



ROOTS 4 LEARNING CIC

Prevent Duty Policy

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Signed by			
Liz Key	Co-Headteacher	Date:	08/09/2026
Alison Gardiner	Chair of Trustees	Date:	08/09/2026

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Statement of intent

Roots recognises that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required.

We support and will adhere to guidance from the DfE which requires centres to actively promote fundamental British values in order to enable pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the potential radicalisation of pupils at our centre. For guidance on specific terrorist incidents, please see our Invacuation, Lockdown and Evacuation Policy and procedures.

Legal framework

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

- Children Act 1989
- Education Act 1996
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006
- Equality Act 2010
- Data Protection Act 2018
- UK GDPR
- HM Government (2021) 'Revised Prevent duty guidance: for England and Wales'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE 'The Prevent duty: safeguarding learners vulnerable to radicalisation'
- DfE (2026) 'Working Together to Safeguard Children'
- DfE 'Making a referral to prevent'
- Home Office (2021) 'Channel Duty guidance: protecting people susceptible to radicalisation'

This policy operates in conjunction with the following centre policies:

- Invacuation, Lockdown and Evacuation Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Risk of Radicalisation -- Incident Register

- Online Safety Policy
- Equality Information and Objectives Statement

Definitions

For the purpose of this policy:

Extremism -- is defined as 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 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 -- is defined as violent threats or actions designed to influence government or intimidate the public with the purpose of advancing a political, religious or ideological cause. This includes endangering or causing serious violence to a person or people, serious damage to property, and seriously interfering or disrupting an electronic system.

Roles and responsibilities

The Trust Board will be responsible for:

- Ensuring the appropriate measures are in place to protect pupils from radicalisation.
- Ensuring the Prevent duty is seen as part of the centre's wider safeguarding duties.
- Ensuring the centre has a designated lead in a senior role who is responsible for the delivery of Prevent.
- Having robust safeguarding policies in place to ensure that those at risk of radicalisation are identified and appropriate support is provided.
- Ensuring that policies are in place which are proportionate and based on an understanding, shared with partners, of the threat and risk in the local area and the size and type of provision.

The Co-Headteacher will be 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.
- Ensuring that the teaching of the curriculum encourages learners to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.
- Ensuring the centre is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.

- Undertaking a risk assessment which assesses how pupils or staff may be at risk of being radicalised into terrorism, including online, and developing an action plan to set out the steps which will be taken to mitigate any identified risk.
- Identifying extremist risks in the local area.
- Ensuring that the centre's safeguarding policies set out clear protocols for ensuring that any visiting speakers, whether invited by staff or by pupils themselves, are suitable and appropriately supervised.
- Ensuring that invited speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Ensuring any visitors and speakers at the centre are appropriate and vetted prior to them having access to pupils.
- Ensuring that policies relating to the appropriate use of IT equipment and networks contain specific reference to the Prevent duty.

The DSL, and any deputies, will be responsible for:

- Handling any referrals to the Channel programme and supporting staff who make referrals to Channel.
- Co-operating as reasonably practicable with LA-led Channel panels.
- Following up any referrals made to the Channel programme.
- Providing advice and support to staff on protecting pupils from the risk of radicalisation.
- 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.
- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new centre or college in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives.
- Maintaining an awareness of the risks relating to extremism in the local area.
- Maintaining a clear understanding of Prevent reporting and referral mechanisms.

All staff members will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection.

- Immediately 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.
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately.

Safeguarding from extremism

The centre will remain alert not only to violent extremism, but also non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism. The centre 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 centre recognises that some groups and organisations that promote extremist ideologies are not proscribed terrorist groups or organisations. These groups support divisive or hateful narratives towards others but may not promote extreme violence. For example, they may hold views that support the distrust or hatred of people with different faiths or undermine the principles of democracy.

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

The centre has strong relationships with our local safeguarding partners, and will involve them at the earliest opportunity if safeguarding issues arise.

