



**St Edward's  
School**

Unity - Achievement - Faith

# PREVENT Policy

**Reviewed and Approved by the Personal Development, Behaviour and Attitudes  
Committee**

**On 16<sup>th</sup> April 2026**

**Next review date: Spring 2027**

**SLT is responsible for oversight of this policy's implementation**

## Mission Statement

### MAY WE BE ONE

In purpose – educating for life in all its fullness

In faith – encountering God who lives among us, calling us to unity

In dignity – nurturing confidence and maturity

In community – striving together for justice, love and peace

Our Mission statement calls us to educate for life in all its fullness. Safeguarding our students by equipping them to keep themselves ~~and~~ to make good decisions is key to the formation of each person. We want all our students to be aware of the world around them and to thrive in the settings they are growing up in. Through the development of the whole person and by creating a culture of inclusion, we see young people who look out for each other, keep themselves and others safe and make decisions which will have a positive impact on their futures.

## 1. Ethos

- 1.1 Children have a fundamental right to learn how to keep safe and to be protected from abuse or harm. It is the responsibility of all adults to protect and to support those at risk or who are in need, by acting in accordance with current Safeguarding Children's Legislation.
- 1.2 St Edward's School staff are fully aware of their responsibility under the Prevent Duty (updated 2023 ) and recognises that their responsibility to prevent and protect children from extremism, this fits within the school's duty of child protection and safeguarding.

## 2. Vision

- 2.1 To create a culture of high expectation where all adults follow the 'notice, check and share procedure' as set out in the Prevent guidance. This ensures they are confident to identify, protect and support those at risk from extremism.
- 2.2 All staff will understand and identify the dangers and signs of extremism and radicalisation
- 2.3 All staff will understand the procedures involved in reporting concerns about possible extremist or radicalised behaviour.

## 3. Aims of the Policy

At St Edward's School we aim to

- 3.1 **Raise awareness** within the school of the threat from violent extremist groups and the risks for young people and create a culture of inclusion.
- 3.2 Provide **information** about what can cause violent extremism taking place locally and nationally and what preventative actions they can take and where we can get additional information and advice.
- 3.3 Help adults to understand the positive contribution they can make to empower young people to create communities that are more resilient to extremism and **protecting the**

**wellbeing** of susceptible students or groups who need support so that they prevented from being drawn into violent extremist activity.

- 3.4 Provide advice on managing risks and responding to incidents locally, nationally or internationally that might have an impact on the school community

St Edward's will use these principles to guide our work in all areas including building on our work in;

- 3.5 Promoting good outcomes for all students including their spiritual, moral, social and cultural development
- 3.6 Promote students' wellbeing, sense of security and inclusion, equalities and community cohesion
- 3.7 Building resilience in school, working with parents, carers and partners, to prevent students becoming the victims or causes of harm
- 3.8 Working with external agencies including education child protection service, Children's Social Care, the Police, parents and carers and community and religious leaders to develop/build community links and enhance positive networks.

#### **4. Context**

4.1 Prevent is one part of the government's overall counter-terrorism strategy, CONTEST; the overriding objective of Prevent is to 'tackle the ideological causes of terrorism'. Prevent sits alongside safeguarding duties and should be treated the same as wider safeguarding. Those who work in the education sector see young people daily and are well placed to identify behaviours that may cause concern. Its aim is to prevent a permissive environment which facilitates radicalisation, by creating a climate of mutual trust in which young people grow and develop. This climate works against creating circumstances in which young people feel isolated and become susceptible to exploitation by those who wish to further a radical agenda.

Extremism in all its forms has no place at St Edward's School as both extremist materials and influences is detrimental to the development of our students. Education at St Edward's School is a powerful tool against extremism that equips students with knowledge, skills, sound judgement, and the ability to critically evaluate materials to challenge and debate these issues in a secure and safe environment.

#### **4.2 Definition**

**Extremism** is defined as "holding extreme opinions; the holding of extreme political or religious views or taking extreme actions based on those views"

**Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence. Anyone could be radicalised. There is no one social group or set of personal circumstances that lead there.

