

Great Bardfield Primary School



PREVENT POLICY

Approved by:	Elizabeth Crow (Headteacher)
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Ratified by Governors:	September 2026
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Next review due by:	September 2027
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1. Introduction and Statement of Commitment

Great Bardfield Primary School is committed to safeguarding and promoting the welfare of all children. Safeguarding is everyone's responsibility and children must be protected from all forms of harm, including the risk of being drawn into terrorism or extremist ideologies.

The school fulfils its Prevent Duty as part of its wider safeguarding arrangements. Prevent is not treated as a separate or isolated programme: concerns about radicalisation or susceptibility are considered alongside other safeguarding concerns and managed through established safeguarding systems.

As a small village primary school, we know our pupils and families well. This is an important strength in identifying changes in behaviour, attitudes, relationships or circumstances which may indicate that a child requires additional support.

Radicalisation is a process and there is no single pathway or profile. Children may encounter extremist ideas through the internet, social media, gaming, peers, family or community influences, misinformation, conspiracy theories or hateful material.

Our response will always be proportionate, child-centred, evidence-informed and rooted in safeguarding. The school will not make assumptions about a pupil because of their religion, ethnicity, family background, SEND, community or lawful beliefs.

2. Purpose and Aims

The purpose of this policy is to set out how Great Bardfield Primary School fulfils its Prevent responsibilities and integrates them into safeguarding, education and pastoral practice.

The school aims to:

- protect children from being drawn into terrorism;
- identify concerns at the earliest opportunity;
- provide appropriate early support to children who may be vulnerable or susceptible;
- ensure concerns are reported promptly to the DSL;
- use established safeguarding procedures and local referral pathways;
- promote democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs;
- develop critical thinking, media literacy, resilience and digital safety;
- maintain a safe, inclusive environment in which discrimination, hatred and harmful behaviour are challenged;
- work appropriately with parents and carers;
- work effectively with the Local Authority, police and other safeguarding partners;
- ensure Prevent arrangements are proportionate to the school's size, age range, community and local risk.

3. Scope and Application

This policy applies to all pupils, staff, governors, volunteers, supply staff, contractors, visitors and external contributors working with or on behalf of the school. It applies across the school premises, off-site activities and educational visits, and to relevant online environments used by or connected with school activity.

Prevent is embedded within the school's wider safeguarding framework and should be read alongside the Child Protection and Safeguarding Policy and other related policies. The Child Protection and Safeguarding Policy provides the school's operational safeguarding procedures; this policy explains the specific Prevent responsibilities and considerations.

4. Legislative and Statutory Framework

This policy is informed by the following legislation and statutory guidance, as applicable to an English primary school:

- Counter-Terrorism and Security Act 2015, including section 26 and the Prevent Duty;
- Prevent Duty Guidance: England and Wales (2023), in force from 31 December 2023;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026 and current local safeguarding arrangements;
- Channel Duty Guidance;
- Education Act 2002;
- Equality Act 2010;
- Human Rights Act 1998;
- relevant data protection and information-sharing legislation and guidance;
- Department for Education guidance concerning political impartiality, external speakers and safeguarding;
- other current statutory guidance relevant to safeguarding children.

The statutory Prevent guidance states that schools should read Prevent alongside relevant safeguarding guidance and incorporate susceptibility to radicalisation into existing safeguarding training, policies and risk assessments rather than creating unnecessary additional burdens.

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This policy will be reviewed whenever relevant legislation, statutory guidance or local safeguarding arrangements change.

5. What is Prevent?

Prevent is one of the four strands of the Government's CONTEST counter-terrorism strategy. Its objectives are to tackle the ideological causes of terrorism, intervene early to support people susceptible to radicalisation, and enable people who have already engaged in terrorism to disengage and rehabilitate.

Within school, Prevent is fundamentally a safeguarding responsibility. The school's role is not to investigate terrorism or determine whether a child has committed an offence. Staff identify and report concerns; the DSL assesses them, seeks advice and makes appropriate safeguarding or Prevent referrals.

6. Definitions

Radicalisation

Radicalisation is the process by which a person comes to support terrorism or extremist ideologies associated with terrorism. It can occur gradually and may involve changes in attitudes, behaviour, relationships and beliefs.

