

The Willows School Academy Trust



Prevent Duty Policy

Updated: March 2026

Next Update: March 2027

Statement of Intent

The Willows School Academy Trust recognises that pupils can be susceptible 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. There is no place for extremist views of any kind in our school, whether from internal sources – pupils or staff – or external sources such as the school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils and so should be addressed as a safeguarding concern as set out in this policy. We support and will adhere to guidance from the DfE which requires schools 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.

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
- Home Office 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE Keeping Children Safe in Education (current version)
- DfE 'The Prevent duty: safeguarding learners susceptible to radicalisation'
- DfE 'Working Together to Safeguard Children 2023'
- Home Office 'Channel Duty guidance: Protecting people susceptible to radicalisation' prevent-duty-policy (2)

This policy complies with Part 2, paragraphs 5 (a) to (e) inclusive of the Education (Independent School Standards) (England) Regulations 2014, and other relevant and current regulations and any other guidance to which schools are obliged to have regard.

This policy operates in conjunction with the following school policies:

- Invacuation, Lockdown and Evacuation Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Risk of Radicalisation – Incident Register
- Online Safety Policy
- Equality & Diversity Policy
- Safer Recruitment Policy
- Anti-bullying Policy
- Whistleblowing Policy
- Behaviour Policy
- PSHE / RE Policy
- SMSC Policy

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

Roles and Responsibilities

The governing 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 school's wider safeguarding duties
- Ensuring the school has a designated lead in a senior management 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, the phase of education, and the size and type of school prevent-duty-policy (2)

The governing board undertakes appropriate training to ensure that they are clear about the role and the parameters of their responsibilities as governors, including the statutory safeguarding duties. The governing board also supports the ethos and values of our school and supports tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2025', the governing board challenges the school's senior management team on the delivery of this policy and monitors its effectiveness.

The 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 school curriculum encourages learners to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010
- Ensuring the school 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 their learners or staff may be at risk of being radicalised into terrorism, including online
- Identifying extremist risks in the local area
- Ensuring that the school'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 school are appropriate and vetted prior to them having access to pupils
- Ensuring appropriate Prevent training is undertaken by each member of staff
- Ensuring DSLs or Prevent leads receive in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels - updated at least every two years
- Ensuring the school has robust procedures for sharing information, both internally and externally

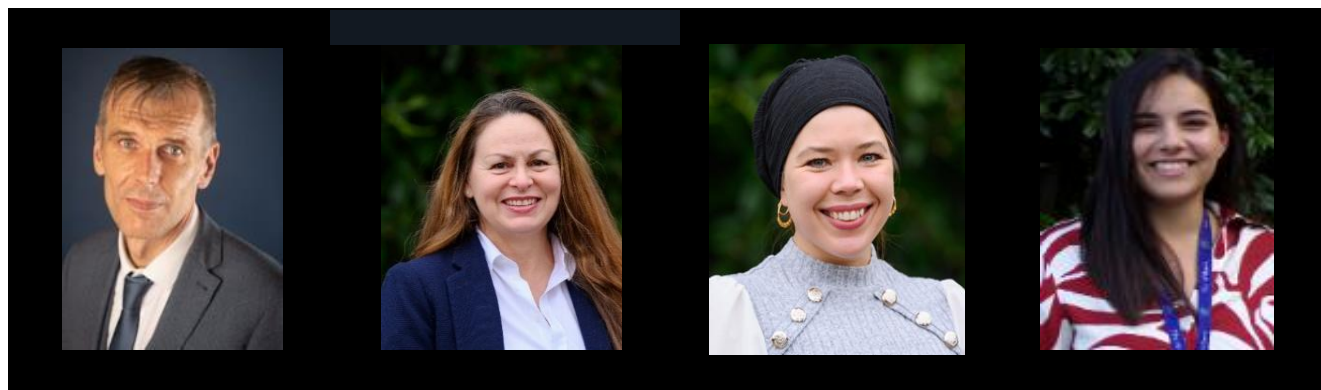
- Having measures in place to prevent their facilities being exploited by radicalisers
- Ensuring that policies relating to the appropriate use of IT equipment and networks

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

- Handling any referrals to Prevent and/or Channel and supporting staff who make referrals
- Co-operating as reasonably practicable with LA-led Channel panels
- Following up any referrals made to Prevent
- 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 school 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
- Undertaking specific Prevent awareness training and providing advice and support to other staff on protecting pupils from the risk of radicalisation
- Maintaining an awareness of the risks relating to extremism in the local area
- Maintaining a clear understanding of Prevent reporting and referral mechanisms



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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
- 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 Prevent
- 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
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Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Management Policy for pupils and the Code of Conduct for staff. All adults working in The Willows School are required to report instances where they believe a pupil may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher.

School Ethos and Practice

At The Willows School we provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. We are aware that pupils can be exposed to extremist influences or prejudiced views from an early age which emanate from the media and a variety of sources, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Staff Vigilance

As part of wider safeguarding responsibilities staff are alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out
- Packages entering The Willows School. If staff are concerned, they will open said packages, record the contents and retain the package in a safe place while concerns are reported to senior management
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Promoting Fundamental British Values

The school will build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school'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 school 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 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

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some pupils becoming alienated and disempowered, especially where the narrow approaches pupils may experience elsewhere may make it harder for them to challenge or question these radical influences.

