

Sandown Primary School and Nursery

Prevent Policy



Policy Contact Person	Headteacher
Review Frequency	Annually
Signed by Approver	
Date Agreed/Signed	November 2025
Next Review Date	November 2026
Signed original stored in Business Manager's Office	

1. Introduction

1. Sandown Primary School is committed to providing a secure environment where children feel safe and are kept safe. All adults at Sandown Primary School recognise that Safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. There is a strong Whole School Approach to safeguarding.

1.2 In adhering to this policy, and the procedures therein, staff and visitors will contribute to Sandown Primary School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004 and also Prevent related responsibilities in line with:

- Section 26 of the Counter Terrorism and Security Act 2015 (CTSA)
- Ofsted's Education Inspection Framework (EIF) 2023
 - The Prevent duty: an introduction for those with safeguarding responsibilities
 - Updated 7 September 2023

1.3 This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and promote the welfare of all children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

1.4 Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "Pan Sussex Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education"; and specifically, DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", and the DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People"

2. School Ethos and Practice

Safeguarding children, young people and adult learners from extremism or radicalisation is no different to other types of safeguarding harms, many of which are interconnected.

2.1 When operating this policy our School uses the following accepted Governmental definition of extremism, which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

2.2 There is no place for extremist views of any kind in our school, whether from internal sources, pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this. We have a duty to ensure this happens.

2.3 As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

2.4 Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

2.5 Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age, which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

2.6 Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

2.7 As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

2.8 Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

3. Teaching Approaches

3.1 We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

3.2 We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

3.3 We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

3.4 We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success following the three broad categories of:

- Making a connection with young people through good [teaching] design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, and equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

3.5 Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's Education Inspection Framework (EIF) 2023 and will include the sound use of assemblies to help further promote this rounded development of our pupils.

3.6 Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship related programmes.
- Embedding across the curriculum of SMSC & British Values.
- Open discussion and debate.
- Work on anti-violence and a restorative approach addressed throughout the curriculum.
- Focussed educational programmes.

3.7 We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

3.8 We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

4. Use of External Agencies and Speakers

4.1 We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

4.2 Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.

4.3 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils.
- Activities are carefully evaluated by schools to ensure that they are effective.

4.4 We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

4.5 Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

5. Whistle Blowing

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to School Whistle Blowing Policy.

6. Child Protection

6.1 Please refer to our Child Protection and Safeguarding Policy for the full procedural framework on our Child Protection duties.

6.2 Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive). Therefore, all adults working at the school (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Child Protection Teacher and/or Headteacher.

7. Role of the Designated Safeguarding Lead

7.1 The DSL is: Ms Kate Tugwell (Deputy Headteacher).
The Deputy DSLs are: Ms Gail Harley (Assistant Headteacher).
Miss Justine Fraser (Attendance and Behaviour)
Miss Becki Fox (Welfare TA)
Mrs Gina Wright (Nursery Manager)

7.2 The DSL works in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education'.

7.3 The DSL is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies.

7.4 In line with Recommendation 2 of Peter Clarke's Report; the role of the DSL will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

8. Training

8.1 Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

8.2 The DSL will attend training courses as necessary and the appropriate inter-agency training organised by the Local Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

9. Recruitment

9.1 The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

9.2 We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

9.3 We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

9.4 Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

10. Role of Governing Board

10.1 The Governing Board 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.

10.2 The Governing Board of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

10.3 In line with Recommendation 13 of Peter Clarke's report details of our Governing Board will be published on our school website to promote transparency.

10.4 In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, the Governing Board will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

10.5 Governors will review this policy regularly (annually) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

11. Related Policies and Documents

- Child Protection and Safeguarding Policy.
- Whistleblowing Policy.
- British Values Policy.
- Spiritual, Moral, Social & Cultural Development Policy.
- Safer Recruitment.
- PREVENT: working in partnership under one strategy. (Published by Surrey & Sussex Policing Together; West Sussex County Council; East Sussex County Council; Surrey County Council; and Brighton & Hove City Council.)

Also see <http://educateagainsthate.com> (a website recommended by East Sussex County Council which gives parents, teachers and school leaders practical advice on protecting children from extremism and radicalisation.

Appendix A – Prevent taken from KCSiE September 2025

Preventing radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism¹ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation² refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism³ is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are [possible indicators](#) that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) [making a Prevent referral](#).

1 As defined in the Government’s [Prevent Duty Guidance for England and Wales](#).

2 As defined in the [Government’s Prevent](#) Duty Guidance for England and Wales.

3 As defined in the Terrorism Act 2000 (TACT 2000)

<http://www.legislation.gov.uk/ukpga/2000/11/contents>

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard⁴ to the need to prevent people from being drawn into terrorism”⁵. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiarise themselves with the [Prevent duty guidance: for further education institutions in England and Wales](#). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The school or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

4 According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

5 “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The designated safeguarding lead (or deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#).

