



Title:	Prevent Policy
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Learning4Life-GY

Prevent Policy

Learning4life-GY is committed to safeguarding and promoting the welfare of all its students. As part of this duty, we recognise that safeguarding against radicalisation and extremism is vital. This policy supports our overall safeguarding and child protection approach and sets out our responsibilities under the Prevent Duty.

Introduction

Learning4Life-GY recognises its statutory responsibility to safeguard children and young people who may be vulnerable to radicalisation, extremism and being drawn into terrorism.

The Prevent duty forms part of the school's wider safeguarding responsibilities. Under section 26 of the Counter-Terrorism and Security Act 2015, specified authorities, including education providers, are required to have due regard to the need to prevent people from being drawn into terrorism.

The school will have regard to the current Prevent Duty Guidance for England and Wales, Keeping Children Safe in Education 2026 (from 1 September 2026), the current edition of Working Together to Safeguard Children, the Channel duty guidance, the Equality Act 2010, the Human Rights Act 1998, the Education Act 1996 requirements on political impartiality, and data protection laws comprising the UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025, together with local safeguarding and Prevent arrangements.

Prevent is an early intervention and safeguarding responsibility. Its purpose is to support people who may be vulnerable to being drawn into terrorism or extremist activity and to reduce the risk of harm. It is not intended to criminalise individuals or to restrict lawful discussion, debate or freedom of expression.

The school recognises that some learners may have particular vulnerabilities which can increase their exposure to radicalisation, including social isolation, experiences of discrimination, trauma, family or peer influences, exposure to extremist material online, or other safeguarding concerns. This may include learners who are unaccompanied asylum-seeking children. Vulnerability must always be considered on an individual basis and should not be inferred from a person's background, religion, ethnicity, nationality or beliefs.

Where concerns arise, the school will follow its safeguarding procedures and seek advice from appropriate safeguarding, Prevent, local authority and/or police partners where necessary.

2026 legislative position

The Terrorism (Protection of Premises) Act 2025 ('Martyn's Law') received Royal Assent in 2025 and statutory guidance was published in 2026. Its substantive duties have not yet commenced. L4L-GY will identify whether its premises or events are likely to fall within scope, monitor commencement and regulatory guidance, nominate an appropriate lead, and prepare proportionate public-protection procedures covering evacuation, invacuation, lockdown and communication. This preparation complements, but does not replace, the Prevent duty and the school's safeguarding, health and safety, fire and emergency arrangements.

Aims

The aims of this policy are to:

- protect learners from the risk of being drawn into terrorism or extremist activity;
- ensure that staff understand the nature of the Prevent duty and their safeguarding responsibilities;
- ensure staff can recognise indicators of vulnerability to radicalisation;
- provide clear procedures for reporting and responding to concerns;
- promote resilience, critical thinking and respectful engagement with different views;
- promote fundamental British values through the curriculum and wider school life;
- provide a safe environment in which controversial and sensitive issues can be discussed appropriately;
- ensure that concerns are assessed proportionately and without stereotyping or discriminatory assumptions;
- work effectively with parents/carers and relevant external agencies where appropriate; and
- maintain effective information-sharing, recording and referral arrangements.

Definitions

Radicalisation

Radicalisation is the process by which a person comes to support terrorism or extremist ideologies.

Extremism

The school will use the Government's current definition of extremism and associated guidance when assessing concerns. The definition will be kept under review to ensure that the policy reflects any subsequent changes in Government guidance.

Staff should not assume that holding strong, controversial or unpopular views constitutes extremism. Concerns should be based on the person's circumstances, behaviour and evidence of vulnerability or risk.

Terrorism

Terrorism has the meaning given to it in UK legislation. It includes serious violence against a person or serious damage to property where the relevant statutory conditions are met, as well as certain actions designed to influence government or intimidate the public for a political, religious, racial or ideological cause.

