



SPARKEN HILL
ACADEMY

Prevent Duty Policy

Safeguarding children from radicalisation and extremism

Version 1.5 | 2026-27

Document Control

Rev	Date issued	Prepared by	Approved	Comments
1.1	September 2015	RTL	FGB	First policy under the Prevent duty
1.2	February 2021	RTL	FP	
1.3	September 2023	RTL	FP	
1.4	September 2025	RTL	FGB	
1.5	September 2026	RTL	08 Oct 2026 (Trust Board)	Updated for KCSIE 2026, WTSC 2026 and post-Southport changes to Prevent; see summary below

Author	Mr R.Lilley, Principal, Designated Safeguarding Lead and Prevent Lead
Approved by	Trust Board, 08 October 2026
Next review	September 2027, or sooner if guidance, the national threat level or the Academy's risk assessment changes

What has changed in version 1.5

- Updated to Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026, alongside the Prevent duty guidance (in force from 31 December 2023) and the Channel duty guidance.
- Language updated to "susceptible to radicalisation", in line with the Prevent duty guidance, with a clearer focus on ideology and on reducing permissive environments.
- New section on concerns where there is no clear ideology, including a fixation with violence or mass-casualty attacks, reflecting the changes made to Prevent since the Southport attack and the ongoing Southport Inquiry.
- Indicators of concern rewritten to avoid stereotyping, with a clear statement that religion, ethnicity, nationality or migration status are never indicators in themselves.
- Referral procedure updated (Notice, Check, Share; National Referral Form; MASH), with Channel explained for parents and staff.
- Links added to the Academy's Prevent risk assessment (July 2026), Martyn's Law (public protection) procedures, Visitors and VIPs procedure and lettings safeguarding assurance.
- Governance terminology changed to the Trust Board. The DSL team and contact details have been corrected, and the review date of February 2028 has been replaced by an annual review.
- Formatting corrected throughout. The classroom activities are now Appendix B.

Key Contacts

Principal, Designated Safeguarding Lead and Prevent Lead	Mr Richard Lilley principal@sparkenhill.com 01909 534070
Deputy DSL	Mrs Kate Phoenix, Vice Principal kphoenix@sparkenhill.com 01909 534065
Additional trained DSLs	Mrs Karen Gardiner kgardiner@sparkenhill.com 01909 534079; Mrs Deb White, Safeguarding Officer dwhite@sparkenhill.com 01909 534067
Safeguarding Trustee	Mrs Clare Middleton
Nottinghamshire Police Prevent Team	101, extension 800 2962 or 2963 prevent@nottinghamshire.pnn.police.uk
Nottinghamshire MASH	0300 500 80 90
Safeguarding Children in Education Officer (NCC)	Zain Iqbal Zain.Iqbal@nottsec.gov.uk
Emergency / non-emergency police	999 101
Anti-Terrorist Hotline	0800 789 321
ACT Early support line (for families and friends)	0800 011 3764 www.actearly.uk
DfE counter-extremism helpline (non-emergency advice for staff and Trustees)	020 7340 7264 counter.extremism@education.gov.uk

1. Statement of Intent

Protecting children from the risk of radicalisation is part of Sparken Hill Academy's wider safeguarding duties. We recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other form of harm, such as exploitation, grooming or abuse.

As a specified authority under section 26 of the Counter-Terrorism and Security Act 2015, the Academy must have due regard to the need to prevent people from being drawn into terrorism. We meet this duty in a way that is proportionate to our setting and age range (3 to 11), through a safe and inclusive culture, a curriculum that builds resilience, a clear understanding of our local risks, well-trained staff, and prompt action when a concern arises.

Prevent is about supporting children, not criminalising them. Our aim is to protect children who may be susceptible to being drawn into harmful ideas or harmful online spaces, and to get them the right help early.

2. Legal and Statutory Framework

- Counter-Terrorism and Security Act 2015, section 26 (the Prevent duty) and section 36 (Channel);
- Prevent duty guidance: for England and Wales (Home Office, in force from 31 December 2023), including the section for schools and early years providers, and the Channel duty guidance;
- Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026;
- the Statutory Framework for the Early Years Foundation Stage;
- the Education Act 2002 and the Education (Independent School Standards) Regulations 2014, including the requirement to actively promote fundamental British values;
- the Terrorism (Protection of Premises) Act 2025 (Martyn's Law);
- the Online Safety Act 2023 and the DfE filtering and monitoring standards;

- the Equality Act 2010, the Human Rights Act 1998, UK GDPR, the Data Protection Act 2018 and the Data (Use and Access) Act 2025.

