



Prevent Duty Policy

March 2026

Approved by the Governing Body Strategy Group 05/03/26

**This Policy is due for renewal in Term 4
2027–28**

PREVENT STRATEGY POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE – BACKGROUND

1.1 The Prevent Strategy, first published by the Government in 2011, is part of **CONTEST**, one of the four elements of the Government's Counter Terrorism Strategy. This policy is informed by the 'Prevent Duty Guidance: Guidance for Specified Authorities in England and Wales' (2023 and updated March 2024) by associated Government guidance and by local guidance and procedures.

Prevent is a National programme that aims to stop people from becoming terrorists or supporting terrorism. It works to ensure that people who are susceptible to radicalisation are offered appropriate interventions, and communities are protected against radicalising influences. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

There are different types of terrorism and Prevent deals with all of them. Prevent is run locally by experts who understand the risks and issues in their area, and how best to support their communities. These experts include local authorities, the police, charities, and community organisations

1.2 Kent County Council and Medway Unitary Authority have the lead role in delivering the Prevent Strategy across Kent and Medway in accordance with the Prevent Duty Guidance and work with partners such as the Police, Education and Health.

The objectives of Prevent are:

- Tackle the ideological causes of terrorism
- Intervene early to support people susceptible to radicalisation
- Enable people who have already engaged in terrorism to disengage and rehabilitate

Prevent is a formal statutory duty for Kent County Council and Medway Unitary Authority under the Counter Terrorism and Security Act 2015. The Prevent duty requires specified authorities such as education, health, local authorities, police and criminal justice agencies (prisons and probation) to help prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms, such as substance abuse, involvement in gangs, and physical and sexual exploitation. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

1.3 Channel is a key element of the Prevent Strategy and Local Authority Channel Panels are a statutory requirement under the Counter Terrorism and Security Act 2015. Channel is a multi-agency programme across England and Wales that provides support to people susceptible to becoming terrorists or supporting terrorism, underpinned by Section 36 of

the CTSA 2015. The person (or their parent or legal guardian, if under 18) referred to it must give consent before any support can be provided under Channel. The overall aim of the programme is early intervention and diverting people away from potential risk. The Kent and Medway Channel Panel involves agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities – Channel can provide theological or ideological mentoring. For those requiring support an appropriate package is offered based on an assessment of their vulnerability.

1.4 This policy should be read in conjunction with the school's policies for:

- Child Protection (Safeguarding)
- Online Safety
- Behaviour
- Equality, Diversity and Inclusion
- Whistle- Blowing
- Staff Code of Conduct
- SMSC and British Values

SECTION TWO – ETHOS

Godinton Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. 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.

The Governors and Headteacher ensure that this ethos is reflected and implemented effectively through school policy and practice and that there is an effective suite of policies in place to safeguard and promote pupil welfare.

SECTION THREE – AIMS AND VALUES

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about 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 pupils are safe from harm.

At Godinton Primary School we will:

- Build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views and to help them to understand bias and to make informed safe choices. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the

contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments in an age appropriate manner.

- Ensure that children know who to talk to if they are worried or concerned about any issue affecting their lives.
- Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- Provide information about what can cause extremism, about preventative actions taking place locally and nationally and where additional information and advice can be obtained.
- Be familiar with any local extremist issues
- At the same time the school will be aware of the increased risk of online radicalisation, as terrorist organisations often seek to radicalise young people through the use of social media and the internet. The school guides children in how to verify sources of information and about ‘fake news’, including the use of artificial intelligence/.

SECTION FOUR – ROLES AND RESPONSIBILITIES

4.1 Role of the Governors

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Governing Body will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance ‘Keeping Children Safe in Education’ (latest edition) the Governing Body will challenge the school’s senior management team on the delivery of this policy and monitor its effectiveness.

4.2 Role of the Headteacher

It is the role of the Headteacher to:

- ensure that the school and its staff respond to preventing radicalisation and the impact of extremism 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.
- Ensure that staff receive suitable training including as part of new staff induction and then as part of ongoing safeguarding training.

4.3 Role of Designated Safeguarding Lead

It is the role of the Designated Safeguarding Lead (DSL) to:

- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns;
- receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation;
- make referrals to appropriate agencies in line with National expectations, with regard to concerns about radicalisation;
- liaise with external partners as required
- Act as a single point of contact for radicalisation and extremism enquiries internally
- Make this policy available on the school website.
- Undertake training relevant to the role in order to ensure understanding of radicalisation and the requirements for making referrals
- Jill Talbot (Headteacher / DSL) is the lead member of staff for Prevent.

4.4 Role of staff

It is the role of staff to understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

All staff are expected to complete Prevent Duty training.

SECTION FIVE – CURRICULUM

5.1 Godinton Primary School is 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 the whole child as a reflective learner within a safe and respectful learning environment. Teaching the schools' core values, alongside an understanding of British values, helps our pupils to make a positive contribution to the development of a fair, just and civil society.

At Godinton Primary School, we believe it is important that the Prevent strategy does not stifle the opportunity for safe and informed debate at an age appropriate level. Pupils must have the opportunity, within appropriate subjects, to express views, seek advice, ask questions and ultimately further their understanding.

Children will learn to develop tolerance and respect for cultures, faiths and lifestyles through PSHE (Personal Social and Health Education) and RE (Religious Education) lessons, which are delivered in termly STAR weeks. Assemblies may respond to national or international events such as terrorist attack but will always be delivered in a sensitive manner with due regard to the age of the children.