The centre will seek to engage with pupils' parents. Staff will assist and advise parents who raise concerns and point them towards support mechanisms. The centre will encourage any pupil, parent, staff member or member of the wider centre community to speak to the DSL 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 centre and wider community attempting to draw young and/or vulnerable pupils into extremism.

Visitors and speakers coming into the centre will be vetted prior to them having access to pupils. All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the Co-Headteacher. Due diligence checks will also be carried out on those hiring and using the centre premises.

Any pupil-led groups, clubs or societies will be reviewed by our DSL on a monthly basis, given Roots' small size and close staff-to-pupil ratios.

The centre will incorporate appropriate filtering and monitoring systems to limit pupils' exposure to online risks, including extremist content. The centre will deal with harmful online behaviour in the same way as offline activity.

The DSL will work with the Co-Headteachers to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or Prevent-related concerns.

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. The centre will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to challenge extremism if it arises. This includes identifying pupils to whom any of the following criteria applies:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Displaying a desire for status amongst their peers
- Displaying a desire for excitement and adventure
- Displaying a need to dominate and control others
- Displaying a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Appearing susceptible to opportunistic involvement
- Having family or friends involved in extremism
- Appearing susceptible to being influenced or controlled by a group
- Displaying relevant mental health issues

The centre will cooperate with local panels involved in the Channel process. A representative of the centre will attend meetings as required to aid the mitigation of identified risk and vulnerabilities. This includes contributing towards the support plan and sharing information necessary and proportionate to the effective working of the panel.

The support provided by the Channel programme may include the following:

- Mentoring
- Mental health support such as counselling
- Education or career development support
- Online safety training for parents

Preventing radicalisation

The centre 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.

Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.

Where appropriate, pupils will be helped to channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online -- the centre will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society. The centre 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 centre.

The centre 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 centre will not permit speakers who may promote extremist views on our premises.

All internet activity that takes place on site will be recorded, as well as activity on any centre-owned computers, laptops and tablets off site, and appropriate filters will be installed to protect children from terrorist and extremist material online, in accordance with the Online 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.

We will always aim to integrate and engage every child within the centre community, and in the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every pupil the opportunity to take part.

The centre 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 centre will take action proportionate to the incident or risk.

Making a judgement

Although extremist behaviour can be presented in many forms, the centre recognises that any concerning changes in behaviour, which may be emotional, verbal or physical, may indicate a safeguarding concern. The centre recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- Disclosure about extremist or radicalised behaviour by pupils -- this could include exposure to materials outside of centre
- 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 is counter to the centre's Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil's work
- Disassociation from existing friendship groups
- Distancing themselves from their cultural or religious heritage
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family and/or community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

The centre recognises that some pupils may appear to be at risk or susceptible to radicalisation into terrorism without showing a clear ideology. This could include pupils who:

- Show an interest in multiple extremist ideologies at the same time.
- Switch from one ideology to another over time.
- Target a 'perceived other' of some kind, but do not otherwise identify with one particular terrorist ideology or cause, e.g. involuntary celibates (incels).
- Are obsessed with massacre, or extreme or mass violence, without specifically targeting a particular group.
- Show an interest in conspiracy theories which can act as a gateway to radicalised thinking.
- May be susceptible to being drawn into terrorism out of a sense of duty, or a desire for belonging, rather than out of any strongly held beliefs.

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 with, 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 discrimination or a 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.
- In possession of 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 **termly** Prevent awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation. Staff will undergo **termly** 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 centre 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.

Making a referral

In accordance with the centre's Child Protection and Safeguarding Policy, if any member of staff has any concerns about a pupil, they will raise this with the DSL. The centre will ensure that the DSL undertakes awareness training to comply with the Prevent duty.

The DSL will inform the pupil that they are going to speak with their parents. 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 the 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, using the Prevent national referral form -- 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.

What happens when a person is referred to Prevent?