3. Key Definitions

Prevent	One of the four strands of CONTEST, the UK's counter-terrorism strategy. It aims to stop people 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 the mutual respect and tolerance of different faiths and beliefs. This includes calls for the death of members of the armed forces. The Government's 2024 definition also describes extremism as the promotion or advancement of an ideology based on violence, hatred or intolerance.
Terrorism	An action that endangers or causes serious violence to a person or people, causes serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or intimidate the public, and be made to advance a political, religious or ideological cause.
Susceptible	The Prevent duty guidance uses "susceptible to radicalisation" to describe people whose circumstances make them more open to being drawn in.
Permissive environment	A space, physical or online, in which extremist narratives can go unchallenged and people may be exposed to radicalising influences.
Channel	A voluntary, confidential, multi-agency programme that supports people who have been assessed as being at risk of being drawn into terrorism. It is not a criminal sanction and does not give a person a criminal record.

4. Our Approach to the Three Prevent Objectives

Tackle the ideological causes of terrorism

Ideology is what distinguishes terrorism from other serious violence. We challenge extremist narratives and harmful ideas in an age-appropriate way, teach children to think critically and evaluate what they see online, and actively promote fundamental British values. We ensure that the Academy, including its premises, lettings, visitors and online systems, does not provide a platform for extremist views (Section 9).

Intervene early to support people who are susceptible to radicalisation

Staff are trained to notice changes in a child's behaviour, views or online activity, to report concerns to a DSL without delay, and not to wait for certainty. The DSL decides whether the concern should be managed through pastoral support and Family Help, a referral to MASH, and/or a Prevent referral (Section 8).

Enable people who have already engaged in terrorism to disengage and rehabilitate

This objective will rarely apply in a primary school. Where it does, for example where a child's family member has been involved in terrorism or a child is supported through Channel, the Academy will work with the police, Channel panel and other agencies to support the child's safe reintegration and wellbeing.

5. Roles and Responsibilities

Trust Board	Ensures that the Academy meets the Prevent duty, that this policy and the Prevent risk assessment are in place and reviewed, and that staff are trained. The Safeguarding Trustee receives assurance on Prevent through the termly safeguarding report and the annual safeguarding visit.
Principal and Prevent Lead (Mr R Lilley)	Holds overall responsibility for Prevent. As DSL, manages Prevent concerns and referrals, maintains the Prevent risk assessment, and acts as the link with the Nottinghamshire Prevent Team and the Channel panel.
Deputy DSL and additional DSLs	Support and provide cover for Prevent concerns and referrals, and are trained to the same standard.
Business Manager (Mrs V Dashper)	Carries out safeguarding assurance for lettings and external organisations using the premises, on behalf of the Trustees.
All staff and volunteers	Understand the Prevent duty, know the indicators of concern, challenge extremist views and prejudice, and report concerns to a DSL without delay.

6. Understanding Our Local Risk

The Academy maintains a Prevent risk assessment, last updated in July 2026, which is reviewed at least annually and whenever the national threat level or local circumstances change. It considers:

- the national threat picture set out in CONTEST, in which Islamist terrorism remains the primary threat, followed by extreme right-wing terrorism, alongside a growing number of people, including children, with mixed, unclear or unstable ideologies;
- the local picture, including community tensions, local incidents, and information from the Nottinghamshire Prevent Team, the police and partners;
- the Academy's own context, including our pupil population, staff awareness, site security, lettings and visitors;
- online risks, including children's access to devices at home, social media, gaming platforms and harmful content promoted by algorithms;
- whether our curriculum, filtering and monitoring and staff training are effective.

Actions arising from the risk assessment are recorded and monitored by the Principal and reported to the Trust Board.

7. Recognising Concerns

There is no single profile of a person who becomes radicalised, and no single indicator is proof of radicalisation. Staff should consider changes in a child's behaviour and views as a whole, in the context of what they know about the child, and must always share concerns with a DSL rather than decide for themselves.

Religion, ethnicity, nationality, migration status or cultural practices are never in themselves indicators of radicalisation. Staff must guard against stereotyping and discrimination.

Factors that may make a child more susceptible

- a sense of isolation, low self-esteem, or searching for identity, belonging or purpose;
- family breakdown, trauma, bereavement, or exposure to violence or abuse;
- experiencing racism, discrimination, bullying or community tension;
- SEND, including autism, which may make some children more susceptible to online influence or fixated interests;

- a family member or close contact with extremist views;
- unsupervised or extensive access to online spaces, gaming platforms and social media.

