

RIVERSIDE SCHOOL



Prevent Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

Contents

Statement of Intent

1. Legal Framework
2. Definitions
3. Risk Factors for Extremism
4. Procedures for Referral
5. Training
6. Culture of Safeguarding

Appendix 1 – Agreement and Guidelines for Visiting Speakers

Statement of Intent

Since the 'Education and Inspections Act 2006' came into force, schools have a duty to promote community cohesion. Global events have led to a growth in extremist viewpoints, including advocacy of violent extremism. In March 2015, new statutory duties were placed on schools by the 'Counter Terrorism and Security Act 2015', which states that all schools and colleges are subject to a duty under section 26 of the Act to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the [Prevent Duty](#). The [key principles of Prevent](#) were updated in February 2026 and are available on the Government website. This also gives weight to the aim of 'reducing permissive environments'.

We understand that pupils who are neurodivergent are not predisposed towards, but can be more vulnerable to extremist ideology and radicalisation. It is possible to put in some forms of protection for vulnerable people from extremist ideology and intervene to safeguard those at risk of radicalisation. As with other safeguarding risks, our staff should be alert to changes in pupils' behaviour which could indicate that they may need help or protection.

We prepare our pupils for life in modern Britain, and aim to equip them with the tools and strategies to safeguard themselves. Pupils with low aspirations are more vulnerable to radicalisation. The school ensures students have confidence and self-belief and are tolerant and respectful, whilst having high expectations of themselves. The school promotes a culture of safeguarding.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Prevent Duty 2023
- Counter Terrorism and Security Act 2015- Section 26
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018/ Data (Use and Access) Act 2025 (DUAA)
- DfE (2025) 'Keeping Children Safe in Education 2025'
- DfE (2026) 'Working Together to Safeguard Children'
- CTLP for London, shared by the Metropolitan Police

This policy operates in conjunction with the following school policies, including but not limited to:

- Safeguarding Policy
- Low Level Concerns Policy
- Staff Code of Conduct
- Regulation Support Policy
- Cyber Security Policy

- Safe Use of AI policy
- EDI policy and procedures
- Safeguarding Pupils Against Mobile Phones, Cameras and Smart Technology Devices Policy

2. Definitions

British Values: this includes democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Extremism: promoting an ideology based on violence, hatred, or intolerance that aims to destroy fundamental rights or undermine democracy.

Radicalisation: refers to the process by which individuals adopt extreme views, legitimizing or supporting terrorism and violence to advance ideological, political, or religious causes.

3. Risk Factors for Extremism

Risk factors for extremism and radicalization are complex, often combining personal vulnerabilities with external pressures. Key drivers include social isolation, identity crises, trauma, discrimination, and exposure to extremist propaganda or groups, often amplified through online platforms. Vulnerabilities often mirror broader safeguarding issues like family dysfunction, mental health struggles, or peer pressure.

Core Risk Factors for Extremism:

Individual/Psychological Factors

Identity & Belonging: Struggles with identity, a sense of alienation, or seeking purpose.

Trauma & Crisis: Personal traumatic events or major life changes (e.g., loss of a loved one).

Mental Health: While not inherently a cause, vulnerabilities can be exploited.

Anger & Grievance: Feelings of injustice, racism, bullying, or discrimination.

Social & Environmental Factors

Online Exposure: Access to extremist material, propaganda, fake news, or forums.

Peer Groups/Social Networks: Association with extremist groups, peer pressure, or lack of support networks.

Family Issues: Lack of support, abuse, or dysfunctional family dynamics.

Community Tensions: Experiencing community polarization, exclusion, or social unrest.

Ideological/Ideological Factors

Influence of Radicalisers: Contact with individuals promoting violent ideologies.

Perceived In-group Superiority: Belief in superiority, dehumanization of others, or perceived injustice

4. Procedures for Referrals

The point of contact for the school is the designated safeguarding lead (DSL), who is responsible for:

- Completing referral via the [National Referral Form](http://met.police.pnn.police.uk/) and sending these to <http://met.police.pnn.police.uk/>
- Ensuring that staff of the school are aware and work together to protect pupils from the grooming process of radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism, or forms of extremism, which lead to terrorism.
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism.
- Attending Channel meetings as necessary, or ensuring that the school is represented, and carrying out any actions as agreed.
- Sharing any relevant additional information in a timely manner with appropriate personnel and/ or local agencies.