Prevent referrals will usually follow the process set out below:

- The local police force will look at each referral first. They will check if there is an immediate security threat. They will also check if there is a genuine risk of radicalisation.
- If the person isn't at risk of radicalisation, they will not be deemed a case for Prevent. Where appropriate, the person may instead be offered other support, for example being referred to mental health services or social services.
- If there is a risk of radicalisation, a panel of local experts will assess the referral. The panel is led by the LA and may include the police, children's services, social services, education professionals and mental health care professionals.
- If the panel decides that a person is at risk, they will be invited to join a support programme called Channel. This is voluntary, so a person can choose whether to take part. If a person chooses not to take part in the programme, they may be offered other support instead and any risk will be managed by the police.

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 police will be notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence, and the centre's emergency procedures will be followed.

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

The centre will ensure that all of those involved in a referral understand that referrals are not made to the Home Office and that getting support from Prevent is not a punishment and will not go on a person's criminal record, nor will it impact their education prospects. Instead, it allows any relevant safeguarding support to be provided.

Promoting fundamental British values

The centre will build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The centre's curriculum will promote respect, tolerance and diversity. Pupils will be encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

Through the national curriculum, the centre will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme, the centre 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 centre 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 centre 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 centre have a voice that is listened to, e.g. by demonstrating how democracy works via a centre council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

As a result of the centre promoting fundamental British values, pupils will be expected to have:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

Community links

The centre will engage in **annual** community round-table discussions with local community and religious leaders, and local law enforcement. Trust Board meetings will include discussion about extremism and terrorism where appropriate.

The centre will operate an open-door policy for community members to report concerns.

The centre will, where appropriate, partake in community festivals, religious celebrations and other events. The centre will select a range of charities to support across the year which represent our centre community, including local community groups.

The centre will develop effective partnerships with local Prevent leads, the police and the LA through multi-agency forums.

The centre will maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.

Training

All staff will attend safeguarding training which includes information on preventing people from being drawn into terrorism or extremist groups. Prevent training will be provided annually and will be updated as required. Training will include details of the 'Notice, Check, Share' process.

Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism as required.

Staff will be made aware of:

- Prevent awareness e-learning from the Home Office.
- The government's Educate Against Hate website.
- The centre's internal guidance and resources.

The Co-Headteachers and DSL will receive additional support from local partnerships and training on local processes for Prevent. When identifying training needs, consideration will be given to the level of knowledge needed for different roles.

Records will be maintained of training provided to ensure that training needs are being met and kept up to date.

Training will be quality assured by the DSL and its effectiveness reviewed regularly. The centre will make use of government quality assured Prevent training resources.

Staff will be trained to be aware of and to identify concerning behaviour that may indicate a pupil is susceptible to radicalisation, e.g. voicing intolerant narratives.

Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area.

Further advice on training will be sought from the LA safeguarding team as appropriate.

Staff will be trained to be vigilant toward the push and pull factors that could make a pupil vulnerable to being drawn into extremism or radicalisation.

Staff will look out for 'push factors' including where a pupil may be feeling:

- Isolated
- That they do not belong

- That they have no purpose
- Low in self-esteem
- That their aspirations are unmet
- Angry or frustrated
- A sense of injustice
- Confused about life or the world
- Real or perceived personal grievances

In conjunction with these push factors, staff will be aware of the 'pull factors' that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings.

Staff will be aware that pull factors can include where extremist or terrorist groups:

- Offer a sense of community and a support network.
- Promise fulfilment or excitement.
- Make the pupil feel special and part of a wider mission.
- Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms.
- Offer inaccurate answers or falsehoods to grievances.
- Encourage conspiracy theories.
- Promote an 'us vs. them' mentality.
- Blame specific communities for grievances.
- Encourage the use of hatred and violent actions to get justice.
- Encourage ideas of supremacy.

Monitoring and review

This policy is reviewed **annually** by the DSL and the Co-Headteacher. The next scheduled review date for this policy is **04/09/2027**.