5.2 Online-Safety

The internet provides children and young people with access to a wide range of content, some of which is potentially harmful. Extremists use the internet, including social media, to share their messages, including through the use of fake news or artificial intelligence. The filtering systems used at our school blocks inappropriate content, including extremist content. However, should staff, pupils or visitors find unblocked extremist content they must report it immediately to the Headteacher.

The Online-Safety policy provides further detail on the prevention of radicalisation and related extremist content.

SECTION SIX – STAFF TRAINING

Staff are given regular training and information to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information forms part of the school's ongoing safeguarding training.

As part of their safeguarding induction, all staff complete an online training module as well as face to face training with the DSL. This is then repeated every three years or earlier should the need arise.

SECTION SEVEN – 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 – Keeping Children Safe in Education (latest edition). This includes completing an online search of individuals as part of the pre-employment screening.

DBS checks are carried out in accordance with up to date national guidance on persons having regular unsupervised access to children.

SECTION EIGHT – VISITORS

We undertake due diligence to ensure that visiting speakers are appropriate for the age of children they are addressing and to the content of their delivery. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. The content of a visitor's talk to children will have been discussed beforehand with the lead member of staff for the activity, as will the school's procedures about what to do if they are concerned about any aspect of child welfare.

Staff are not to invite speakers into schools without first obtaining permission from the Headteacher.

SECTION NINE – SIGNS OF VULNERABILITY and RECOGNISING EXTREMISM

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that when combined may increase the risk. These are signs which school staff should be aware of in relation to the Prevent Duty.

Signs of vulnerability include, but are not limited to:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national event
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith
- isolation from peers
- becoming withdrawn in class
- disengagement from work
- aggressive behaviour towards peers
- rebelling against school rules
- attendance – change in pattern

There is no such thing as a typical extremist and those involved in extremism come from a wide range of backgrounds and experiences. The list of indicators below helps to support school staff to identify factors that could suggest a child or their family may be vulnerable or involved in extremism. The list of indicators is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that children experiencing these factors are automatically at risk of exploitation for the purpose of extremism.

- 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
- 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 (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- 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

The current local profile of extremist groups includes those from Syria, Iraq, Afghanistan and Pakistan, extreme right white protest groups, and unaccompanied asylum seeking children.

Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

SECTION TEN – REFERRAL PROCESS

When a concern is identified, the ‘notice, check, share’ procedure should be applied as outlined in the Prevent duty awareness training.

If there is an immediate concerns about the welfare of any persons, then the Police should be contacted by calling 999 and follow the school’s child protection procedure where appropriate.

If staff have concerns or if there is uncertainty about whether a referral should be made, this can be discussed with the Headteacher / DSL and/or by contacting the Kent and Medway Prevent Team by emailing prevent@kent.gov.uk

The Kent and Medway Prevent and Channel Manager, Jess Harman, can also be contacted by emailing jess.harman@kent.gov.uk

If a referral is required, then the National Prevent Referral form should be completed. This can be accessed by clicking the link below:

https://www.kent.gov.uk/__data/assets/pdf_file/0009/199377/Prevent-National-Referral-Form.pdf

Once this form has been completed it is essential this is submitted it to the police directly. For Kent and Medway all forms must be submitted to preventreferrals@kent.police.uk

Members of the public can call the Act Early Support Line on 0800 011 3764 in confidence to share concerns.

SECTION ELEVEN – CHILDREN IN CARE

Safeguarding all children from risks of harm is an essential part of a school's work. The school's aim is to ensure that all vulnerable groups, including Children in Care, are protected from threats posed by extremism and radicalisation.

SECTION TWELVE – EQUALITY, DIVERSITY AND INCLUSION

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

SECTION THIRTEEN – MONITORING AND REVIEW

This policy will be reviewed every two years or sooner if guidance changes.

APPENDIX ONE Kent and Medway Prevent Team

Assistant Director Contest and Serious Organised Crime – Nick Wilkinson

Strategic lead for Prevent and Channel at Kent County Council, Chair of Kent and Medway Channel Panel. Chair of Southeast Prevent and Channel Chairs meeting. Lead officer for Kent Community Safety Agreement priority of Preventing Extremism and Hate.

Email nick.wilkinson@kent.gov.uk

Prevent and Channel Manager – Jess Harman

Manages delivery of Prevent and Channel activity across Kent and Medway. Promotes and delivers the Prevent Strategy across both statutory and non-statutory partners. Develops and oversees the Prevent partnership plan and Counter Terrorism Situational Risk Assessment. Co-chair of the Kent and Medway Cross Directorate Groups. Delivers Prevent support and training to a range of agencies.

Email: jess.harman@kent.gov.uk

Prevent Community Engagement Officer (PCEO) – Nadine Permaul

Supporting Kent and Medway communities and encouraging engagement with Prevent. Promoting awareness and addressing misconceptions of Prevent to build resilience and confidence within communities. Improving outreach and awareness and working with partners to ensure local and emerging needs are addressed.

Email: Nadine.Permaul@kent.gov.uk

Prevent Education Officers (PEO) – Rachel Murray (South and East Kent)

Supporting educational establishments across Kent and Medway up to secondary level to implement Prevent through teaching, training, and guidance. Partnership working with the Department of Education and network of PEO's.

Emails: Rachel.Murray@kent.gov.uk