Oakham Primary School

PREVENT Policy

Approved by Governors on:	**14/09/2026**
Signature of Chair of Governors:	V. Hayes
Lead Personnel:	**N Skett**
Date to be reviewed:	**14/09/2027**

The Prevent Duty

The Prevent duty requires all schools to "have due regard to the need to prevent people being drawn into terrorism", under the Counter-Terrorism and Security Act 2015. The duty covers all types of extremism, whether political, religious or ideological.

Policy Statement

The Governors of Oakham Primary School are committed to the aims of the Prevent Strategy (Part of CONTEST, the Governments Counter Terrorism Strategy 2014-15).

"*Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important reasons which go far beyond Prevent but they connect to the Prevent Agenda" (Prevent Strategy 2011).*

We also need to recognise that. Young people can be exposed to extremist influences or prejudiced views, particularly those via the internet and other social media.

"*Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism. [Prevent Strategy 2011]*

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/pr event-strategy-review.pdf)

THE SPOC (Single Point of Contact) at Oakham Primary School is Mr N.Skett (Headteacher).

In his absence all concerns should be reported to the Deputy DSL's; Miss S.Stretton (DHT) and Mrs Z.Francis (S.A.W Officer).

School Vision

We give learners the opportunity to learn different cultures and faiths and to debate shared values, so as to enable them to become involved in decision making about important and real issues.

Oakham Primary School deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our pupils from the threat of terrorism and will not tolerate extremism or radicalisation in our school.

Our zero-tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police.

We support and adhere to guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

At Oakham Primary we have high expectations, to enable all to achieve their potential, celebrating success within a caring environment. We aim to develop children as learners in a tolerant and multi-faith school community by:

- Developing critical personal thinking skills and using curriculum opportunities including small group work
- Implementing social and emotional aspects of learning
- Exploring and promoting diversity and shared values between and within communities
- Challenging Islamophobia, anti-Semitism and other prejudices
- Supporting those at risk of being isolated
- Building ties with all local communities, seeking opportunities for linking with other schools
- Using anti bullying strategies to minimise hate and prejudice based bullying
- Using restorative approaches to repair harm caused.

Legal framework:

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Counter-Terrorism and Security Act 2015
- Childcare Act 2006
- Data Protection Act 2018
- GDPR Regulations

This policy also has due regard to statutory and non-statutory departmental advice, including, but not limited to, the following:

- DfE (2015) 'The Prevent duty'
- HM Government (2015) 'Revised Prevent Duty Guidance: for England and Wales'
- DfE (2020) 'Keeping children safe in education' (KCSIE)
- DfE (2018) 'Working Together to Safeguard Children'

This policy operates in conjunction with the following school policies and documents:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Online Safety Policy
- Equality Statement
- PSHE Policy
- SEND Policy
- Whistle Blowing Policy
- Attendance Policy
- Anti-Bullying Policy
- E-Safety Policy

Definitions: *(For the purpose of this policy):*

Extremism – 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.

Radicalisation – is defined as the process of a person legitimising support for, or use of, terrorist violence

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

Fundamental British values – are a set of expected standards by which people resident in the UK must live, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Roles and responsibilities

The Headteacher is responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriate vetted prior to them having access to pupils.

The DSL, and deputies, are responsible for:

- Handling any referrals to the Channel programme.
- Following up any referrals made to the Channel programme.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support pupils at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism.

All staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.

The Governing Body are responsible for:

- Undertake annual training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.
- Supporting the ethos and values of our school and will support the school in tackling extremism and radicalisation.
- Challenging the school's senior management team on the delivery of this policy and monitor its effectiveness in line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2026'.

'Channel' and 'Prevent':

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation.

As a school, we will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying pupils:

- Displaying feelings of grievance and injustice.
- Feeling under threat.
- Searching for identity, meaning and belonging.
- Who have a desire for status amongst their peers.
- Who have a desire for excitement and adventure.
- Displaying a need to dominate and control others.
- Who have a susceptibility to indoctrination.
- Displaying a radical desire for political or moral change.
- Who are susceptible to radicalisation into terrorism
- Who have family or friends involved in extremism.
- Susceptible to being influenced or controlled by a group.
- With relevant mental health issues.