Roles and Responsibilities

Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL), Kylie Bramley, is responsible for:

- overseeing implementation of the Prevent duty within the school's safeguarding arrangements;
- ensuring staff receive appropriate Prevent awareness training;
- maintaining knowledge of local Prevent and Channel arrangements;
- assessing Prevent-related safeguarding concerns;
- making or facilitating referrals where appropriate;
- liaising with the Local Authority, Prevent partners, Children's Social Care and the police where necessary;
- ensuring concerns and decisions are appropriately recorded; and
- ensuring the school's Prevent risk assessment and policy remain under review.

Headteacher

The Headteacher is responsible for ensuring that:

- the policy is implemented effectively;
- appropriate resources and training are available;
- Prevent forms part of the school's wider safeguarding arrangements; and
- governors/trustees are appropriately informed of relevant safeguarding and Prevent arrangements.

All Staff

All staff have a responsibility to:

- remain alert to signs that a learner may be vulnerable to radicalisation or extremist influence;
- maintain professional curiosity and avoid making assumptions based on protected characteristics or personal background;
- report concerns promptly to the DSL in accordance with safeguarding procedures;
- complete required Prevent and safeguarding training; and
- contribute to a safe environment in which learners can discuss difficult and controversial issues appropriately.

Learner Vulnerability and Risk Assessment

The school will maintain a documented, proportionate Prevent risk assessment covering how learners and staff may be susceptible to radicalisation into terrorism, including online. It will reflect the setting's size and phase, the local and national threat picture, information shared by partners and relevant Counter-Terrorism Local Profile information where available.

Risk assessment will consider relevant local and national threat information and may include:

- online exposure to extremist material;
- social media and online communities;
- peer or family influence;
- isolation or disengagement;
- use of school premises by external organisations;

- external speakers and visitors;
- curriculum and educational activities;
- significant changes in a learner's behaviour or circumstances; and
- any other safeguarding factors relevant to the individual learner.

Individual risk assessments may be completed where the DSL considers that a learner requires additional safeguarding support.

Where the setting-level or an individual assessment identifies a specific risk, the school will maintain an action plan recording the risk, proportionate mitigations, responsible person, timescale and review outcome. The setting-level assessment and action plan will be reviewed at least annually and sooner following a material change, incident or updated threat information.

Staff Training

All staff will receive role-appropriate Prevent awareness training at induction and refresher training in accordance with the school's risk assessment, current Government guidance and local arrangements. Frontline staff will have a reasonable and appropriate understanding of extremist and terrorist ideologies, online radicalisation, the notice-check-share process, and the school's reporting route. The DSL and staff with Prevent-specific responsibilities will receive additional and more regular training sufficient to advise colleagues and keep arrangements current.

Training will enable staff to:

- understand the Prevent duty;
- recognise factors that may indicate vulnerability to radicalisation;
- understand the distinction between vulnerability, extremist behaviour and criminal activity;
- recognise risks associated with online radicalisation;
- understand the school's reporting and referral arrangements; and
- understand how Prevent fits within the wider safeguarding framework.

Managers, the DSL and relevant safeguarding staff will undertake enhanced or role-specific training where required.

Curriculum and Pastoral Support

Learning4Life-GY recognises that education is an important part of preventing radicalisation and promoting resilience.

The curriculum promotes critical thinking, respectful dialogue, tolerance, participation and understanding of different perspectives. Fundamental British Values are promoted through the curriculum and wider school experience, including displays, assemblies, visits, guest speakers, role modelling and participation in the school's democratic processes, including the School Council.

The school's curriculum intent of **Read, Respectful, Safe** supports learners to develop the knowledge, skills and behaviours required to participate positively in society.

Learners will be supported to discuss controversial and sensitive issues in a safe and age-appropriate environment. Staff will encourage learners to question sources, identify misinformation and consider different perspectives.

Prevent-related learning will be delivered sensitively and proportionately and will not stereotype or unfairly associate particular religions, ethnicities, nationalities or communities with extremism or terrorism.

