



Highfield School

Prevent Policy

September 2026

Written by: Vivienne Liddell

Section One – Background

- 1.1. The Prevent strategy, first published by the government in 2011, is part of the overall counter-terrorism strategy, CONTEST. The overall aim, is to reduce the risk from terrorism to the UK, its citizens and interests overseas, so that people can go about their lives freely and with confidence. Prevent remains one of the key pillars of CONTEST, alongside the other three 'p' work strands:
- **Prevent:** to stop people becoming terrorists or supporting terrorism
 - **Pursue:** to stop terrorist attacks
 - **Protect:** to strengthen our protection against a terrorist attack
 - **Prepare:** to mitigate the impact of a terrorist attack
- 1.2. From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the counter-terrorism and security act 2015, in the exercise of their functions, to have "due regard to the need to Prevent people from being drawn into terrorism". This duty is known as the Prevent duty.
- 1.3. The aim of the Prevent duty is to stop people becoming terrorists or supporting terrorism. Prevent tackles all forms of extremism.
- Prevent has 3 key objectives:
- Tackle the ideological causes of terrorism
 - Intervene early to support people susceptible to radicalisation
 - Enable people who have already engaged in terrorism to disengage and rehabilitate

Section Two- Statutory Policies and Guidance

2.1. Statutory duties

This policy is informed by the statutory guidance 'Prevent duty guidance: guidance for specified authorities in England and Wales' (March 2024). This guidance replaces the 'revised Prevent duty guidance: for England and Wales', the 'Prevent duty guidance: for further education institutions in England and Wales', and the 'Prevent duty guidance: for higher education institutions in England and Wales' of 2015 (updated in April 2021). This is the guidance which the school follows in relation to fulfilling all duties under Prevent.

The duty to Prevent children and young people being radicalised is set out in the following documents:

- Counter terrorism and security act 2015
- Keeping children safe in education 2026

2.2. Non statutory duties

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)
- Promoting fundamental British values as part of SMSC in schools: departmental advice for maintained schools (DfE 2014)

2.3. This policy should be read in conjunction with the school's policies for:

- | | |
|-------------------------|----------------------------------|
| • Safeguarding | • Equal opportunities |
| • Online safety | • Whistle- blowing |
| • Behaviour | • Staff code of conduct |
| • Teaching and learning | • IT acceptable use policy (AUP) |

2.4. Other useful supporting documentation and websites are listed in Appendix B

Section Three- Roles and Responsibilities

3.1. Role of the directors

It is the role of the directors to ensure that the schools meet their statutory duties with regard to Preventing radicalisation. The directors have a nominated person, **Charlotte Lumsden**, who will work alongside the school's Prevent lead and safeguarding team about issues to do with protecting children from radicalisation.

3.2. Role of the head

It is the role of the head to:

- Ensure that the school and its staff respond to Preventing radicalisation on a day-to-day basis,
- Ensure that the school's curriculum addresses the issues involved in radicalisation.
- Ensure that staff conduct is consistent with Preventing radicalisation.

3.3. Role of designated Prevent leads – VL and GH

It is the role of the designated Prevent lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

- Receive safeguarding concerns about children and young people, act immediately, report without delay and record facts and context.
- Make referrals to appropriate agencies alongside the DSL with regard to concerns about radicalisation.
- Liaise with partners, including the local authority and the police.
- Report to the directors on these matters.

3.4 Role of staff

It is the role of staff to understand the issues of radicalisation, to be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Section Four- How Highfield "Prevents" radicalisation.

4.1. Ethos

At Highfield School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The directors also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare. We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

4.2. Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

4.3. Internet safety

The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our schools blocks inappropriate content, including extremist content.

We also filter out social media, such as, Tik Tok, Instagram, Snapchat. Searches and web addresses are monitored, with instant notifications to the DSL, IT manager and head of ICT when any attempt is

made to access blocked sites. The IT manager will alert senior staff where there are concerns and Prevent further access when new sites that are unblocked are found.

