



Prevent Policy

Date of Issue	Review Date	Date Ratified by Governing Body
December 2025	December 2026	December 2025

This policy / procedure has been written alongside our Safeguarding & Child Protection Policy which states the following - At Cavendish Primary School, there is nothing more important to us than the physical and emotional welfare of our pupils. The school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically, psychologically or spiritually damaged.

Introduction to our PREVENT Policy

Cavendish Primary School is a school which is school fully committed to the UN Convention on The Rights of the Child. We believe that all children have the right to health, education, family life, play and recreation, an adequate standard of living and be protected from abuse

and harm. Because of these most important rights, we will support our learners and their families so that their right to be protected and cared for is a given at Cavendish Primary School School, and embedded in this policy.

The government, through its CONTEST (counter terrorism) Strategy, identifies Prevent as one of its main work strands. Prevent aims to stop people from becoming a terrorist or supporting terrorism. We at Cavendish Primary School School support the strategy by protecting vulnerable and impressionable young people from becoming absorbed into ideologies that may ultimately lead to significant harm.

The word Prevent belongs to a group of words, starting with the letter 'P' that illustrate how the government, through its counter-terrorism strategy, aims to reduce the risk of terrorism to the citizens of the UK, so we can all go about and live our lives freely and with confidence. Our policy supports the work of the strategy.

While in school our work will focus on the Prevent aspect of the strategy, the strategy itself focusses on other work streams that include:

- **Prevent** – to stop people becoming terrorist or supporting terrorism
- **Pursue** – to stop terrorists attacks
- **Protect** – to strengthen our protection against a terrorist attack
- **Prepare** – to mitigate the impact of a terrorist attack

It is our duty to protect our community from becoming involved or becoming at risk of being involved in terrorist activities. This policy also sits alongside our safeguarding and child protection policy that includes a range of other harms that our learners need to be protected from such as criminal exploitation, sexual exploitation, substance misuse or the involvement in gangs for example. Preventing children from significant harm through Prevent or any other harmful experience, is at the core of this policy.

There are many kinds of terrorist threats. There are also a number of extremist ideologies across the spectrum. It is our job to protect learners from harmful ideologies before they become acts of violence.

This policy complies with the Equality Act 2010, Public Sector Equality Duty, Keeping Children Safe in Education 2024 and Working Together to Safeguard Children (2023).

What are Prevent's objectives?

Prevent sits under Sec 26 of the Counter-Terrorism and Security Act (CTSA 2015). It is a duty under that legislation that we in school comply with Prevent's objectives, by:

- Tackling the ideological causes of terrorism
- Intervening early to support learners susceptible to radicalisation
- Enabling learners who have already engaged in terrorism to disengage and rehabilitate

What constitutes a Prevent concern?

Our safeguarding referral and identification processes in school are robust. All staff are trained in identifying causes for concern that may indicate a child is at risk of or suffering significant harm. This work is a vital aspect of our work at Cavendish Primary School School.

www.actearly.co.uk sets out what 'signs and vulnerabilities' for those at risk may be:

- Being influenced or controlled by a group
- An obsessive or angry desire for change or 'something to be done'
- Spending an increasing amount of time online and sharing extreme views on social media.
- Personal crisis
- Need for identity, meaning and belonging

- Mental health issues
- Looking to blame others
- Desire for status, need to dominate

We are aware that children and young people are extremely vulnerable to online activity that appears to be interesting, factually correct and influential. Social Media or other online platforms peddling hatred and division are not always what they seem. Conspiracy theories can act as gateways to radicalised thinking and sometimes violence. If a learner were to develop an extreme ideology such as antisemitism, misogyny, anti-establishment, anti-LGBTQ+ grievances or religious and ethnic superiority, we would be concerned and it may lead to a channel referral or indeed a referral to another agency, such as children's social care for Early Help support.

When any member of staff is alerted to such a concern about a learner, it will be shared immediately with the DSL who will then investigate the issue more closely. Parents and carers will be informed about our concerns and consent will be sought should we feel a referral to Early Help or channel is necessary.