## 5. Challenging Extremism

- 5.1 As part of the Safeguarding protocols and procedures staff will follow the notice, check and share procedure as set out in government advice about extremism or radicalisation. Signs and symptoms may include:
- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school i.e. home or community groups.
  - The drawing of symbols, writing or artwork promoting extremist messages or images.
  - Students accessing extremist material online including through social media sites.
  - Parental reports of changes in behaviour, friendship or actions and requests for assistance.
  - Other local schools, local authority services and police reports of issues affecting our students
  - Students voicing opinions drawn from extremist ideologies or 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, sexuality, race, colour or cultural
  - Attempts to impose extremist views or practices on others
  - Anti-Western or Anti-British views
- 5.2 St Edward’s School will **tackle any myths and assumptions** that can lead to some young people becoming alienated and disempowered.
- 5.3 We will ensure **support and approaches** are in place to help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking and evaluative bias.
- 5.4 We will help and support learners who may be **susceptible** to such influences as part of our wider safeguarding responsibilities and if necessary, refer students through BCP’s “Channel” process.
- 5.5 We will liaise with **external agencies** when concerns arise and share information to safeguard our young people.

## 6. Staff training

- 6.1 ~~The statutory guidance refers to the importance of annual Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.~~
- 6.2 Key staff have received special individual training in accordance with their role in school.
- 6.3 All of our teaching and support staff receive annual training on Prevent as part of staff training during the academic year
- 6.4 The school’s Prevent Risk assessment is updated annually and shared with staff during Prevent training.

## **7. Internet Safety**

- 7.1 The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- 7.2 We ensure that suitable filtering is in place.
- 7.3 Internet safety is integral to our curriculum and is also embedded in our PSHE programme.

## **8. What happens if there is a concern?**

- 8.1 Staff should follow the school's normal safeguarding and child protection procedures and refer to the school's response leaflet (notice, check and share). They should discuss concerns with the school's Designated Safeguarding Leads and members of the senior leadership team with child protection oversight responsibilities.
- 8.2 Possible Prevent referrals will be discussed by the school's Safeguarding Team if appropriate and in accordance with government guidelines. Decisions to refer will include the voice and consent of both parents and carers and the student identified at risk.
- 8.3 We/you may contact Dorset Police or dial 101 (the non-emergency number).

## **9. British Values**

- 9.1 St Edward's actively promotes the British Values as defined by Ofsted *"acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs; the pupils develop and demonstrate skills and attributes that will allow them to participate in and contribute positively to life in modern Britain."*

## **10. Document links**

- 10.1 St. Edwards School documentation;
  - Safeguarding Policy
  - E-Safety Policy
  - ICT Acceptable Use Policy
  - Mobile Phone Policy
- 10.2 Keeping Children Safe in Education 2025
- 10.3 <https://www.gov.uk/government/publications/prevent-duty-guidance>

## **Appendix**

### **Signs and symptoms of Radicalisation (Gov.com)**

There could be many different drivers behind these types of changes in behaviour, not just radicalisation. Therefore, checking and sharing with the DSL and a student's key adults is imperative. Here are some examples of changes in behaviour that may indicate radicalisation in a person.

#### **Online behaviour**

- more than one online identity
- spending more time online and accessing extremist online content
- downloading propaganda material

#### **Increasingly agitated or violent behaviour**

- more argumentative in their viewpoints
- being abusive to others
- justifying the use of violence to solve societal issues

#### **Changing associations**

- changed friends
- altered their style of dress or appearance to accord with an extremist group
- using a new vocabulary
- isolated from friends and family

#### **Increasingly anti-social behaviours**

- unwilling to engage with people who are different
- secretive and reluctant to discuss their whereabouts
- adopted the use of certain symbols associated with terrorist organisations

#### **Useful Links:**

[Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)

[Prevent - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership](#)

[Prevent - Dorset Council](#)

[Prevent | Dorset Police](#)

[Educate Against Hate - Prevent Radicalisation & Extremism](#)

[ACT Early | Prevent radicalisation](#) (for family and friends with concerns)



#### NOTICE

We all have a duty to **notice** the signs of radicalisation. Some symptoms to look out for (*not exhaustive*):

- Becoming argumentative
- Sudden change in political activity
- Change in religious practice
- Isolation from friends and family
- Change in peer group
- Supporting extremist views
- Access to extremist material



#### CHECK

You may observe concerning behaviours or hear concerns from students, friends, colleagues or family members. *What should you do now:*

- Don't ignore
- Be proactive

**Check** with the Prevent Lead, the DSLs *AND* report on My Concern

- Show compassion and curiosity
- Careful use of language (non-shaming)
- Challenge misconceptions



#### SHARING

Once a concern has been raised, the DSL will **share** information with specialist agencies with a duty to prevent young people from being drawn into terrorism. *For example:*

- Intervention (Channel)
- De-radicalisation
- Disengagement from groups/ sites
- Support and understanding
- Behaviour modification
- Balance restored

St. Edward's School Response to Radicalisation