Online Safety

The school recognises that the internet and social media can provide opportunities for exposure to extremist narratives and radicalising content.

The school's filtering and monitoring arrangements will seek to reduce access to extremist, terrorist and other harmful content without unreasonably restricting legitimate teaching and learning. Their effectiveness will be reviewed at least once each academic year by the responsible senior leader, supported by the DSL and IT support. Checks will cover all internet-connected devices and relevant locations, and the school will retain a record of checks, findings and actions.

Staff and learners will receive appropriate education regarding:

- online radicalisation;
- extremist and harmful content;
- misinformation and manipulation;
- the use of generative AI, recommender systems, synthetic media and closed or encrypted online spaces to create, amplify or personalise extremist propaganda;
- social media and online communities;
- responsible online behaviour; and
- how and where to report concerns.

Concerns about a learner's online activity will be dealt with through the school's safeguarding procedures and referred to the DSL where appropriate.

Working with External Agencies

The school will work with the Local Authority Prevent Lead, local safeguarding partners, Children's Social Care, the police and other relevant agencies where this is necessary to safeguard a learner.

The school will follow current local Prevent and Channel arrangements and will maintain up-to-date contact details and referral procedures.

Referral and Information-Sharing Process

Any member of staff who has a concern that a learner may be vulnerable to radicalisation, extremist influence or being drawn into terrorism must report the concern promptly to the DSL in accordance with the school's safeguarding procedures.

The DSL will assess the concern and determine the appropriate response. This may include:

1. gathering further relevant safeguarding information;
2. speaking with the learner where appropriate;
3. considering the learner's wider safeguarding context;
4. seeking advice from relevant safeguarding or Prevent partners;
5. making a referral to Children's Social Care where appropriate; and/or
6. making a Prevent referral using the current national Prevent referral form and local submission route where the circumstances indicate that this is appropriate.

A Prevent referral does not automatically result in Channel support. Police will undertake the gateway assessment and, where appropriate, refer the case to the local authority-led multi-agency Channel panel. Channel support is voluntary: informed, explicit consent is required before support begins, from the person or, for a child, their parent or guardian, subject to capacity and safeguarding considerations. A referral may be made and information shared for assessment before consent to support is sought. If consent is refused or withdrawn, safeguarding or police-led support may still be considered where risk remains.

Information will be shared lawfully, securely, accurately and proportionately under safeguarding and data protection requirements, including the Data (Use and Access) Act 2025. Data protection law is not a barrier to necessary safeguarding sharing. The DSL will record what was shared, with whom, the lawful basis, purpose and rationale, including reasons for a decision not to share. Relevant Channel information will be shared with police and other statutory partners where required. Parents/carers will normally be involved where appropriate, but staff must seek DSL advice where doing so may increase risk, compromise safeguarding or prejudice an investigation.

Concerns involving racist, discriminatory, threatening or inappropriate language will be considered under the school's behaviour and safeguarding procedures. Such behaviour must not be dismissed where there are additional indicators of vulnerability, coercion, extremist influence or risk of harm.

The school will not make assumptions about radicalisation based solely on a learner's religion, ethnicity, nationality, political views, asylum or immigration status, or other protected characteristic.

Local Referral Arrangements

The school will maintain current information regarding the local Prevent and Channel referral process, including the appropriate local authority and police contacts.

The DSL will ensure that referral arrangements are reviewed regularly and updated whenever local procedures change.

Where a learner receiving Prevent or Channel support transfers setting, the DSL will ensure relevant safeguarding information is transferred securely and promptly, with confirmation of receipt, so necessary support continues. Information must be contextualised and used to support, not disadvantage, the learner.

Monitoring and Review

This policy will be reviewed annually by the Headteacher and DSL, and sooner where there are significant changes to legislation, statutory guidance, Government Prevent policy, local safeguarding arrangements or the national/local threat picture.

The school will also review its Prevent risk assessment, staff training arrangements, curriculum provision, online safety arrangements and referral procedures as part of this process.