Extremism

For this policy, the Government's 2024 definition is used: extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance which aims to negate or destroy fundamental rights and freedoms, undermine or replace the UK's system of liberal parliamentary democracy and democratic rights, or intentionally create a permissive environment for these outcomes.

Not every controversial, offensive, unpopular or challenging opinion is extremist. The school will consider behaviour, context, intent, evidence and safeguarding risk.

Terrorism

Terrorism has the meaning set out in relevant legislation, including the Terrorism Act 2000.

Channel

Channel is a voluntary, confidential, multi-agency safeguarding programme providing support to people identified as susceptible to radicalisation. A Prevent referral does not automatically mean that a child will enter Channel.

7. Our School Ethos and Preventive Approach

Safeguarding at Great Bardfield Primary School is underpinned by the school values: Courage – Compassion – Community.

- children feel safe to ask questions and raise concerns;
- children feel listened to and respected;
- children understand that people may hold different views;
- children learn to disagree respectfully;
- discrimination and hatred are challenged;
- children know who they can talk to if something worries them;
- children learn how to keep themselves safe online;

- children develop confidence to question misinformation and manipulation.

A strong sense of belonging, positive relationships, emotional wellbeing, inclusion and trusted adults can reduce vulnerability. The school's approach is therefore preventative as well as responsive.

8. Fundamental British Values

The school actively promotes the following values:

Value	How it is promoted
Democracy	Pupil voice, elections, discussion, participation and understanding democratic decision-making.
Rule of Law	Understanding why rules and laws exist and that they apply fairly.
Individual Liberty	Developing age-appropriate choice, rights, responsibilities and personal safety.
Mutual Respect	Respect for people, views, backgrounds, beliefs and differences.
Tolerance of Different Faiths and Beliefs	Learning about different faiths, beliefs and cultures with curiosity and respect.

These values are promoted through the curriculum, assemblies, PSHE, RE, Computing, pupil voice, relationships, school rules and everyday interactions.

9. Understanding Vulnerability and Susceptibility

There is no single profile of a child who may be vulnerable or susceptible to radicalisation. Potential vulnerability factors can include:

- social isolation;
- bullying;
- discrimination or experiences of prejudice;
- family difficulties;
- bereavement or loss;
- trauma;
- low self-esteem;
- difficulties with identity or belonging;
- exposure to harmful online material;
- misinformation or conspiracy theories;

- significant changes in behaviour or relationships;
- feelings of grievance or injustice;
- a strong desire to belong to a particular group;
- exposure to extremist or hateful views.

SEND may be relevant to understanding an individual child's vulnerabilities, for example where a child has difficulties with social communication, recognising context or manipulation, or forming relationships. SEND is not itself an indicator of radicalisation.

Vulnerability factors do not mean that a child is being radicalised. Prevent concerns must be considered individually and in context, including whether there is evidence of an ideological element. Staff must avoid stereotyping or making assumptions based on identity, religion, ethnicity, nationality, family circumstances or SEND.

10. Indicators of Concern

Staff should remain professionally curious about significant or unexplained changes in behaviour, language, relationships or attitudes. Possible indicators include:

- expressing support for terrorism or terrorist organisations;
- justifying, glorifying or celebrating violence;
- persistent hateful or extremist language;
- attempting to encourage others to support extremist ideas;
- accessing or sharing extremist material;
- sudden and significant changes in behaviour or relationships;
- increasing intolerance towards particular groups;
- withdrawal from established friendship groups or activities;
- preoccupation with particular ideological material;
- increasing acceptance of violence as a legitimate response;
- exposure to extremist content online.

Indicators must never be considered in isolation. An isolated comment, interest in current affairs, challenging language or disagreement with another person's beliefs does not automatically constitute a Prevent concern. Context, frequency, intent, age, developmental stage and wider safeguarding circumstances must be considered.

11. Online Safety and Online Radicalisation

Children may encounter harmful or extremist content through social media, video-sharing platforms, online gaming, messaging services, search engines, websites and forums. The school recognises that online influence can be rapid, persistent and difficult for children to contextualise.

