



SPARKEN HILL
ACADEMY

Prevent Duty Policy

Re v	Date Issued	Prepared By	Approved	Comments
1.1	September 2015	RTL	FGB	
1.2	Feb 2021	RTL	FP	
1.3	September 2023	RTL	FP	
1.4	September 2025	RTL	FGB	

Review Date: Feb 2028

Statement of Intent

Protecting children from the risk of radicalisation is part of Sparken Hill Academy's wider safeguarding duties and our commitment to keeping all pupils safe.

We recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability in today's society.

The school will actively assess the risk of children being drawn into terrorism through a robust risk assessment process. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme.

We are committed to working with our Local Safeguarding Partnership, local authority Prevent leads, and other partners to ensure effective delivery of our Prevent duty responsibilities.

Legal Framework and Definitions

This policy is developed in accordance with:

- Counter-Terrorism and Security Act 2015, Section 26 (Prevent Duty)
- Prevent Duty Guidance for England and Wales (2023)
- Keeping Children Safe in Education (current statutory guidance)
- Working Together to Safeguard Children (current guidance)

Key Definitions

Prevent: One of the four pillars of CONTEST (the UK's counter-terrorism strategy), aimed at stopping people from becoming terrorists or supporting terrorism.

Radicalisation: The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism: 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. This also includes calls for the death of members of the armed forces.

Terrorism: 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.

Channel: A programme which provides support to individuals who are at risk of being drawn into terrorism, operating as a multi-agency approach to support people susceptible to radicalisation.

Permissive Environment: Spaces (physical or online) where extremist narratives can flourish unchallenged and where people may be exposed to radicalising influences.

Prevent Objectives and Our Approach

In line with the statutory guidance, our Prevent work is structured around three key objectives:

1. Tackle the Ideological Causes of Terrorism

- We challenge extremist narratives and ideologies that can lead to terrorism
- We ensure our school environment does not provide a platform for extremist views
- We promote fundamental British values and critical thinking skills
- We work to reduce permissive environments where extremist ideas might flourish

2. Intervene Early to Support People Susceptible to Radicalisation

- We identify pupils who may be vulnerable to radicalisation through robust assessment
- We provide appropriate support and intervention at the earliest opportunity
- We make referrals to Channel when appropriate
- We work with families and external agencies to provide comprehensive support

3. Enable People Who Have Already Engaged in Terrorism to Disengage and Rehabilitate

- We support any pupils returning to education after involvement with extremist groups
- We work with relevant agencies to develop appropriate reintegration plans
- We maintain ongoing risk assessment and support mechanisms

Leadership and Partnership

Leadership Structure

Principal: Overall responsibility for Prevent implementation and compliance

Designated Safeguarding Lead (DSL): Day-to-day management of Prevent concerns and referrals

Deputy DSL: Support and cover for Prevent responsibilities
Governing Body: Strategic oversight and policy approval

Partnership Working

We actively collaborate with:

- Nottinghamshire Local Authority Prevent Team
- Nottinghamshire Safeguarding Children Partnership
- Local police and Counter Terrorism teams
- Channel panels when referrals are made
- Regional Prevent coordinators
- Multi-Agency Safeguarding Hub (MASH)

Understanding and Managing Risk

Risk Assessment Process

Sparken Hill Academy conducts annual risk assessments to:

- Evaluate how our pupils may be at risk of radicalisation
- Assess local and national threat levels
- Review online risks and digital safety measures
- Identify vulnerable groups or individuals
- Assess the effectiveness of current safeguarding measures

Our risk assessment considers:

- Local context: Community tensions, local incidents, demographic factors

- School factors: Pupil population, staff awareness, physical environment
- Online risks: Internet access, social media use, exposure to extremist content
- Individual vulnerabilities: Pupils with identified risk factors

Risk Indicators

Staff should be alert to the following potential indicators:

Identity Crisis Indicators:

- Distancing from cultural/religious heritage
- Discomfort with their place in society
- Changing style of dress or personal appearance to accord with a particular group
- Conversation increasingly focused on extremist ideology
- Possession of materials or symbols associated with an extremist cause

Personal Crisis Indicators:

- Family tensions or breakdown
- Sense of isolation or alienation
- Low self-esteem or confidence issues
- Disassociation from existing friendship groups
- Loss of interest in previous activities
- Searching for answers about identity, faith, and belonging

Vulnerability Through Personal Circumstances:

- Recent migration or family displacement
- Local community tensions affecting the family
- Events affecting their country or region of origin
- Alienation from UK/British values
- Experience of racism or discrimination
- Significant life changes or trauma

Unmet Aspirations:

- Perceptions of injustice
- Feelings of failure or rejection
- Disengagement from civic life
- Anger at perceived societal unfairness

