



Prevent Duty Policy

1. POLICY STATEMENT

Red Marsh School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Prevent Duty Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

Two key messages from prevent training

- a) We all have a duty to report any concerns regarding anyone we feel is vulnerable to radicalization and extremism

Any concerns must be reported to our PREVENT Officer Jenny Slater or directly to the anti-terrorism hot line, contact number 0800 789327.

- b) We all have a duty to try to prevent a person becoming vulnerable to radicalization by:

- Ensuring our pupils have high self-esteem. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.
- Developing pupils' knowledge and skills in order to promote understanding and tolerance.
- Helping our pupils understand the difference between positive and negative relationships.
- Helping our pupils communicate if they have worries or concerns

2. LINKS TO OTHER POLICIES

The Red Marsh School Prevent Duty Policy links to the following Red Marsh School policies;

- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Positive Behaviour Management Policy
- On-line Safety Policy.

The following national guidelines should also be read when working with this policy;

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE
- Working Together to Safeguard Children



3. AIMS AND PRINCIPLE

3.1 The Red Marsh School Prevent Duty Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

3.2 The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will build resilience against radicalization and extremism and know what to do if they experience them.
- All parents/carers will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

3.3 The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

4. DEFINITIONS AND INDICATORS

4.1 Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

4.2 Extremism is defined as the holding of extreme political or religious views.

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

- Low self esteem
- 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;
 - o physical or verbal assault
 - o provocative behaviour
 - o damage to property
 - o derogatory name calling
 - o possession of prejudice-related materials o prejudice related ridicule or name calling o inappropriate forms of address
 - o refusal to co-operate
 - o attempts to recruit to prejudice-related organisations
 - o condoning or supporting violence towards others.

5. Ways in which our school tries to prevent radicalisation and extremism

- a) Rigorous prevent and safeguarding training for all staff.
- b) Inclusion programme for all pupils
- c) PSHE Curriculum
- d) International schools, the school holds an international award
- e) Friendship and anti-bullying week
- f) An ethos of inclusion
- g) A commitment of free speech for example through School Council, Individual Communication Programs
- h) Multi Faith RE Teaching
- i) Assemblies
- j) Global Awareness Week
- k) Curriculum Areas i.e. Geography and MFL
- l) Wide range of strategies to raise confidence, resilience and self-esteem star of the week, positive behaviour management strategies, personalized targets
- m) Programme to develop thinking skills (encouraging young people to communicate and develop own views)
- n) E-safety across school
- o) Ethos where we would challenge extremism views
- p) Individual PSD targets set to address any issues, e.g. forming positive relationship with others



- q) Outstanding SMSC provision
- r) Ensuring pupils practice skills that promote understanding and tolerance for example communication, sharing and group work

6. PROCEDURES FOR REFERRALS

6.1. Although serious incidents involving radicalisation have not occurred at Red Marsh School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

6.2. We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line

professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

6.3 The headteacher, the business and safeguarding manager, the family worker and the three assistant headteachers are trained as Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

6.4 SLT will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

6.5 As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

6.6 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Red Marsh School has procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Equality Policy.

7. THE ROLE OF THE CURRICULUM



7.1 Our curriculum is broad and balanced. It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

7.2 Our PSHE provision is embedded across the curriculum.

7.3 Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

8. STAFF TRAINING

8.1 Through induction and training opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

POLICY REVIEW

Red Marsh School Prevent Duty Policy will be reviewed annually as part of our policy cycle.

Evaluation of this policy.

This policy is evaluated annually as part of the school's review procedures.

Policy	
Reviewed	Summer 2026
To be reviewed	Summer 2027