role-specific training. DSLs maintain up-to-date Prevent knowledge and access specialist advice. Governors receive training sufficient to oversee the duty. The school records completion and evaluates training needs regularly.

11. Confidentiality, records and information sharing

Prevent concerns and decisions are recorded securely on CPOMS or the school's authorised safeguarding system. Information is retained, shared and transferred in accordance with the Child Protection Policy, data protection law and relevant safeguarding guidance. Records distinguish observed facts, reported information and professional judgements.

12. Monitoring and review

The Headteacher and safeguarding governors will review the policy and associated risk assessment at least annually, and sooner after significant changes to guidance, local risk or school circumstances. Governors will record formal approval.

Appendix A – Staff quick reference

- Notice: remain alert to credible concerns about susceptibility to radicalisation.
- Respond: listen, reassure appropriately and do not investigate.
- Report: speak to the DSL/deputy promptly; record factual information on CPOMS.
- Act urgently: call 999 for immediate danger; follow safeguarding escalation if DSL unavailable.
- Follow up: DSL assesses, seeks Prevent advice/refers if appropriate and records outcomes.

Appendix B – Sources for policy review

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-susceptible-to-radicalisation>

<https://www.gov.uk/government/publications/new-definition-of-extremism-2024>

Approval checklist: confirm DSL/deputy details; confirm Kent local Prevent referral route and contacts; cross-check linked policy titles; review the school-specific risk assessment; obtain governing body approval.

