



Harvills Hawthorn Primary School

Prevent Duty Policy

Date: September 2025

Ratified by the Governing Body on:

Review date: September 2026

1. Introduction

Harvills Hawthorn Primary School recognises its statutory duty under Section 26 of the Counter-Terrorism and Security Act 2015 to prevent children from being drawn into terrorism. This policy reflects the updated Prevent Duty Guidance (March 2024) and the *Keeping Children Safe in Education* statutory guidance (2025).

2. Purpose

- To safeguard children from the risks of radicalisation and extremism.
- To promote fundamental British values: democracy, rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.
- To provide a safe environment for open discussion of sensitive issues, including terrorism and extremist ideologies, in an age-appropriate and respectful manner.
- To ensure robust procedures for sharing information, referrals and working with external agencies.

3. Leadership and Responsibilities

- The Headteacher and Senior Leadership Team ensure all staff understand and comply with the Prevent Duty.
- The Designated Safeguarding Lead (DSL) and Prevent Lead coordinate Prevent-related concerns, training and referrals.
- The school maintains records of Prevent training and referrals in line with data protection legislation.
- Policies and practises are reviewed annually or as needed to reflect changes in guidance or local context.

4. Staff Training and Awareness

- All staff, including Early Career Teachers, receive Prevent training tailored to their role.
- Training covers recognising signs of radicalisation, referral procedures (including use of the Prevent national referral form), and understanding local risks.
- Refresher training is provided regularly to ensure ongoing awareness and compliance.

5. Information Sharing and Referrals

- The school has clear procedures for sharing information internally and externally, consistent with safeguarding best practice and data protection laws.
- When a child leaves the school, relevant Prevent-related information, including engagement with Channel interventions, is securely transferred to the new setting.
- Prevent referrals are made using the national referral form and in partnership with local Prevent and safeguarding partners.

6. Reducing Permissive Environments

- The school ensures that facilities, event spaces and IT equipment are not exploited to spread extremist narratives or encourage terrorism.
- IT policies include robust filtering and monitoring systems to restrict access to harmful content, aligned with *Keeping Children Safe in Education* and digital safety standards.
- The school encourages open, respectful discussion of sensitive issues to build critical thinking and resilience against extremist ideas.

7. Curriculum and Building Resilience

- The curriculum actively promotes fundamental British values and prepares children for life in modern Britain.
- Citizenship, Relationships, Sex and Health Education (RSHE) and Digital Safety sessions are used to build resilience to radicalisation.
- The school promotes democracy through mechanisms such as school elections and encourages respectful debate on controversial issues, ensuring political impartiality and balanced presentation.

8. Working with External Partners

- The school conducts due diligence on external organisations and visitors to ensure they do not promote extremist views.
- Partnerships with local authorities, the Family Hub and safeguarding partners support children and families at risk.

9. Monitoring, Assurance and Review

- Compliance with the Prevent Duty is monitored through safeguarding audits, leadership oversight and record-keeping.
- The school participates in local Prevent partnership plans and training initiatives.
- Concerns about non-compliance can be raised through established complaints procedures and safeguarding channels.

Sources:

- Prevent Duty Guidance: for England and Wales (March 2024), Home Office
- Keeping Children Safe in Education (KCSIE) 2025, Department for Education
- Educate Against Hate resources, Department for Education
- UK Safer Internet Centre guidance on filtering and monitoring.

The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism.

Teachers can call: 0207 340 7264.

LINKS AND SUPPORTING DOCUMENTS

HO Foreign Travel Advice -

<https://www.gov.uk/foreign-travel-advice>

How social media is used to encourage travel to Syria and Iraq (schools briefing note)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

Home Office in the media: Factsheet: Syrian travellers

<https://homeofficemedia.blog.gov.uk/2019/02/15/fact-sheet-returnees-from-the-conflict-zone-in-syria/>

Promoting British Values through SMSC

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Tackling extremism in the UK - Task Force report (see pages 5 - 7)

<https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce>

Channel Guidance

<https://www.gov.uk/government/publications/channel-guidance>

Departmental Advice for Schools and Childcare Providers

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Guidance for designated safeguarding leads to help keep young people safe from radicalisation

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

Appendix 1 - Associated terminology (not limited to but as a helpful guide)

Al-Qaeda - An international organization of loosely affiliated groups/cells that carry out attacks and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism

British - People who are the inhabitants of Britain (e.g. citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Channel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory

Channel - A key element of the Prevent Strategy; Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs

Ethnicity - This is linked to distinctive shared social, linguistics, physical (e.g. skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen as others as being a member of the group

Extremism - One who advocates or resorts to ideologies and measures beyond the norm, in politics and religion often using violence and terror tactics to make their views known, or to gain power.

Ideology - A set of ideas and beliefs of a group, religious or political party

Identity - An umbrella term used to describe an individual's understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc.

Media - The means of communication that reaches large numbers of people e.g. the television, newspapers, and the internet

Propaganda - Ideas or statements that are often false or exaggerated and that are spread in order to help a cause

Islamophobia - A hatred or fear of Muslims, their religion and sometimes-related politics or culture.

Islamist - A western term used to describe an extreme Muslim usually politicised.

Jihad - Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary.

MUU (Mixed, Unclear or Unstable ideology) - relates to instances where people exhibit a combination of elements from multiple ideologies (mixed), shift between different ideologies (unstable), or where the individual does not present a coherent ideology, yet may still pose a terrorism risk (unclear).

Nationalism - a feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries.

Nationality - The status of belonging to a particular nation by origin, birth, or naturalization.

Racism - This term refers to the deeply rooted but groundless belief that certain groups are inherently inferior to others. Racism is expressed through attitudes, behaviours and institutional policies and procedures. It disadvantages certain groups in terms of housing, job opportunities and education. Some White people experience racism (for example people from Irish, Jewish or Traveller backgrounds).

Radical - A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions.

Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. *There is no one process as each individual can be radicalised in a different way.*

Resilience - The ability to recover quickly from change, or misfortune.

Right wing - A conservative or reactionary element in a political party or other organization, often associated with fascism, nationalism and racism.

Social media - Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content e.g. videos.

Stereotypes - This involves making generalised assumptions about a person or group; applying these assumptions; expecting people to conform to them.

Terrorism - The unlawful use or threatened use of force or violence by a person or an organised group against people or property with the intention of intimidating individuals, coercing societies or governments, often for ideological or political reasons.

Terrorist - One that engages in acts or an act of terrorism.

Xenophobia - An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange.