

Prevent Duty Policy



Policy Revised: June 2026

Next Review: Annual – June 2027

Date Ratified by – June 2026

Policy Status: Statutory Safeguarding Policy

Responsible Person (DSL): Mrs Sandra Bell, Headteacher

Deputy Designated Safeguarding Leads (DDSLs):

- Mr Joe Durham, Deputy Headteacher
 - Mrs Janine Rushworth, Assistant Headteacher
 - Mrs Joanne Houghton, Family Liaison Officer
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1. Statement of Intent

Barnes Infant Academy is committed to safeguarding and promoting the welfare of all children. Protecting children from the risk of radicalisation forms part of our wider safeguarding responsibilities.

The Prevent Duty requires schools to have due regard to the need to prevent people from being drawn into terrorism. At Barnes Infant Academy, we recognise that safeguarding children from radicalisation is no different from safeguarding them from any other form of harm.

We are committed to creating a safe, inclusive and respectful environment where children feel valued, develop a sense of belonging and learn to understand and respect the views of others.

Through our curriculum, positive relationships and safeguarding procedures, we seek to build children's resilience, confidence and critical thinking skills so that they are better equipped to recognise and challenge harmful influences.

Barnes Infant Academy Context

At Barnes Infant Academy, we recognise that a strong sense of belonging is a protective factor against radicalisation and extremist influences. Through our curriculum drivers of Belonging, Communication, Curiosity and Resilience, alongside our expectations that children are Safe, Kind and Ready to Learn, we actively promote inclusion, respect and positive relationships.

We believe that children who feel valued, listened to and connected to their school community are less vulnerable to harmful influences. Our culture of belonging, coupled with strong safeguarding practices and trusted relationships with adults, helps children develop the confidence to seek support when needed.

2. Legal Framework

This policy should be read alongside:

- Keeping Children Safe in Education (2025)

- Working Together to Safeguard Children
 - Counter-Terrorism and Security Act 2015
 - The Prevent Duty Guidance
 - Child Protection and Safeguarding Policy
 - Online Safety Policy
 - Behaviour Policy
 - Staff Code of Conduct
 - Whistleblowing Policy
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3. Definitions

Prevent

Prevent is one part of the Government's wider counter-terrorism strategy. Its aim is to stop people from becoming terrorists or supporting terrorism.

Radicalisation

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

Extremism

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

- Negate or destroy the fundamental rights and freedoms of others.
- Undermine, overturn or replace the UK's system of democracy and democratic rights.
- Intentionally create a permissive environment for others to achieve these aims.

Channel

Channel is a multi-agency safeguarding programme that provides support to individuals who may be vulnerable to being drawn into terrorism.

4. Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure the Academy fulfils its Prevent Duty responsibilities.

- Monitor the effectiveness of this policy.
- Ensure safeguarding arrangements are effective.
- Ensure staff receive appropriate Prevent training.

Headteacher

The Headteacher will:

- Promote a strong safeguarding culture.
- Ensure Prevent is embedded within safeguarding practice.
- Support staff in identifying and reporting concerns.

Designated Safeguarding Lead and Deputy Designated Safeguarding Leads

The DSL and DDSLs will:

- Act as the Academy's lead professionals for Prevent concerns.
- Ensure concerns relating to radicalisation are responded to promptly and appropriately.
- Assess concerns and determine whether further action is required.
- Liaise with Children's Social Care, the Police Prevent Team, Channel Panel and other relevant agencies where appropriate.
- Maintain accurate safeguarding records.
- Ensure staff receive regular safeguarding and Prevent updates.
- Support staff in recognising and responding to concerns relating to radicalisation and extremism.

All Staff

All staff will:

- Understand their safeguarding responsibilities.
- Be alert to signs of vulnerability to radicalisation.
- Report concerns immediately to the DSL or DDSL.
- Promote an inclusive and respectful environment.

5. Prevent Risk Assessment

Barnes Infant Academy recognises that the risk of radicalisation can affect any child regardless of age, background, culture, faith or circumstance.

The Academy maintains and reviews a Prevent Risk Assessment annually. This considers:

- Local community context.
- Regional and national safeguarding concerns.
- Online risks.
- Visitor and speaker arrangements.
- Curriculum opportunities.
- Staff training needs.
- Emerging risks and trends.

Risk assessments will be reviewed annually or sooner where required.

6. Identifying Vulnerability

There is no single indicator that a child may be vulnerable to radicalisation.

Possible indicators may include:

- Sudden changes in behaviour.
- Increased isolation from peers.
- Intolerance towards others.
- Fixation on particular ideologies or grievances.
- Repeated use of extremist language.
- Accessing inappropriate online content.
- Exposure to harmful conspiracy theories, misinformation or disinformation.
- Significant changes in friendship groups or interests.
- Increased secrecy regarding online activity.
- Expressions of hatred or intolerance towards particular groups.

Many of these indicators may also be associated with other safeguarding concerns. Staff should always consider the wider context and seek advice from the DSL or DDSL.

7. Online Safety and Radicalisation

Barnes Infant Academy recognises that extremist groups increasingly use online platforms, social media, messaging services, gaming platforms and video-sharing websites to influence vulnerable individuals.

The Academy therefore:

- Maintains appropriate filtering and monitoring systems.
- Teaches children how to stay safe online.
- Promotes critical thinking and digital literacy.
- Encourages children to report anything that makes them feel worried, uncomfortable or unsafe.
- Works closely with parents and carers to support online safety.

Staff recognise that children and families may be exposed to extremist content, harmful narratives, conspiracy theories, misinformation and disinformation through online platforms. These influences may not always appear political or religious in nature and can be spread through social media, gaming platforms, video-sharing websites and messaging applications.

Concerns relating to online radicalisation will be managed through the Academy's safeguarding procedures.

8. Building Resilience Through the Curriculum

Prevent is delivered through the Academy's wider curriculum and ethos rather than as a standalone programme.

At Barnes Infant Academy, our curriculum drivers support children to develop:

Belonging

Children feel safe, valued and included within the school community.

Communication

Children learn to express their views respectfully and listen to the views of others.

Curiosity

Children are encouraged to ask questions, explore ideas and think critically.

Resilience

Children develop confidence, independence and the ability to challenge harmful influences.

At Barnes Infant Academy, our culture of belonging is underpinned by our shared expectations that all members of our community are:

Safe

Kind

Ready to Learn

These expectations help children develop positive relationships, respect for others and a strong sense of community, all of which act as protective factors against radicalisation and extremist influences.

Children are taught about:

- Respect for others.
- Diversity and inclusion.
- Equality.
- Relationships.
- Online safety.
- Fundamental British Values.
- The importance of seeking help from trusted adults.

These themes are woven throughout PSHE, RE, Computing and the wider curriculum.

9. Referral Procedures

Any member of staff who has concerns that a child may be vulnerable to radicalisation must:

1. Record the concern immediately in line with the Academy's safeguarding procedures.
2. Inform the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead without delay.
3. Continue to monitor and report any further concerns.

The DSL or DDSL will:

- Gather relevant information.
- Assess risk.
- Seek advice where necessary.
- Refer to Children's Social Care, the Police Prevent Team or Channel where appropriate.

Staff should never investigate concerns themselves.

Where there is an immediate risk of harm, normal safeguarding and child protection procedures will be followed.

10. Visitors and External Speakers

The Academy welcomes visitors and external speakers who enhance children's learning and experiences.

All visitors and external speakers:

- Must be appropriately vetted where necessary.
- Will be supervised by Academy staff.
- Must not promote partisan political views, extremist ideologies or discriminatory attitudes.
- Must act in accordance with Academy safeguarding procedures.

Any concerns regarding a visitor's conduct will be reported immediately to the Headteacher and DSL.

11. Staff Training

All staff will receive:

- Prevent awareness training.
- Regular safeguarding updates.
- Information regarding local safeguarding risks.
- Guidance on referral procedures.
- Updates on emerging online risks and trends.

Prevent forms part of the Academy's safeguarding induction programme for all new staff, governors and volunteers.

12. Monitoring and Review

The Governing Body and Headteacher will review this policy annually.

The effectiveness of the Academy's Prevent arrangements will be monitored through:

- Safeguarding audits.
- Staff training records.

- Prevent risk assessments.
- Governor monitoring activities.
- Local and national safeguarding updates.

Barnes Infant Academy is committed to maintaining a culture where children feel safe, respected and able to seek support whenever they need it. Through effective safeguarding, a strong sense of belonging and a broad, balanced curriculum, we aim to ensure that all children are protected from the risk of radicalisation and extremism.