Possible indicators

- expressing extremist, hateful or dehumanising views, including about particular groups;
- using derogatory language, symbols, drawings or gestures associated with extremist groups;
- condoning violence, or expressing support for terrorist attacks or those who carry them out;
- accessing, sharing or creating extremist content, or talking about extremist influencers or online communities;
- a sudden change in behaviour, friendships, appearance or interests, or withdrawal from previous friends and activities, alongside any of the above;
- secrecy about online activity, or references to new online “friends” who share extreme views;
- misogynistic views linked to online “incel” or manosphere content;
- belief in conspiracy theories that promote hatred or violence against particular groups.

Concerns with no clear ideology

Following the Southport attack, the Government has strengthened Prevent, including through new guidance, training and assessment tools, a stronger approach to repeat referrals, and the appointment of a Prevent Commissioner. Many concerns about children now involve no clear ideology but a fixation with violence, weapons, school shootings or mass-casualty attacks.

Staff must report any such concern to a DSL, however unclear the motivation. The DSL will decide whether a Prevent referral, a MASH referral, or both, is needed, and will seek advice from the Nottinghamshire Prevent Team if unsure. The absence of a clear ideology must never be a reason for taking no action.

8. Responding to a Concern

Step	What happens
Notice	A member of staff notices a concern. If there is an immediate risk of harm, they call 999. They record what they have seen or heard factually on CPOMS, in the child's own words where possible.
Check	The member of staff reports the concern to a DSL without delay. The DSL gathers any further information, checks existing records, and may seek advice from the Nottinghamshire Prevent Team or the DfE counter-extremism helpline.
Share	Where the threshold is met, the DSL completes the National Prevent Referral Form and sends it to the Nottinghamshire Police Prevent Team. The DSL also considers whether a MASH referral is needed for wider safeguarding concerns. Where appropriate, the concern is managed through pastoral support and Family Help instead.

- Any member of staff may make a referral directly if they believe a DSL has not acted or the situation is urgent.
- Following a referral, the police carry out initial checks. Where the case is suitable, it is passed to the local authority Channel panel, which the Academy will attend and support. Channel is voluntary: for a child, the consent of the parent or carer is needed before support is provided.
- Where the concern relates to a member of staff, volunteer or visitor, the Managing Allegations Against Staff Policy is followed.
- Parents and carers are usually informed and involved, unless doing so would increase the risk to the child or others or compromise a police investigation. The DSL takes advice from the Prevent Team before informing parents where a Prevent referral has been made.

- The Principal informs the Trust Board of Prevent activity through anonymised data in the termly safeguarding report.

Supporting children and families

We engage with families sensitively, explain our concerns and the support available, and work with them in the child's best interests. Families can also contact the ACT Early support line for confidential advice.

9. Reducing Permissive Environments

Curriculum and ethos

Fundamental British values are promoted through our ethos, curriculum, collective worship and pupil voice: democracy (school council, class votes, Worry Ambassadors); the rule of law (school and class rules, consequences, visits from the police); individual liberty (making safe choices, expressing views respectfully); and mutual respect and tolerance (celebrating diversity, learning about different faiths and beliefs).

Resilience is built through PSHE and RSHE (identity, relationships, belonging and online safety), RE (world religions and beliefs), history (conflict, cause and effect, and different perspectives), English (media literacy and evaluating sources) and computing (digital citizenship, misinformation and disinformation, and fake news). This is adapted by age:

- **Foundation Stage:** learning right from wrong, sharing and taking turns, and valuing others' views and differences, in line with the EYFS framework.
- **Key Stage 1:** understanding rules and why they matter, recognising similarities and differences, and building empathy and kindness.
- **Key Stage 2:** developing critical thinking, understanding diverse communities, recognising online manipulation and harmful content, and understanding democracy and decision-making.

Suggested classroom activities are included at Appendix B.

Online safety, filtering and monitoring

The Academy uses Smoothwall filtering and monitoring, which blocks access to extremist and terrorist content. Alerts are RAG-rated and sent to the Principal. Filtering and monitoring is reviewed at least annually against the DfE standards. Pupil mobile phones are handed to the class teacher at the start of the day. Children are taught about online risks, and parents receive guidance on supervising their child's online activity at home.

Visitors, external speakers and lettings

- External speakers and visitors are managed under the Academy's Visitors and VIPs procedure. The content they will deliver is checked in advance, and a member of staff is always present when they work with pupils.
- Before working with an external organisation, the Academy checks its background, reputation and legitimacy, and records these checks.
- Organisations hiring the premises are subject to safeguarding assurance by the Business Manager on behalf of the Trustees. The lettings agreement makes clear that the premises must not be used to promote extremist views, and a letting will be ended if this happens.

