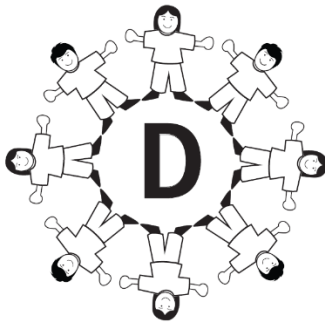


Dalestorth Primary and Nursery School



Prevent Policy
January 2026

This policy forms part of the school's commitment to keeping children safe. Since the 'Education and Inspections Act 2006', schools have a duty to promote community cohesion. Over the last few years, 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 requires them to work to prevent children being drawn into extremism.

Dalestorth pupils come from predominately white backgrounds with an increasing number of pupils coming from other ethnic groups. This can mean that we have to try especially hard to promote a variety of cultures and broaden the children's understanding of the world. Our school is led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Safeguarding children from all risks of harm is a key element of the school's responsibility, and protecting from extremism is one aspect of that. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils are at risk of becoming radicalised.

We have a duty to prepare our children for life in modern Britain and to keep them safe. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our 5 Busy Bee values provide a vehicle for this and are promoted through our culture and PHSE curriculum.

Evidence shows that children with low aspirations are more vulnerable to radicalisation, although we realise that any child can be at risk of this. Therefore, the school's ethos and work it carries out to ensure pupils have confidence and self-belief, are tolerant and respectful whilst having high expectations of themselves, are crucial in combating radicalisation.

Aims:

The main aims of this policy statement are to ensure that staff and governors are vigilant for the signs of radicalisation; that they overcome professional disbelief that such issues 'will not happen here' and ensure that we work alongside other professional bodies and agencies to ensure that our children are safe from harm.

Objectives

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school. They receive face to face and online training on a regular basis to ensure they are kept updated with new and emerging threats.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise
- The school will ensure this policy is available to the wider school community through its website and in hard copy from the school office on request

Definitions

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. This includes far right groups.

Extremism: We have adopted the 2011 Prevent Strategy definition as 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. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.

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

Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. These include:

- Continual refusal to conform
- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

Recognising extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school (but there are also very powerful narratives, programmes and networks that young people can come across online so particular individuals / groups may not become apparent)
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

Procedure for referrals

Although serious incidents involving radicalisation have not occurred at Dalestorth Primary 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 to refer any concerns to the Designated Safeguarding Leads: Mr Robertson, Miss Radford and Mrs Claxton.

Role of the Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of pupils as reflective learners within a safe, respectful and tolerant learning environment.

Through our curriculum, pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our 5 Busy Bees, British values, protected characteristics and PHSE provision are embedded across the curriculum, and underpin the ethos of the school.

Pupils are taught how to stay safe when using the internet and encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist material, but pupils are regularly reminded to report any inappropriate material that may get through the school's filter so the matter can be addressed.

Staff training

Through INSET days, staff meetings and online training we will ensure our staff is fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and is aware of the process of radicalisation and how this might be identified early on. This information will also form part of our safeguarding training.

Safer recruitment

We ensure our recruitment processes are rigorous, in line with statutory requirements, best practice guidance and the school's safer recruitment policy. These processes include the use of the DBS checks on all employees, governors and regular volunteers.

Visitors:

All visitors are accommodated in line with the school's Visitors to School policy. Contractors are required to sign documentation in advance of having access to school. LA contractors and university placement students are vetted by the LA/University. Visiting speakers are required to work to a pre-agreed mandate and, if at any time, the supervising staff consider the input inappropriate they are to take immediate action.

Links to other policies:

This policy links to the following policies:

- Child protection
- Safeguarding
- E-safety
- Whistleblowing
- Equality
- Anti-bullying and anti-prejudiced
- PSHE
- Our Dalestorth Vision, Aims and Values
- Staff Code of Conduct
- Prevent Action Plan – see appendix 1
- Prevent Risk Assessment – see appendix 2
- Prevent referral forms

Statutory duties:

The duty to prevent children and young people radicalised is set out in the following documents:

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2024)
- Prevent Duty Guidance
- Working Together to Safeguard Children (2023)

Non-Statutory Guidance:

- Promoting fundamental British Values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

This policy will be reviewed every year by the Safeguarding team

Policy reviewed - January 2026

Date of next review - January 2027

Appendix 1



**Dalestorth Primary and
Nursery School
Prevent Action Plan**



Dalestorth Primary and Nursery School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