Online Behaviour Indicators:

- Accessing extremist websites or content
- Engaging with extremist social media accounts
- Sharing or creating extremist content
- Using encrypted messaging apps secretly
- Dramatic changes in online behaviour

Other Behavioural Indicators:

- Using derogatory language about particular groups
- Inappropriate forms of address
- Possession of prejudice-related material
- Property damage or vandalism
- Refusal to cooperate with reasonable requests
- Condoning violence or extremist acts
- Expressing support for terrorist attacks

Training and Competency Framework

Training Requirements

All Staff:

- Complete Prevent awareness training within first month of employment
- Undertake annual refresher training
- Understand how to identify and report concerns
- Know the school's referral procedures

Designated Safeguarding Lead:

- Complete specialist Prevent training including ideological awareness
- Attend Channel training
- Refresh training every two years minimum
- Attend local authority Prevent forums

Senior Leadership:

- Understand strategic Prevent responsibilities
- Complete governance-level Prevent training
- Maintain awareness of local and national threat levels

Training Content

Our training programme covers:

- Understanding radicalisation and extremist ideologies
- Recognising signs and indicators of concern
- School referral procedures and escalation pathways
- Channel process and multi-agency working
- Legal obligations and information sharing
- Building resilience and critical thinking in pupils
- Online safety and digital threats

Training Sources

We utilise:

- Government-approved training (GOV.UK Prevent duty training)
- Local authority provided training
- Educate Against Hate resources
- Regional Prevent coordinator guidance
- Professional development opportunities

Curriculum and Building Resilience

Promoting Fundamental British Values

Through our curriculum and school ethos, we actively promote:

- Democracy: School councils, voting, decision-making processes
- Rule of Law: School rules, understanding consequences, respect for authority
- Individual Liberty: Personal choices, freedom of expression within legal boundaries
- Mutual Respect and Tolerance: Celebrating diversity, understanding different faiths and beliefs

Curriculum Opportunities

We address Prevent through:

- PSHE Education: Identity, relationships, communities, online safety
- Citizenship: Understanding democracy, rights and responsibilities

- RE: World religions, beliefs, and values
- History: Understanding conflict, cause and effect, different perspectives
- English: Critical analysis, media literacy, evaluating sources
- Computing: Digital citizenship, online safety, identifying fake news

Age-Appropriate Approaches

Early Years Foundation Stage:

- Learning right from wrong
- Mixing and sharing with other children
- Valuing others' views and differences

Key Stage 1:

- Understanding rules and their importance
- Recognising similarities and differences
- Building empathy and kindness

Key Stage 2:

- Developing critical thinking skills
- Understanding diverse communities
- Digital literacy and online safety
- Understanding democracy and decision-making

Reducing Permissive Environments Facilities Management

We ensure our premises are not exploited by:

- Implementing robust hiring policies for school facilities
- Conducting due diligence on external organisations using our premises
- Monitoring events and activities on school grounds
- Ensuring appropriate supervision of all activities

IT and Online Safety

Our IT policies include:

- Filtering Systems: Blocking access to extremist content and inappropriate material
- Monitoring: Appropriate oversight of internet usage
- Education: Teaching pupils about online risks and safe internet use
- Reporting: Clear procedures for concerning online activity

‘External Speakers and Visitors

We have clear protocols for:

- Vetting all external speakers and visitors
- Ensuring content aligns with our values and policies
- Supervising all external input to pupils
- Risk assessing presentations and materials
- Having staff present during all external input

Due Diligence

Before working with external organisations, we:

- Research their background and reputation
- Check for any concerning associations or views

- Verify their legitimacy and credentials
- Ensure alignment with our safeguarding policies
- Maintain records of our checks

Referral Procedures

When to Make a Referral

A referral should be considered when:

- A pupil expresses extremist views or supports terrorist activities
- There are significant changes in behaviour suggesting radicalisation
- A pupil is accessing or sharing extremist content
- There are concerns about influence from family or community members
- Online activity suggests engagement with extremist groups
- A pupil advocates violence or hatred towards others

How to Make a Referral

Step 1: Notice

- Staff member identifies concern
- Initial observations documented

Step 2: Check

- Discuss with DSL or Deputy DSL
- Gather additional information if needed
- Consider whether threshold for referral is met

Step 3: Share

- Complete national Prevent referral form
- Submit to local authority/police
- Inform relevant colleagues on need-to-know basis
- Maintain confidentiality

Internal Escalation

1. Staff Member identifies concern
2. Designated Safeguarding Lead assesses and decides on action
3. Principal consulted on significant concerns
4. External referral made if threshold met
5. Governing Body informed of trends and themes (anonymised)

