



Prevent Agenda Policy

2026-2027

Document monitoring and evaluation

This policy has been officially adopted by the Governing Body.

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Approval & Authorisation			
	Name	Job title	Date
Approved by	Gary Hilton	Head Teacher	Sept 2026
Approved by		Governing Body	Sept 2026
Date of next review			Sept 2027



Prevent Policy

Rationale

This 'Preventing Radicalisation Policy' is part of our 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 of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015 new statutory duties were placed on schools by the 'Counter Terrorism and Security Act,' (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ethos

At Tweed Learning Federation we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. As a faith school we feel it important to use our Christian values to guide our daily practice, we use the core values of justice, respect and friendship within this policy to ensure all members of our school community are made welcome including those who have different faiths and none.

The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

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

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2020)

Non-statutory Guidance

Promoting fundamental British values as part of SMSC in schools:
Departmental advice for maintained schools, (DfE 2014).

Related Policies

- Acceptable use Policy
- Behaviour Policy
- Safeguarding Policy
- Equality Policy
- PSHE Policy
- RE Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Whistle-blowing Policy

Definitions

Extremism is defined in the 2011 Prevent strategy 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.

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

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are embedded within our curriculum and used to support daily practice within the school.

Roles and Responsibilities

Role of the Governing Body

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person; Jan Casson our Safeguarding Governor, who will liaise with the Head Teacher and other staff about issues to do with protecting children from radicalisation.

Role of the Head Teacher

It is the role of the Head Teacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day- to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation.

Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters.

Role of Staff

It is the role of staff to understand the issues of radicalisation and know how to refer their concerns.

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 schools are faith schools that promote a vision and ethos through core Christian values, these values reflect the needs of the community and are applicable to other faiths and those who have none, thereby ensuring the learning community is value based in its approach to securing positive outcomes for all its members. The school values support the development of the whole child so they can fulfil their potential in

all areas of their lives and become valued members of an ever increasingly global community.

Teaching the school's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Internet Safety

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 content.

Staff Training

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings.

Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2016). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies and are given information about what to do if they are concerned about any aspect of child welfare.

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. Signs of vulnerability include:

- 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
- 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 (but there are
- also very powerful narratives, programs and networks that young people can come
- across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searching 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
- verbalizing anti-Western or anti-British views
- advocating violence towards others

Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead, Mr G Hilton (or Deputy DSL Mrs T Oliver / Miss P Murray), using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil the Designated Safeguarding Lead will make a referral to:

The Local Authority Designated Officer (LADO) Louise Okenabirhie

email: LADO@northumberland.gov.uk;

Telephone: 07500606174

Appendix 1: (DFE) Key principles of Prevent

Prevent's key principles are below:

1. Prevent aims to stop people from becoming terrorists or supporting terrorism. A referral should be made if there is concern that a person may be on a pathway that could lead to terrorism. Those making referrals should use professional judgement, supported by appropriate training and the [national referral form, \(NRF\)](#). Like any safeguarding mechanism, it is far better to receive referrals which turn out not to be of concern than for someone who genuinely needs support to be missed.

2. Prevent is the only programme which offers multi-agency radicalisation risk management and support. It offers interventions to divert people from a path which could lead to terrorism, and can run alongside and complement other safeguarding processes. Where it is considered that other services are providing comprehensive support and no additional intervention is required, Prevent should still provide case management with a regular radicalisation risk assessment.

3. While ideology is an important consideration, a clear identifiable ideology is not mandatory to make or adopt a Prevent referral. As the Independent Prevent Commissioner noted, 'adherence to an extreme ideology is in law neither a necessary nor a sufficient condition for entry into Prevent or Channel'. As an early intervention programme, Prevent must consider susceptibility to terrorist ideology or involvement, rather than limiting Prevent to cases where a terrorist ideology has already taken hold. For some people, it might take spending time and building trust with a professional before an ideology becomes clear. It is important to consider that emerging movements could evolve to meet the definition of terrorism, and to remain alert to new potential threats.

4. Each case is unique and a range of considerations and factors should be taken into account to form a clearer picture. These factors are set out in the [national referral form, \(NRF\)](#). A person's vulnerabilities may, or may not, be relevant to their susceptibility to radicalisation and to the early intervention approach that is required to divert them away from radicalisation. For example, vulnerabilities, such as mental ill-health or neurodivergence, should be considered as contextual factors, which may – or may not – affect a person's risk. Where Prevent concerns are present, these MUST NOT be dismissed or accounted for based on a person's mental health or neurodivergence. Mental health services may have a role in supporting people on Prevent, but do not have a remit to manage radicalisation risk. Unlike safeguarding or mental health services, Prevent will assess terrorism risk and consider both the harm from the person, as well as to the person.

5. If a person is considered at risk of being drawn into terrorism, a Prevent referral should be made or adopted to Channel. Where there is not a concern that a person is at risk of being drawn into terrorism, they are not eligible for Prevent support. For referrals which are assessed as not being relevant for Prevent support, alternative local support services should be considered.