- maintain appropriate filtering and monitoring systems;

- respond to safeguarding alerts in accordance with school procedures;
- teach online safety and digital resilience;
- teach children to question information and identify misinformation;
- teach about manipulation, persuasive content, algorithms and online influence in age-appropriate ways;
- encourage children to report content that makes them uncomfortable;
- engage parents and carers where appropriate;
- provide additional support to children who may be particularly vulnerable online.

Online safety is addressed through Computing, PSHE, assemblies, curriculum teaching and pastoral support and is reinforced through day-to-day practice.

12. Curriculum, Teaching and Learning

The curriculum is an important part of the school's Prevent strategy. Through PSHE, RE, Computing, English, assemblies and wider curriculum opportunities, pupils are encouraged to:

- think critically and ask questions;
- distinguish fact from opinion;
- recognise misinformation and manipulation;
- understand different perspectives;
- challenge stereotypes;
- understand equality and diversity;
- respect difference;
- resolve disagreements appropriately;
- understand democratic processes;
- develop resilience;
- understand how online content can influence behaviour and beliefs.

Teachers will ensure discussion of controversial issues is age-appropriate, balanced and does not inadvertently promote extremist views. Where political issues are discussed, the school will comply with its legal duties concerning political impartiality.

13. Staff Training and Awareness

Prevent awareness forms part of the school's safeguarding training programme. All staff will understand:

- the Prevent Duty;
- radicalisation and extremism;
- possible indicators of concern;
- online radicalisation and harmful online influence;

- the school's reporting procedure;
- the role of the DSL and deputies;
- the local referral pathway;
- the purpose of Channel;
- the importance of proportionality, context and avoiding stereotyping.

Training will be proportionate to staff roles and local risk. The DSL and deputies will maintain appropriate additional knowledge of local Prevent arrangements. Training records will be maintained within the school's safeguarding training records.

14. Prevent Risk Assessment and Action Planning

The school will consider radicalisation risk within its wider safeguarding risk assessment. The assessment will consider national and regional risks, local intelligence where available, online risks, technology access, pupils' age and developmental stage, the local community, emerging issues identified by safeguarding partners and incidents or concerns within school.

Where a specific risk is identified, the school will identify proportionate controls, owners and further actions. The assessment may be maintained as a concise standalone document or within the wider safeguarding risk assessment, provided Prevent risks are clearly identifiable.

The statutory guidance expects education settings to incorporate susceptibility to radicalisation into safeguarding risk assessments and to develop an action plan where particular risks are identified.

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15. Roles and Responsibilities

Governing Body

- ensure the school fulfils its statutory safeguarding responsibilities;
- ensure Prevent is incorporated into safeguarding arrangements;
- ensure leaders have appropriate knowledge and training;
- monitor the effectiveness of Prevent arrangements;
- ensure policies are reviewed;
- provide appropriate challenge and support.

Headteacher

- have overall responsibility for implementation of the Prevent Duty;
- ensure appropriate safeguarding arrangements are in place;
- promote a culture in which concerns are reported;
- ensure staff receive appropriate training;
- liaise with external agencies where necessary.

Designated Safeguarding Lead / Prevent Lead

- act as the school's Prevent Lead;
- receive and assess concerns;
- maintain appropriate safeguarding records;
- seek advice where necessary;
- make safeguarding and Prevent referrals where appropriate;
- liaise with the Local Authority, police and other partners;
- monitor Prevent-related concerns and actions;
- ensure relevant staff understand procedures.

All Staff

- know and follow this policy;
- attend required training;
- remain professionally curious;
- report concerns promptly;
- record concerns accurately;
- maintain confidentiality;
- promote an inclusive and respectful environment.

Staff must not investigate Prevent concerns themselves.

16. Reporting and Recording Concerns

Any member of staff who is concerned that a child may be vulnerable or susceptible to radicalisation must report the concern to the DSL as soon as possible.

1. Record the concern factually and objectively on the school's safeguarding system where appropriate.
2. Report the concern to the DSL immediately or as soon as reasonably possible.
3. Include what was seen, heard or disclosed and relevant context.
4. Avoid assumptions, diagnosis or speculation.
5. Do not investigate the concern yourself.
6. Continue to support the child appropriately.

The school's normal safeguarding procedures apply. Where a DSL is unavailable, staff should follow the school's escalation arrangements and must not delay urgent safeguarding action.