Site security

The Academy's Martyn's Law (public protection) procedures, lockdown procedures and site security arrangements help protect pupils, staff and visitors in the event of a terrorist attack. Staff are trained in these procedures.

10. Training

All staff and volunteers	Prevent awareness training (the Home Office Prevent duty training on GOV.UK or equivalent) at induction, within the first month, and refreshed at least every two years, with annual updates through safeguarding INSET. Training covers the Prevent duty, indicators of concern, ideology, concerns with no clear ideology, online radicalisation and the referral process.
DSLs	Home Office Prevent Awareness, Prevent Referrals and Channel Awareness modules, refreshed at least every two years, plus Nottinghamshire Prevent briefings and DSL network updates.
Trustees	Prevent awareness training at induction and regular updates, so that they can provide effective challenge and oversight.

Training records are held by Mrs Deb White, Safeguarding Officer. Staff understanding is checked through knowledge checks and case discussion.

11. Information Sharing and Records

Information about Prevent concerns is shared where it is necessary, proportionate, relevant, accurate, timely and secure, in line with KCSIE 2026, WTSC 2026 and data protection law. Fears about sharing information must never prevent action to protect a child. All concerns, decisions and referrals are recorded on CPOMS, with restricted access, and are transferred securely to a new school when a child leaves, in line with KCSIE. Prevent risk assessments, training records and partnership meeting notes are retained in line with the Academy's retention schedule.

12. Monitoring and Review

The Principal monitors the effectiveness of this policy through the Prevent risk assessment, analysis of concerns and referrals, filtering and monitoring reports, staff training and feedback, and pupil voice on safety and belonging. The termly safeguarding report to the Trust Board includes anonymised Prevent data, and the Academy completes the annual Nottinghamshire safeguarding audit. This policy is reviewed annually, and sooner if guidance, the national threat level or the risk assessment changes.

13. Linked Policies and Resources

Linked policy or procedure	Relevance
Child Protection Policy 2026–27	Overarching safeguarding framework and referral routes
Prevent risk assessment (July 2026)	Assessment of local risk and actions
Online Safety Policy	Filtering, monitoring and online risk
Visitors and VIPs procedure	Vetting external speakers and visitors
Lettings arrangements	Safeguarding assurance from hirers
Martyn's Law / lockdown procedures	Public protection and site security
Relationships and Behaviour Regulation Policy	Responding to prejudiced or discriminatory behaviour
Child-on-Child Abuse Policy	Prejudice-based and discriminatory harm between children
Managing Allegations Against Staff Policy	Concerns about adults
Equality Policy	Promoting inclusion and challenging discrimination

Resource	Where to find it
Prevent duty training (Home Office)	www.gov.uk/guidance/prevent-duty-training
Educate Against Hate	www.educateagainsthate.com
ACT Early	www.actearly.uk
Prevent duty guidance and Channel duty guidance	www.gov.uk
Nottinghamshire Safeguarding Children Partnership	nscp.nottinghamshire.gov.uk
Report online terrorist material	www.gov.uk/report-terrorism

Appendix A: Prevent Concern — Quick Guide for Staff

Step	Action
1	If anyone is in immediate danger, call 999.
2	Listen and note what you have seen or heard, using the child's own words. Do not investigate or challenge the family.
3	Tell a DSL straight away: Mr Lilley, Mrs Phoenix, Mrs Gardiner or Mrs White.
4	Record the concern on CPOMS the same day.
5	The DSL decides the next step: pastoral support or Family Help, a Prevent referral using the National Referral Form, and/or a MASH referral.
6	Report concerns about violence or weapons even when there is no clear ideology. If in doubt, share.

Appendix B: Classroom Activities to Build Belonging and Respect

1. Similarities and differences (movement activity)

Purpose: to show the wide range of similarities and differences between people. Set up two or three stations. Children start in the centre and move to a station according to a called category, for example: everyone with a brother or sister; everyone who enjoys reading; everyone whose family celebrates a special day; everyone who can speak more than one language; everyone who likes pizza. Discuss: What surprised you about what you have in common? Why is it good that we are all unique? How can we show respect for our differences?

2. Paired similarities

Purpose: to discover what we have in common. In pairs, children find two visible things they have in common (for example, both wearing school uniform) and two "secret" things (for example, both have a pet). Pairs share their findings with the class.

3. Community mapping

Purpose: to explore the communities in our area. Using a local map, children mark places that are important to their families, places of worship, community centres and places that are special to them. Discuss why different places matter to different people, and what makes our school community special.

4. Global connections

Purpose: to understand our connections to the wider world. Using a world map, children mark places that are important to them or their families. They share stories, learn greetings in different languages, and discuss what people across the world have in common.