We ensure that all of our support and approaches will help our pupils build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We develop strategies and training to ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We adapt our teaching approaches, as appropriate and address specific issues relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories of:

- Making a connection with pupils through positive engagement and a learner centred approach
- Facilitating a 'safe space' for dialogue
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience

This approach is embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

Community Links and Partnerships

Our school will engage in discussions with the local community and local law enforcement. Governing board meetings will include discussion about extremism and terrorism where appropriate. We will, where appropriate, partake in community festivals, religious celebrations, and other events, and will select a range of charities to support across the year which represent our school community, including local community groups. The school will develop effective partnerships with local Prevent leads, the police, and the LA through multi-agency forums. It 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. Our school will closely follow any locally agreed procedure as set out by the Local Authority and London Borough of Hillingdon Local Safeguarding Children's Board agreed processes and criteria for safeguarding individuals susceptible to extremism and radicalisation. We will also work with local partners, families, and communities in our efforts to ensure our school understands and embraces our values in challenging extremist views. We will help support pupils who may be susceptible to such influences as part of our wider safeguarding responsibilities; where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered mentoring. In such instances, our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Safeguarding from Extremism

The school will do its utmost to safeguard pupils from being drawn into extremism and terrorism, whilst also ensuring it 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 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 involve them at the earliest opportunity if safeguarding issues arise.

Parental Engagement

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

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.

External Agencies and Speakers

At The Willows School we encourage the use of external agencies or speakers to enrich the experiences of our pupils. We vet these external agencies, individuals or speakers which ensures that we do not unwittingly use agencies that contradict each other with their messages, or that are inconsistent with our school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are matched to the needs of pupils and activities are carefully evaluated by schools to ensure that they are effective

We recognise that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate. By delivering a broad and balanced curriculum, augmented by the use of external sources, we strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Online Safety

The school will incorporate appropriate filtering and monitoring systems to limit pupils' exposure to online risks, including extremist content. The DSL and ICT team will work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or Prevent-related concerns.

All internet activity that takes place on site will be recorded, as well as activity on any school-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 2025 and our Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.

The school is aware that extremist propaganda is widely available online, and will educate pupils to ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society.

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. 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.

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 will not permit speakers who may promote extremist views on our premises. The school will always aim to integrate and engage every child within the school 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 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.

Identifying Concerns

Although extremist behaviour can be presented in many forms, the school 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 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 is counter to the school'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
- Making significant changes to their appearance
- 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

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

Making a Referral

In accordance with the school'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 school will ensure that the DSL undertakes awareness training to comply with the Prevent duty. The DSL will provide advice and support to members of staff on protecting children from the risk of radicalisation. 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 Prevent. In most cases, the DSL will refer the case to Prevent where there is a radicalisation concern, as appropriate. If there is a concern about potential radicalisation into terrorism or reason to believe that someone is susceptible to radicalisation staff members will make referrals using the Prevent national referral form – the DSL will be notified in all cases and will support staff members who do so.

The Channel Process

In the event of concerns about a person becoming radicalised we will consider using the Local Authority Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

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

Emergency Procedures

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 school's emergency procedures will be followed.

Record Keeping

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

Understanding Prevent

The school 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.

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.

Whole school in-service Safeguarding training (including Prevent) is provided for all staff and the governors at least annually for all staff, with Prevent-specific training updated at least every 2 years and will comply with the prevailing arrangements agreed by the Local Authority and London Borough of Hillingdon Local Safeguarding Children's Board and will include training on extremism and radicalisation and its safeguarding implications.

Staff will be provided with regular safeguarding updates, notices and emails regarding Prevent and anti-extremism as required. All staff must read Part 1 of KCSIE 2025 (or Annex A for those without regular direct contact with children).

In-Depth Training for DSL/Prevent Lead

The SLT 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.

The Designated Safeguarding Lead attends training courses as necessary and the appropriate inter-agency training organised by the School & Local Safeguarding Children Board at least every two years. The DSL/Prevent lead receives more in-depth training, including: information about extremist and terrorist ideologies, how to make referrals, and how to work with Channel panels.

Training Content and Quality Assurance

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 school 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.

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.

Understanding Push and Pull Factors

Staff will be trained to be vigilant toward the push and pull factors that could make a pupil susceptible 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
- Experiencing disruptive home life
- Disaffection with wider societal issues
- Experiencing lack of excitement or frustration
- Lack of sense of achievement
- Lack of an outlet for views
- Gaps in knowledge or understanding
- Sense of injustice
- Actual or perceived humiliating experiences (including bullying, racial discrimination)
- Exclusion or lack of belonging to peer or community networks

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
- Present charismatic/confident individuals (recruiters)
- Provide networks and a sense of belonging
- Reflect broader community views which enable or do not oppose extremism
- Provide persuasive, clear messages that exploit knowledge gaps

- Offer a sense of dignity, importance and loyalty

Safer Recruitment

We follow guidance for safer recruitment best practice in education settings, including 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 vetting checks. We apply safer recruitment best practice principles and sound employment practice and deny opportunities for inappropriate recruitment or advancement.

We are alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them susceptible to extremist views and radicalisation. By adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance we will minimise the opportunities for extremist views to prevail.

Whistleblowing

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to whistleblow or raise any issue in confidence. They must inform the Headteacher straight away (or if it relates to the Headteacher inform the Governors).

Monitoring and Review

This policy is reviewed annually, or sooner if required, by the DSL and the headteacher in consultation with the governing board. The governing board will review the efficiency with which the related duties have been discharged, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed: M. Shaw
Headteacher

Bal Grant
Chair of Governors

Date: March 2026