Consent will always be sought unless the matter is so serious, that by seeking consent it would/may result in further significant harm, in which case consent may not be sought. We will follow the advice and guidance of children's social care 'Front Door' service if consent is not felt to be appropriate.

Once we become concerned about a learner specifically in respect to harmful ideologies, perhaps because the child has disclosed particularly strong thoughts about a particular race, faith or culture for example, we will seek advice from the channel co-ordinator which may lead to a referral.

There is no single model of a radicalised person. Staff are alerted when unexplained changes in behaviour occur that may suggest a learner is on the way to being radicalised and if signs of extremist views are being adopted the DSL (in liaison with the wider DSL/DDSL Team) will take the view that a learner has met the threshold for a referral to channel.

Referral to channel

We are committed to the notion that intervening early to prevent learners from becoming a terrorist or supporting terrorism is key. The school's DSL or deputy DSL's will seek advice and guidance from channel under Prevent. Should a referral be necessary, then it is treated like any other safeguarding matter. Once the referral is made to channel, using the national referral form, the case will be assessed, following a period of information gathering from partner agencies, with the channel panel either disagreeing or agreeing to the case being allocated and a tailored programme may be constructed to support the individual to reduce their susceptibility to being radicalised into terrorism.

As per Section 38 of the Counter-Terrorism and Security Act 2015, school will cooperate with the referral process which will include information sharing.

Depending upon the circumstances of the concern, it may be that a learner is subject to an individual risk assessment that describes how he/she may be at risk of being radicalised into terrorism, including online. The risk assessment will help to mitigate the risks and help shape a behaviour plan, if required. Any risk assessment will be subject to review. The risk assessment will be shared with parents/carers and any other involved professional.

Upon receipt of the referral, Channel will assess it, refer it to panel and if accepted, will then allocate specified individuals to support the learner, and ensure continued support for the family, keeping school updated on progress and outcomes of the support.

Escalating a referral to the Police directly.

www.police.co.uk advise the following:

"You're best placed to spot when something's not right with someone close. So trust your instincts and tell us your concerns in confidence. The earlier you tell us your worries, the quicker we can get the person you care about the help they need to protect them from being groomed and radicalised. We're here to help. You won't be wasting our time"

Work in school to support Prevent

The school offers a broad and balanced curriculum which will address vulnerabilities through teaching, resources, time to talk, discussions and debates and training for staff that ensures staff understand the requirements of the Prevent duty.

Cavendish Primary School Primary School actively prepares learners to have the knowledge and skills that will prepare them to take an active part in modern Britain. We actively promote fundamental British Values:

- Democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance (including of those with different faiths and beliefs).

In respect to staff, training is part of the induction process for all new staff who will take part in GOV.UK Prevent duty training and will thereafter take part in refresher training annually. For learners, our Computing/IT (including online safety), Relationships and PSHE curriculum specifically address a broad range of topics to ensure learners examine different narratives, what constitutes a harmful narrative and how it can lead to harmful behaviours. Please see our curriculum overviews and vision statement on our website for more information about our PHSE, RSHE, online safety and citizenship offer on our school website: www.cavendishprimaryacademy.co.uk

We have a robust safeguarding policy in place, which can also be found on our website, which includes specific contact details of the local arrangements for Prevent.

Contact details for Bradford Prevent colleagues are:

Danielle King – Prevent Co-ordinator

Danielle.king@bradford.gov.uk

01274 437770 or 07870991647

Rachel Lee – Prevent Education Officer

Rachel.lee@bradford.gov.uk

01274 437207 or 07484923127

CTU Team

prevent@bradford.gov.uk

01274 376088 or 01274 437770

Cavendish Primary School' as a democratic school

Cavendish Primary School learners enjoy exploring what is meant by British Values and democracy through its citizenship offer and each class elects a Councillor who will join the student council to enable change in the school, through a democratic process. Working through the UN Convention Rights of the Child helps learners to develop their resilience, and

to shape a positive ethos about society and how to bring about change through a democratic process.