In cases where the school believes a child is potentially at serious risk of being radicalised, the Headteacher or DSL will contact the Channel programme. The DSL will also support any staff making referrals to the Channel programme.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from SCT, or where the individual is already known to SCT.

Why is it important for schools to discuss extremism?

• Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and debate; and giving young people the opportunity to learn

about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

• Schools can support young people in this, providing a safe environment for discussing controversial issues and helping young people to understand how they can influence and participate in decision making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

Safeguarding from extremism:

The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

The school has a dedicated DSL/SPOC who deals with any incidents of extremism and or terrorism within our school community. As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

The school has strong relationships with our local safeguarding partners, and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.

The school encourages any pupil, parent, staff member or member of the wider school community to let our DSL know if they have concerns about:

- Pupils becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of pupils becoming radicalised or involved in extremism.
- Pupils planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

Visitors and speakers coming into the school will be vetted prior to them having access to pupils. (*Further information is available from our External Speakers and Visitors Policy*).

Preventing Radicalisation:

The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

The school will always takes allegations and concerns of radicalisation and/or terrorism seriously. The school will help pupils channel their desire for excitement and adventure into suitable and healthy activities. Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society.

The school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school. The school recognises that

pupils' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

The school will record all internet activity that takes place on site, and on any school computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online, in accordance with the E-Safety Policy.

In accordance with KCSIE and our Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through PSHE lessons. The school is stronger thanks to our open, multi-faith and multi-racial community.

We will always aim to integrate and engage every child within the school community, and in the wider community. The school will celebrate a range of different religious and cultural festivals across the year giving every pupil the opportunity to take part.

The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation.

Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

Making a judgement:

Although extremist behaviour can be presented in many forms, the school understands the following as the most obvious risk factors:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which are counter to the school's Equality statement.
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in pupils' work
- Disassociation from existing friendship groups
- A loss of interest in activities which they previously engaged in
- Asking questions about identity, faith and belonging
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Migration
- Events affecting their country or region of origin

- Alienation from UK values
- Grievance triggered by personal experience of racism or discrimination
- Inappropriate forms of dress
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise or support extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
- Has the pupil previously been a victim of a race hate or religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

The DSL, and any deputies, will undergo annual Prevent awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation.

Staff will undergo annual Prevent awareness training, delivered by the DSL, in order to ensure that they are up-to-date to recognise indicators of radicalisation. Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.

The school will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

Possible Indicators

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
- physical or verbal assault
- provocative behaviour
- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.

Curriculum

The school's curriculum is designed to meet the needs of its pupils, and within the curriculum we will tackle extremism by promoting British values through teaching Tolerance, Respect, Democracy and Rule of Law and therefore providing all children with an education which will help them to:

- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal and inclusive opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

The staff and governors see the school as being a part of the community; we look on our neighbours and families as a resource for learning and we contribute to the community in many ways.

All children are regarded as of equal value – with differing needs and different rates of progress. We try to provide for the needs of each child and to offer support and encouragement for all achievements – within or outside the planned curriculum.

SMSC and the promotion of British values and teaching children tolerance, respect and democracy will occur throughout the school curriculum with specific elements focused in Religious Education lessons.

As a school we are committed to teach our children about many different faiths and we will involve the local faith communities in this teaching by actively taking our children out to visit these communities and places of worship, this will also support the school's duty to promote community cohesion. Pupils will be given appropriate opportunities to tackle issues of respect and tolerance of others whilst also looking at democracy and law in the context of the country which we live.

Children are now more than ever at risk of being exposed to a wide range of political and fundamentalist materials via the internet and social media. E-Safety is taught as part of the Computing curriculum. Within this we will teach children and families how to protect themselves whilst using social media and the internet along with teaching children about bias and personal views in material they may see online.

Promoting fundamental British values

Through the national curriculum, the school will:

- Teach our pupils a broad and balanced international history.
- Oakham will promote British Values
- Represent the cultures of all of our pupils across the subject.

- Teach a wide range of English and non-English literature.
- Commemorate World War 1 Remembrance.
- Demonstrate the historical importance of the Commonwealth.
- Through our social, moral, spiritual and cultural programme, the school will:
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all pupils within the school have a voice that is listened to, thus demonstrating how democracy works via a school council whose members are voted for by the pupils.
- Develop an age appropriate awareness of 'politics' from an early age.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.