17. Responding to a Prevent Concern

The DSL will consider:

- what has happened;
- what the child has said or done;

- the context and frequency;
- the child's age and developmental stage;
- other safeguarding concerns;
- known vulnerabilities;
- evidence of exposure to extremist or terrorist ideology;
- whether there is an ideological element;
- whether the child is at immediate risk;
- what support the child requires.

The DSL may seek advice from the Local Authority safeguarding team, Local Authority Prevent lead, Essex Police, Children's Social Care or other relevant professionals. A referral will be made where appropriate. The school will not delay a referral because it does not have every piece of information.

18. Prevent Referrals and Channel

A Prevent referral should be considered where there is concern that an individual may be susceptible to radicalisation into terrorism. A referral does not mean that the child has committed an offence and does not automatically mean that the child will enter Channel.

The purpose of referral is to enable concerns to be assessed and, where appropriate, to provide early intervention and support. Channel is voluntary and seeks to develop a support package around the individual's particular vulnerabilities. Support may include mentoring, counselling, support networks, education or other appropriate interventions.

The DSL will use the current local Essex Prevent referral pathway and current contact arrangements rather than relying on static contact details embedded in this policy.

19. Immediate Risk and Emergency Action

If there is an immediate risk of harm, the school's normal emergency safeguarding procedures apply. Depending on the circumstances, this may include contacting 999, Essex Police, Children's Social Care or another emergency service.

Safeguarding actions will be taken promptly and the school's emergency and child protection procedures take priority.

20. Information Sharing and Confidentiality

Effective safeguarding depends upon appropriate information sharing. Information will be shared lawfully, proportionately, securely, on a need-to-know basis and where necessary to safeguard a child.

Staff must not promise a child that information disclosed to them will remain confidential. Where a child is at risk of harm, safeguarding considerations take priority.

The school will follow current information-sharing legislation and statutory safeguarding guidance, including the information-sharing arrangements in force from September 2026.

21. Parents and Carers

Parents and carers are important partners in keeping children safe. Where appropriate, the school will discuss concerns, provide information and advice, support understanding of online risks, signpost families to appropriate support and work collaboratively to reduce vulnerability.

There may be circumstances where it is not appropriate to inform parents before information is shared with safeguarding agencies. Decisions will be made in accordance with safeguarding procedures and professional advice.

22. Visitors, Volunteers and External Speakers

The school will take reasonable and proportionate steps to ensure that visitors, volunteers and external speakers do not expose pupils to inappropriate or extremist material.

- follow visitor and safeguarding procedures;
- ensure visitors are appropriately supervised;
- undertake appropriate due diligence where required;
- consider the suitability of external speakers;
- ensure external contributors understand school expectations;
- ensure political or controversial issues are age-appropriate and balanced;
- not knowingly provide a platform for promotion of extremist views.

The school will comply with relevant responsibilities concerning political impartiality and external speakers.

23. Safer Recruitment

The school operates safer recruitment procedures in accordance with current statutory safeguarding requirements. These include, where appropriate:

- identity checks;
- DBS checks;
- right-to-work checks;
- references;
- verification of qualifications where relevant;
- appropriate checks for volunteers and visitors;
- maintenance of the Single Central Record.

Safer recruitment reduces the risk of unsuitable individuals gaining inappropriate access to children and forms part of the school's wider safeguarding framework.

24. Equality, Human Rights and Proportionality

Prevent responsibilities must be carried out consistently with the Equality Act 2010 and Human Rights Act 1998. The school will not discriminate against pupils, families or staff because of race, religion or belief, disability, sex, sexual orientation, nationality, ethnic background or another protected characteristic.

Prevent concerns will be assessed on behaviour, evidence, context and safeguarding risk, not assumptions about identity or lawful belief. The school recognises the importance of freedom of expression and age-appropriate discussion while maintaining its duty to safeguard children and prevent exposure to unlawful or harmful material.

25. Record Keeping

Prevent-related safeguarding concerns will be recorded in accordance with the Child Protection and Safeguarding Policy. Records should:

- be factual and objective;
- distinguish fact from opinion;
- record actions taken;
- record advice sought;
- record decisions and rationale;
- be stored securely;
- record referrals and subsequent actions where appropriate.