Creating safe environments

In order to limit potential harm and influence from potential radicalisers, the school is careful to ensure external guests and speakers, including online, are suitably vetted and supervised whilst in school. All volunteers, including those working in school, are subject to enhanced DBS checks following the principles of safeguarding children and safer recruitment in education.

However, we encourage our learners to take part in debates and discussions about sensitive topics. It is important that our learners understand radicalising narratives so that they are able to challenge these ideas in order to prevent harmful ideologies from flourishing.

Learners must explore difficult issues, and feel able to speak of them, challenge them and critically analyse harmful narratives. Through this our learners understand the necessity to respect other people and have particular regard for those with protected characteristics as set out in the Equality Act 2020.

Policies that must be read in conjunction with this document:

- Relationships Education Policy
- Safeguarding and Child Protection Policy
- Code of Conduct Policy (including code of conduct)
- E-Safety and ICT Acceptable Use Policy

Other additional documents

<https://www.unicef.org> – Convention of the Rights of the Child

<https://www.gov.uk/government/publications/prevent-duty-guidance> - Prevent Duty

<https://www.gov.uk/guidance/equality-act-2010-guidance> - Equality Act

<https://www.unicef.org.uk/rights-respecting-schools> - UNICEF Rights Respecting Schools

Notice, Check, Share

Questions to Consider

This form is an aide memoire to support your decision making when considering making a Prevent Referral – it should not be sent to CTU.

Notice

What have you noticed? Who was involved ?	
Does the incident relate to recent local, national or international events? Does the incident relate to local or national news stories?	
Has the individual been involved in similar incidents?	
Why do you feel the individual is vulnerable to radicalisation? What makes the individual at risk?	
Was it a one off comment or statement and out of context for the individual?	
Are there any other apparent vulnerabilities or concerns that make the individual at risk of radicalisation?	
Can the concern be dealt with in house or does it need wider checking?	

Check

Have you checked your concern with your Safeguarding Lead? If you are the Safeguarding Lead have you checked with other members of your Senior Leadership Team/ management	
Do they share your Prevent related concerns?	
From your checks has any other information come to light?	
Has the individual of concern been spoken to for clarity? If not, what are the reasons for this (inappropriate, safeguarding risk). Do they offer a reasonable explanation and or account?	
If under 18, have their parents been spoken to for clarity? Have they noticed a change in behaviour? Do they offer a reasonable explanation and or account?	
Are any other agencies currently or historically working with the individual or family? Have they been consulted?	
Is the concern Prevent related? Or is it more suitable under general safeguarding? (Please refer back to the Terminology section)	
Have there been any historical concerns, i.e. concerns at previous school?	
Is there a genuine radicalisation risk?	
Could the concern be addressed in house?	
Do you and or the individual need additional support?	
Do you need to clarify or discuss with a member of the Prevent team?	

Prevent – Resource

Share

Having raised the initial concern and carrying out the appropriate checks do you feel a referral is necessary?	
If so, all referrals should be made using the National Prevent Referral Form ?	
On the referral form have you included all the relevant contact details and basic information for the individual of concern, including parent/ guardians details and any siblings if appropriate?	
Have you provided as much detail as possible in the nature of concern box?	
Have you provided a rounded picture of the individual?	
Have you detailed your actions as the referrer? Who have you consulted? What intervention, if any, have you put in place?	
Have you differentiated between the date of referral and date of incident or incidents? If there is a gap, have you provided an explanation, for example; waiting for a meeting with parents to discuss concerns before making referral?	
Have you made any other Safeguarding referrals regarding the subject, or discussed the case with other agencies?	
Have you discussed with the Prevent team and been advised to make this referral?	
We encourage all referrers to discuss their concerns with the individual and parents (if applicable) and make them aware of the referral to Prevent (with reasons) unless sharing this information places the individual or another person at serious risk of harm	

Contacts

Bradford MDC Prevent Co-ordinator:- danielle.king@bradford.gov.uk

Bradford MDC Prevent Education Officer (Acting):- geraldine.cooper@bradford.gov.uk