Additional support

[The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The [ETF Online Learning environment](#) provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning has also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for Learning \(lgfl.net\)](#)).

The Prevent Duty

All nursery staff have reflected on their understanding of 'The Prevent Duty' through discussion and shared practice. The following outlines what this means within our Early Years setting, in line with current safeguarding legislation and the **Early Years Foundation Stage statutory framework**.

What is 'The Prevent Duty'?

The Prevent Duty is part of the UK Government's counter-terrorism strategy. It supports professionals in identifying children and families who may be vulnerable to radicalisation or being drawn into terrorism.

Under Section 26 of the **Counter-Terrorism and Security Act 2015**, all Early Years providers must have due regard to preventing people from being drawn into terrorism.

The **Early Years Foundation Stage statutory framework** (Safeguarding and Welfare Requirements) makes clear that providers must:

- Take all necessary steps to keep children safe and well (Section 3.4)
- Have arrangements to safeguard and promote children's welfare (Section 3.1)
-

Prevent is part of these safeguarding duties and is supported by **Keeping Children Safe in Education** and **Working Together to Safeguard Children**.

What do you do if you have a concern?

Prevent focuses on early identification and support. Staff must remain alert to changes in behaviour, language, or family circumstances.

In line with **Early Years Foundation Stage statutory framework**:

- Section 3.6 requires providers to have a clear safeguarding policy and procedures.
- Section 3.7 requires a Designated Safeguarding Lead (DSL) to take lead responsibility.
-

If concerns arise:

- Follow nursery safeguarding procedures immediately

- Report to the DSL without delay
- The DSL may contact:
 - SPOA (Single Point of Access)
 - Local Authority Prevent Lead
 - Police (101, non-emergency)

All concerns must be recorded in line with safeguarding requirements (EYFS 3.70–3.71: information sharing and record keeping).

Where can I find the policy?

The Prevent Duty guidance is available:

- In the nursery office
- On the safeguarding notice board
- On the Government website

The nursery safeguarding policy aligns with:

- **Early Years Foundation Stage statutory framework** (Section 3 – Safeguarding and Welfare Requirements)
- Local safeguarding partnership procedures

Staff must ensure they access and follow the most up-to-date versions.

Who is vulnerable to radicalisation?

The **Early Years Foundation Stage statutory framework** emphasises that all children must be kept safe (3.4). This includes protecting them from exposure to extremist influences.

Children may be vulnerable due to:

- Age and developmental stage
- Exposure to online content (EYFS 3.4 – online safety)
- Changes in behaviour or language
- Family or social influences
-

Practitioners must remain observant and respond in line with safeguarding duties.

What are our responsibilities under the law?

Under the **Counter-Terrorism and Security Act 2015**, providers must prevent radicalisation as part of safeguarding.

The **Early Years Foundation Stage statutory framework** requires:

- Staff to be suitable, trained, and aware of safeguarding issues (3.20–3.26)
- Ongoing safeguarding training, including Prevent awareness
- Effective information sharing (3.67–3.71)

Staff must:

- Understand safeguarding risks, including radicalisation
 - Work with external agencies
 - Keep knowledge up to date
-

What procedures are in place in the event of a terror-related incident?

The nursery follows a Crisis Management and Business Continuity Plan. In line with **Early Years Foundation Stage statutory framework**:

- Providers must ensure children's safety at all times (3.4)
- Risk assessments must be in place (3.65)

All staff and visitors must:

- Understand lockdown procedures
 - Follow instructions during emergencies
 - Be familiar with safety protocols
-

How do we promote British Values?

Promoting British Values supports safeguarding and is embedded within the EYFS, particularly:

- Personal, Social and Emotional Development (PSED)
- Understanding the World

The **Early Years Foundation Stage statutory framework** states:

- Providers must support children’s emotional well-being (1.6)
- Children should learn about similarities and differences (Understanding the World)

We promote British Values through:

- Modelling respectful behaviour
- Encouraging turn-taking and cooperation
- Supporting children to understand rules and boundaries
- Celebrating diversity through activities and experiences
- Role play, discussions, and community engagement

What more can we do to promote British Values?

To further strengthen practice, we will:

- Plan a wider range of cultural and religious celebrations
- Involve families with EAL in sharing language and culture
- Use circle time to explore diversity and respect
- Embed British Values across continuous provision
- Encourage children to express ideas and opinions safely
- Use stories to explore emotions, behaviour, and respect for others

These approaches support the EYFS aim to develop well-rounded, respectful, and confident learners.