Building children's resilience

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices, and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making and enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Teaching Controversial Issues

To effectively reduce the risk of any members of our school community becoming radicalised and drawn into extremism we will need to teach our children about these controversial issues; however, this will help our learners challenge the perceptions and misconceptions of their own and others. To do this classroom practices can include:

- Developing questioning techniques to open up safe debate
- Building confidence to promote honesty about a plurality of views
- Ensuring freedom of expression and freedom from threat
- Debating fundamental moral and human rights principles
- Promoting open respectful dialogue and;
- Affirming multiple identities

Identification and monitoring those at risk

As a school we will carry out the following monitoring procedures to help identify children and communities at risk of radicalisation:

- The Deputy Headteacher, Safeguarding, Attendance & Welfare Officer and School Business Manager monitor attendance; pupils who are absent for longer periods of time or those taken on extended foreign holidays are monitored. Parental contact may be made to discuss the reasons for absence.

- Any incidents of racial abuse between pupils is recorded on SIMS and dealt with immediately. Repeat offenders can be identified and family contact made to discuss the issues/views expressed.

- Ensure adequate staff training so that employees are fully aware of the issues around extremism and how to identify pupils. All Oakham Primary employees are expected to maintain levels of high vigilance as described in the school Safeguarding policy. Any concerns regarding PREVENT issues should be recorded and referred internally using the agreed safeguarding procedures.

This policy should be read in conjunction with other relevant school policies which includes: Child Protection, Equality, Behaviour, Anti-bullying, E-Safety & DFE : Promoting fundamental British values as part of SMSC in schools.

Benefits for our school

Extremism affects individuals and communities and can be a catalyst for alienation and disaffection, potentially leading to violence. There is a need to empower learners to come together, with their

families and the wider community, to expose extremism to critical scrutiny and reject violence and intolerance in whatever forms they take and whether it be from:

- Animal rights activists
- Ecological protesters
- Al Qaida-influenced groups
- Irish Republican terrorists
- Racists, fascist organisations or Extreme Right Wing Terrorism (ERWT)
- Left wing Anarchist and Single Issue Terrorism (LASIT)
- Other groups with extremist agendas.

Publicly funded schools remain under a duty to promote community cohesion, this policy and guidance sits alongside Oakham's Equality Policy and Safeguarding Policy. At Oakham Primary School we also adhere to a rights respecting ethos which promotes rights but also responsibilities.

Community Links.

The school will engage in community discussions with local community and religious leaders, and local law enforcement where necessary and possible.

The school will include discussion about extremism and terrorism in our governing body meetings. The school will operate an open-door policy for community members to report concerns.

The school will open our doors to the community for festivals, religious and other events. The school will select a range of charities to support across the year which represent our school community, including local community groups

Making a referral

In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has concerns about a pupil, they will raise this with the DSLs and record concerns on 'My Concern'.

Non-teaching staff will be directed to the child/children's class teacher to access 'My Concern' and collaboratively fully log the incident.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme.

In most cases, the DSL will refer case to the Channel programme where there is a radicalisation concern, as appropriate.

Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so. Staff members will be informed that they may be asked to attend a Channel panel to discuss the pupil who has been referred to determine whether support is required.

The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented. The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.

If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and GDPR protocols, as outlined in the Data Protection Policy.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on 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.

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. 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.

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.

Resources

The school will utilise the following resources when preventing radicalisation:

Local safeguarding arrangements : (Justin Nixon, Prevent Education Team. Work Mobile: 07790396643; Office: 0121 569 2252; Email: justin_nixon@sandwell.gov.uk)

Local police (contacted via 101 for non-emergencies)

The DfE's dedicated helpline (020 7340 7264)

The Channel awareness programme

The Educate Against Hate website

General Data Protection Regulation

The General Data Protection Regulation provides a framework to ensure that personal information is handled properly. Personal information in school is managed in accordance with the requirements of the General Data Protection Regulation (GDPR).

For further details of how we manage personal data, please see our privacy notice, which can be found on our school website https://www.oakhamprimary.org.uk/privacy-notice/

Our school's Data Protection Policy and Records Management Policy can also be found on our website.

Monitoring and review:

This policy is reviewed annually by the Headteacher and SLT.

The next scheduled review date for this policy is September 2027