Prevent records are subject to the same confidentiality, retention and information-sharing requirements as other safeguarding records.

26. Partnership Working

Prevent is most effective when delivered through wider safeguarding partnership arrangements. The school will work, where appropriate, with:

- Essex County Council;
- Essex safeguarding partners;
- Essex Police;
- local Prevent professionals;
- Children's Social Care;
- health professionals;
- other relevant agencies.

The school will maintain awareness of current local Prevent procedures and referral pathways.

27. Monitoring, Assurance and Evaluation

The DSL will monitor Prevent arrangements through existing safeguarding systems, considering:

- staff training completion;
- Prevent-related concerns;
- safeguarding referrals;
- online safety incidents;
- curriculum coverage;
- emerging local risks;
- advice received from safeguarding partners;
- incidents, outcomes and lessons learned;
- implementation of risk-assessment actions.

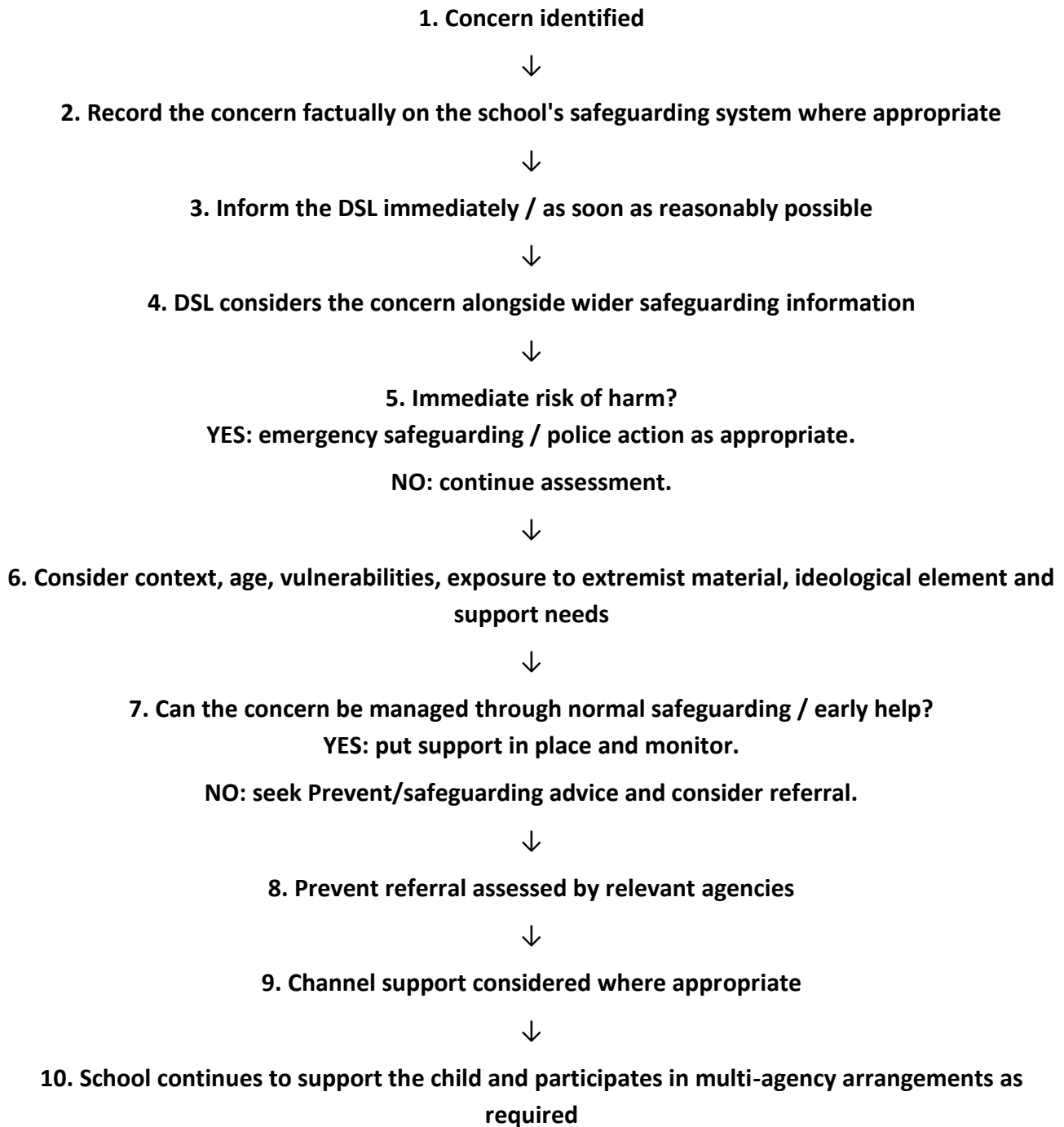
The Governing Body will receive appropriate safeguarding information through normal reporting arrangements. The school will avoid unnecessary additional paperwork where existing safeguarding systems provide an effective mechanism.