Although serious incidents involving radicalisation have not occurred at our school to date, it is important for us to be vigilant and fully informed about issues that affect the local and wider area.

Staff are reminded to suspend any professional disbelief that incidents of radicalisation 'could not happen here' and are encouraged to refer any concerns to the DSL, or safeguarding lead's (SL's) in school. Staff can also contact the local Police Force or dial 101 (the non-emergency number).

5. Training

Staff Training

Through training opportunities including teachers completing the Government's Prevent training course online, and teaching assistants completing in-house training, we will ensure our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and are aware of the process of radicalisation and how this might be identified early on. They are confident in challenging extreme ideologies.

Prevent duties and awareness of extremism and radicalisation are included in our 'Safeguarding Question of the Week' throughout the year, and any updates related to

safeguarding and prevent duties are filtered through to staff as necessary. This forms part of our annual safeguarding training and part of our induction safeguarding training. Staff can find further information at [Bromley Safeguarding Children Partnership](#) online. Staff are trained of signs of radicalisation to watch for, including rigid, inflexible views, changes in attitude, language, style, secrecy and an increase in online or screen time.

Safer Recruitment

We ensure our recruitment process is rigorous, in line with statutory requirements, best practice guidance and the school's Safer Recruitment Policy. These processes include employment checks, the use of Disclosure Barring Service (DBS) checks and online searches for all employees, governors and other adults in school who undertake regulated activities with pupils. We receive Letters of Assurance that are updated annually for 3rd party staff such as carers, therapists and individual nurses.

Visitors and Visiting Speakers

We ensure our screening processes are rigorous, in line with statutory requirements, best practice guidance and relevant policies. These processes include the use of DBS checks and online searches. Visitors and visiting speakers are also monitored and accompanied whilst on school premises. They are asked to complete an agreement before arriving at school to ensure that the programme delivered is in line with our ethos and belonging culture.

6. Culture of Safeguarding

School Culture

The school works hard to promote a culture of safeguarding throughout the school and across all sites. Staff are encouraged to maintain an attitude that recognises that radicalisation and extremism can happen anywhere, in any setting, and that anyone can be a victim regardless of age, sex, personality etc. This is addressed in, but not limited to being addressed in, induction training, annual refresher training, briefings throughout the year, conversations with staff and through the culture of safeguarding the school promotes. The school is also aware that radicalisation is not limited to pupils and are mindful of signs of radicalisation and extremism in adults within the school.

The school will ensure that all staff are sufficiently trained surrounding the reporting of safeguarding concerns as part of their induction, and that refresher training is conducted as necessary. The school will ensure that all staff understand how to recognise and report safeguarding concerns. Staff will be trained to identify extremism and radicalisation and signs of inappropriate, concerning or problematic behaviour that may indicate a safeguarding concern and abuse or harm to pupils. Staff will address any questions they have regarding safeguarding to the DSL or SL's.

Appendix 1 – Agreement and Guidelines for Visiting Speakers

In order to maintain a clear focus on our main priority of teaching and learning within a safe and protective environment, care must be exercised to respect the diverse views and values of all students

Name of visiting speaker	
Facilitators	
Organisation (if applicable)	

As a visiting speaker you must agree to the following Terms and Conditions:

1. The presentation must be appropriate to the age and maturity level of the student audience. Appropriate dress, language and behaviour are required at all times.
2. The presentation must not incite hatred, violence or call for the breaking of laws.
3. The visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism, violence or criminality including individuals, groups or organisations that support such acts.
4. The visiting speaker must not spread hatred and intolerance of any group/s in the community or aid in disrupting social and community harmony.
5. The speaker must demonstrate a commitment to adhere to the school's inclusive and belonging ethos.
6. The content of the speech/ presentation must contribute to preparing students for life in a modern, diverse world.
7. The visiting speaker must seek to avoid insulting or negativity towards communities, faiths or groups.
8. Visiting speakers are not permitted to raise or gather funds for any external organisations or cause without express permission from the headteacher.
9. They will be compliance with the procedures and policies.
10. School staff reserve the right and responsibility to interrupt and/ or stop the presentation for any violation of this agreement or if they feel the presentation or speaker is promoting ideology or views that are not in line with the school ethos and ideologies.

I have read these guidelines and agree to abide by them.

Visiting Speaker's Signature	
Date	
Received by Riverside Staff Member	