Making a referral

6. Frontline professionals, when deciding whether to make a referral, should consider whether they believe the person they are concerned about may be on a pathway that could lead to terrorism. For more information on terrorism and radicalisation, please:

- complete the free, [online GOV.UK Prevent duty training](#) and/or seek face to face training from your local Prevent lead or equivalent
- seek general advice from your local Prevent lead or equivalent

7. The [notice, check, share procedure](#) should be used. This involves discussing your concern organisationally, with the person responsible for safeguarding, such as the designated safeguarding lead (DSL). Checking before sharing a concern is a way of making sure you have gathered as much relevant information as possible before making your referral.

8. Referrals should be submitted on the [national referral form, \(NRF\)](#) which is available from your local authority or local police. The NRF helps professionals to articulate their concern and includes factors to consider as part of a referral. It also helps specialist police officers to assess referrals consistently.

9. Specialist police officers should use the Prevent Assessment Framework (PAF) to underpin the decision on whether a referral should progress. The PAF has been in use nationally since January 2025 and considers various factors, including ideology, but no single factor is mandated for a referral to be considered and adopted for Prevent support.

10. For members of the public who have concerns about someone being radicalised into terrorism or supporting terrorism, the [ACT Early](#) website offers advice and guidance, including signs of radicalisation to look out for, case studies and information on how to share those concerns.

Roles and responsibilities

11. Frontline professionals (those subject to the Prevent Duty, e.g. teachers, NHS staff) should make a referral using the [national referral form, \(NRF\)](#) if they believe someone may be at risk of being drawn into terrorism. They are not required to determine the ideology or

type of concern. They should consult their organisation's safeguarding lead and follow the [notice, check, share procedure](#).

12. Prevent practitioners (e.g. a local authority Prevent lead or a Prevent education officer) should provide advice, training and guidance to frontline professionals on the Prevent process, or on what terrorism and radicalisation are. They should not determine whether a referral should be made into the system.

13. Specialist police officers such as Counter Terrorism Case Officers (CTCOs), are responsible for determining whether someone is at risk of radicalisation and should be considered for support through Prevent. Their decisions should be underpinned by the Prevent Assessment Framework and their professional judgement should be informed by regular, relevant training. The PAF has been in use nationally since January 2025 and does not require a clear ideology for referral progression. They are responsible for determining which 'type of concern' category a referral should be recorded under.

14. Channel Chairs oversee a Channel panel, which is responsible for deciding whether a case is adopted for ongoing Prevent assessment and support. They should establish strong relationships with Channel partners to ensure effective information sharing, attendance at panel meetings and delivery of support plans. They should ensure that a person's susceptibilities are accurately assessed by the panel, using the PAF, and that the support plan accounts for the person's wider needs.

Useful links

[Prevent duty guidance for England and Wales](#) and [Prevent duty guidance for Scotland](#) are statutory guidance which provide advice, including on how and when to make a referral.

[Prevent duty training](#) is free training which gives further information on Prevent, including factors that should be considered when there are concerns that someone may be at risk of radicalisation.

Face to face training - your local Prevent lead or equivalent will be able to advise how best to access face to face training.

[Channel duty guidance](#) provides guidance on statutory Channel duties details for police, Channel Chairs and others who may attend Channel panels. It explains why people may be susceptible to being drawn into terrorism and what support can be provided to safeguard them, and how referrals are assessed in line with Prevent thresholds.

[The Prevent duty toolkit](#) supports the delivery of the Prevent duty by local authorities in England and Wales by providing practical information and suggestions to prevent people from becoming a terrorist or supporting terrorism. It includes examples of good and best practice in putting the Prevent duty guidance into action.

Scotland specific resources

[Protecting people susceptible to radicalisation](#) - PMAP guidance for Scotland.

[Getting it right for every child \(GIRFEC\) - gov.scot](#) - guiding principles in GIRFEC provides Scotland with a consistent framework and shared language for promoting, supporting, and safeguarding the wellbeing of children and young people. It is locally embedded and positively embraced by organisations, services and practitioners across Children's Services Planning Partnerships.

[GIRFE principles - Getting it right for everyone \(GIRFE\) - gov.scot](#) - a multi-agency approach to health and social care support and services from young adulthood to end of life care.

[United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Bill: leaflet - gov.scot](#) - provides details of the rights that children and young people are entitled to under the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill.

Education specific resources

[The Prevent duty: safeguarding learners vulnerable to radicalisation](#) - guidance for those working in education settings with safeguarding responsibilities.

[Managing risk of radicalisation in your education setting](#) – guidance to help education settings consider indicators of risk and decide what response is appropriate and proportionate.

[Keeping children safe in education 2025](#) - statutory guidance for schools and colleges when carrying out their duties to safeguard and promote the welfare of children.

Health specific resources

[Prevent duty in healthcare: guidance and training for practitioners](#) - guidance and training resources on the Prevent duty for those working in healthcare.

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