28. Policy Review

This policy will be reviewed annually and sooner where required by changes to legislation, statutory guidance, local safeguarding arrangements, significant national or local developments, relevant safeguarding incidents, or advice from Essex safeguarding partners or police.

Next scheduled review: Autumn Term 2027.

Appendix 1 – Prevent Concern Staff Flowchart



Appendix 2 – Prevent Risk Assessment and Action Plan

This assessment should be reviewed at least annually and whenever local or school circumstances indicate a change in risk. Ratings are illustrative starting points and should be amended by school leaders following consideration of current local intelligence.

Risk	Indicative likelihood	Impact	Current controls	Further action / owner
Exposure to extremist content online	Low/Medium	High	Filtering and monitoring; Computing/PSHE; safeguarding procedures	Annual review of filtering/monitoring; DSL / Computing Lead
Exposure to extremist views through social media/gaming	Low/Medium	High	Online safety teaching; parental engagement; staff awareness	Refresh staff awareness; DSL
Extremist or hateful language between pupils	Low	Medium/ High	Behaviour policy; PSHE; staff vigilance; restorative approaches	Challenge, record and monitor; SLT
External speaker/visitor introducing inappropriate views	Low	High	Visitor procedures; leadership approval; supervision; due diligence	Maintain checks and briefing; Headteacher
Child displaying vulnerability/susceptibility to radicalisation	Low	High	Pastoral relationships; DSL; early help; Prevent pathway	Training and professional curiosity; DSL
Misinformation/conspiracy content	Medium	Medium	Computing/PSHE; critical thinking; discussion	Continue curriculum development; Curriculum Lead
Emerging local/national Prevent risk	Variable	High	Safeguarding review; partnership intelligence	Review local intelligence termly/as needed; DSL

Appendix 3 – Useful Contacts and Local Pathways

Contact / pathway	School arrangement
Designated Safeguarding Lead	Headteacher
Deputy DSLs	See current Child Protection and Safeguarding Policy
Emergency	999
Essex Prevent arrangements	Use the current Essex Prevent referral pathway and contact details maintained within the school's safeguarding information; do not rely on static contact details in this policy.
Children's Social Care	Use current Essex safeguarding procedures and the school's safeguarding escalation arrangements.
Police	999 in an emergency; 101 for non-emergency police matters.
Local safeguarding partners	Use current Essex safeguarding arrangements.

The DSL is responsible for ensuring local Prevent referral information is checked and updated as part of the annual policy review and whenever local arrangements change.

Appendix 4 – Staff Quick Reference

If you are worried about radicalisation or extremist influence:

7. Listen calmly and take the child seriously.
8. Do not investigate or challenge the child about whether they are 'extremist'.
9. Record what you observed, heard or were told, using the child's words where appropriate.
10. Report the concern to the DSL immediately / as soon as reasonably possible.
11. Do not promise confidentiality.
12. Continue to support the child in line with normal safeguarding practice.
13. If there is immediate danger or an urgent risk of harm, follow emergency safeguarding procedures and contact emergency services as appropriate.

Remember

- One comment does not automatically mean radicalisation.
- Vulnerability is not the same as radicalisation.
- Avoid assumptions based on identity, religion, ethnicity, SEND or family background.
- Consider context, age, frequency, intent and the presence of an ideological element.
- Prevent is part of safeguarding.
- You do not need to prove radicalisation before reporting a concern.