Duty	What this means	Action	By whom
Risk assessment			
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people	<ul style="list-style-type: none"> • All staff have read “Keeping Children Safe in Education”, September 2024 • The Prevent Lead has informed staff of their duties as set out in “The Prevent Duty” (DfE, June 2023). 	<p>All staff</p> <p>Prevent Lead</p>
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	<ul style="list-style-type: none"> • The Prevent Lead has informed staff about signs and indicators of radicalisation. 	Prevent Lead
	There is a clear procedure in place for protecting children at risk of radicalisation.	<ul style="list-style-type: none"> • All staff have read the Schools Safeguarding Policy which includes a statement regarding the school’s “Prevent” duty. • All staff understand how to record and report concerns regarding risk of radicalisation. 	<p>All staff</p> <p>All staff</p>
	The school has identified a Prevent Lead.	<ul style="list-style-type: none"> • All staff know who the Prevent Lead is and that this person acts as a source of advice and support. The Head teacher Craig Robertson is the Prevent Lead. 	All staff

<p>Prohibit extremist speakers and events in the school</p>	<p>The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises.</p>	<ul style="list-style-type: none"> • Request an outline of what the speaker intends to cover • Research the person/organisation to establish whether they have demonstrated extreme views/actions. • Deny permission for people/organisations to use school premises if they have links to extreme groups or movements. • Provide justification for their decisions in writing. 	<p>Prevent Lead</p>
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Working in Partnership			
The school is using existing local partnership arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures.	<ul style="list-style-type: none"> All staff record and report concerns on the usual "Logging Concerns Form". 	All staff
	The Prevent Lead makes appropriate referrals to other agencies including the Multi- Agency Safeguarding Hub (MASH) and Channel Panel.	<ul style="list-style-type: none"> Records of referrals are kept in the Welfare File. Referrals are followed up appropriately. 	Prevent Lead
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.	We: <ul style="list-style-type: none"> Ensure that the Designated Safeguarding Lead undertakes Prevent Awareness Training. Ensure that the Designated Safeguarding Lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Relevant staff have completed the "General Awareness Training on Channel". (Referred to in the DfE guidance cited below). 	Designated Safeguarding Lead/Prevent Lead Relevant staff identified by the Prevent Lead
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.	<ul style="list-style-type: none"> A range of School Policies are available of the website for parents linked to the Prevent duty. 	Prevent Lead
	Children are taught about on-line safety with specific reference to the risk of radicalisation.	<ul style="list-style-type: none"> The curriculum reflects this duty. 	

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".	<ul style="list-style-type: none"> • Through PSHE/Citizenship, 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-published/ 	<p>PSHE staff</p> <p>Other relevant staff</p>

Appendix 2



Dalestorth Primary and Nursery School Prevent Risk Assessment



SLT Prevent lead: C Robertson
Prevent Curriculum lead: C Robertson
Review date: January 2026

	Complete?		Action required/comments
	Yes	No	
LEADERSHIP AND GOVERNANCE			
Does your safeguarding policy make reference to seek protection from radicalisation and extremist narratives as a safeguarding concern?	x		
Are the lead responsibilities for Prevent clearly identified in the policy?	x		
Do you have a Prevent Safeguarding Lead?	x		Craig Robertson - Head Teacher
Do you have a Prevent Governor Lead?	x		Joanne Wain – Chair of Governors
Is there someone who has responsibility for checking visitors to the school?	x		Office Staff/ Teachers
Is there someone that has the responsibility for checking premises use by outsiders?	x		Craig Robertson
Is there someone that has the responsibility for ensuring commissioned services are complying with the Prevent Duty?	x		
Is there someone that has the responsibility for record keeping demonstrating compliance with the Prevent Duty?	x		

POLICIES AND PRACTICE			
Do you have a 'No platform' Policy?	x		Equality Policy
Is there a clear understanding of information sharing and when cases should be referred to CASS for Channel or other support?	x		
Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?	X		
Is there a 'No platform' policy on the use of school premises and facilities by outside agencies and groups?	x		
Is there a clear Visitors Policy that ensures visitors are vetted and adhere to the school's values and promote community cohesion?	x		
TRAINING			
Has all school staff received training on Prevent? E.g. WRAP training	x		
Has the Designated Safeguarding Officer been trained?	x		Craig Robertson 2018 Updated February 2025
Have Governors received training on Prevent?	x		Joanne Wain 2023
Does your induction programme cover Prevent i.e. new staff, supply, visiting and PGCE students and any other ITT programme?	x		
Does your safeguarding policy make explicit how Prevent concerns should be reported within the school by staff?	x		
Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported?	x		
Is your staff aware of the 'lock down' guidance?	x		
Has your DSL been trained in using the screening tool kit?	x		
Is there a member of staff who is WRAP trained in your setting?	x		Craig Robertson 2018

CURRICULUM			
Do you deliver Prevent through the curriculum?	x		
Is Prevent delivered through discreet lessons?	x		
Have curriculum interventions been mapped across the age range and subject areas?	x		Taught through PHSE, British Values
Are pupils aware of the dangers of radicalisation and extremism?	x		As above
Do you have specific resources to deliver lessons on Prevent?	x		As above
Do you work with outside providers to support you with delivering Prevent through the curriculum?	x		TETC Equation
Is your staff confident in delivering lessons on controversial issues such as dangers of extremism?	x		If they know who to talk to should they have any concerns or are unsure.