Supporting Families

When concerns arise, we:

- Engage with families sensitively and appropriately
- Provide information about support available
- Work collaboratively to address concerns
- Maintain focus on the child's best interests
- Respect family privacy while ensuring child safety

Information Sharing and Record Keeping

Information Sharing Principles

We share information when:

- It is necessary to protect a child from harm
- It is proportionate to the level of concern

- It is relevant to the purpose
- It is accurate and up-to-date
- It is shared securely and confidentially

Data Protection

We comply with:

- UK GDPR requirements
- Data Protection Act 2018
- School data protection policies
- Information sharing agreements with partners

Record Keeping

We maintain:

- Confidential records of all Prevent concerns
- Training records for all staff
- Risk assessment documentation
- Partnership meeting minutes
- Incident logs and outcomes

Records are:

- Stored securely with restricted access
- Retained in line with our retention schedule
- Transferred appropriately when pupils move schools
- Subject to regular review and update

Monitoring and Review: Internal Monitoring

We monitor effectiveness through:

- Regular review of risk assessments
- Analysis of referral trends and outcomes
- Staff feedback on training and procedures
- Pupil voice on safety and belonging
- Governor oversight and challenge

External Assurance

Our compliance is assured through:

- Ofsted inspections
- Local authority monitoring
- Safeguarding audits
- Partnership feedback
- Professional development activities

Annual Review Process

Each year we:

- Review and update our risk assessment
- Analyse referral data and trends
- Evaluate training effectiveness
- Update policies and procedures
- Report to governing body
- Plan improvements for following year

Practical Activities and Exercises

Exercise 1: Similarities and Differences (Movement Activity)

Purpose: To reinforce the wide range of similarities and differences between people and promote understanding of diversity.

Method: Set up 2-3 clearly marked stations. Children start in a central group and move to stations based on called categories.

Categories might include:

- Everyone with a brother/sister
- Everyone who enjoys reading
- Everyone whose family celebrates a religious day
- Everyone who can speak more than one language
- Everyone wearing shoes with laces
- Everyone whose family attends a place of worship
- Everyone who likes pizza

Discussion points:

- Were you surprised by what you had in common?
- What makes people similar? What makes them different?
- Why is it positive that we are all unique?
- How can we show respect for similarities and differences?

Exercise 2: Paired Similarities

Purpose: To discover commonalities and build understanding between individuals.

Method: Children work in pairs to identify:

- Two visible things they have in common
- Two 'secret' things they have in common

Examples:

- Visible: Both have brown hair, both wearing school uniform
- Secret: Both have a pet, both like the same TV programme

Extension: Share findings with class and discuss surprises and insights.

Exercise 3: Community Mapping

Purpose: To explore different communities and understand their importance to different people.

Method: Using local area maps, children mark:

- Important places their families visit
- Religious buildings in the area
- Community centres and facilities
- Places that are special to them

Discussion:

- Why are different places important to different people?
- How do communities help people?
- What makes our school community special?

Exercise 4: Global Connections

Purpose: To understand our connections to the wider world and celebrate diversity.

Method: Using a world map, children identify:

- Where they were born
- Where family members are from

- Places they have visited
- Countries that are important to their families

Activities:

- Share stories about different places
- Learn basic greetings in different languages
- Explore traditions from different countries
- Discuss what makes people similar across the world

Supporting Resources

Key Contacts

Internal:

- Principal: Mr R Lilley (principal@sparkenhill.com)
- Designated Safeguarding Lead:
 - Mr Lilley Lilley (principal@sparkenhill.com)
- Deputy DSL:
 - Mrs Phoenix (kphoenix@sparkenhill.com)
 - Mrs Gardiner (kgardiner@sparkenhill.com)
 - **Mrs White (Safeguarding Officer)** (dwhite@sparkenhill.com)

External:

- Nottinghamshire Prevent Team: **Call 101 and ask for extension 800 2962/2963, or email prevent@nottinghamshire.pnn.police.uk.**
- Local Authority Safeguarding: Zain Iqbal Zain.Iqbal@nottsccl.gov.uk
- Police non-emergency: 101
- Emergency: 999

Useful Websites

- GOV.UK Prevent duty training: www.gov.uk/prevent-duty-training
- Educate Against Hate: www.educateagainsthate.com
- ACT Early: www.actearly.uk
- Channel duty guidance: Available on GOV.UK
- Nottinghamshire Safeguarding Children Partnership: <https://nscpl.nottinghamshire.gov.uk/>
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Professional Development

Staff can access additional training through:

- Local authority safeguarding training programme
- Online government training modules
- Regional Prevent coordinator sessions
- National safeguarding conferences
- Professional association resources