Where staff, pupils or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people will have access to unfiltered internet when using their mobile phones out of school. This has been brought to the attention of all parents through our communication with them and iPad familiarisation training for parents. Parents are reminded of the need for vigilance when their children are using their phones out of school.

The acceptable use policy (AUP) refers to Preventing radicalisation and related extremist content. Pupils sign the AUP annually to confirm they have understood what is acceptable and staff sign when they join.

Pupils and staff know how to report internet content that is inappropriate or of concern.

4.4. Staff training

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. **All staff** will also complete Prevent training via the iHasco online training provider as well as an online test on general awareness of the Prevent duty.

This information also forms part of induction safeguarding training. Staff are updated as necessary in regular safeguarding briefings.

4.5. Safer recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in*

Education (September 2026). Vetting and barring checks are undertaken on relevant people, including directors and volunteers.

4.6.Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our Preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from their head and seeking appraisals/recommendations from similar institutions who may have invited the speaker previously.

4.7.Parents

Where necessary and appropriate, the school engages openly with parents about issues relating to Preventing radicalisation.

4.8. 'no platform for extremists'

The school would never provide a platform for individuals or organisations that are extremist in their views and would not accept bookings, e.g. For the astroturf or swimming pool, from individuals or organisations that are extremist in their views.

4.9.Referral process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the designated safeguarding lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the designated safeguarding lead in liaison with the head to make a referral to:

Sussex police Prevent team

Tony cook
Telephone 101 ext. 531355
Email: PreventReferralswestsussex@sussex.police.uk

Local channel panel chairs for West Sussex

Beverley knight, team manager, vulnerable individuals, community safety and wellbeing
Telephone: 0330 222 4223 mobile: 0789 458 9071
beverley.knight@westsussex.gov.uk

Or 999 for immediate danger.

Section Five: Recognising Vulnerability and Extremism

There is no single profile, characteristic or definitive sign that shows a child is being radicalised. Staff must not use a checklist or make assumptions based on a child's religion, ethnicity, culture, family circumstances, disability, additional needs, appearance, political views or other protected characteristic.

Staff should remain professionally curious and consider the child's behaviour and communication in the context of their age, development, individual circumstances and lived experience. A concern may arise from a significant incident, credible information, or a pattern of changes that suggests the child may be susceptible to radicalising influence.

When considering a concern, staff should take account of:

- what the child has said, written, created, viewed or shared, and the meaning and intent within its context;
- whether there is credible evidence of exposure to, interest in, support for or influence by terrorist or extremist narratives, individuals, groups or material;
- the nature, frequency, intensity and duration of the behaviour, and whether it represents a significant or escalating change;
- the child's relationships, online activity, experiences and wider circumstances;
- whether another safeguarding, welfare, developmental or contextual explanation may be relevant;
- protective factors, trusted relationships and sources of support available to the child; and
- whether the available information indicates that the child may be susceptible to radicalising influence or at risk of harm.

A child expressing a controversial, political or religious view is not, by itself, evidence of radicalisation. Staff should distinguish between lawful debate, curiosity or identity development and credible safeguarding concerns involving coercion, manipulation, dehumanisation, support for terrorism, encouragement of violence or increasing susceptibility to harmful influence.

Section Six: Monitoring and Review

This policy will be monitored by the directors at least annually by receiving a report from the designated safeguarding lead/Prevent lead. The directors will monitor the effectiveness of the school's Prevent arrangements through termly safeguarding assurance reports and an annual monitoring visit by the nominated director. Evidence considered will include the staff register confirming completion of Part One of Keeping Children Safe in Education 2026; checks of staff understanding; the safeguarding and Prevent training matrix; anonymised information about concerns, referrals, outcomes and escalation; reports on the effectiveness of filtering and monitoring arrangements; the current Prevent risk assessment; and a RAG-rated action plan showing owners, deadlines, progress and residual risk. Directors will challenge gaps or delays, record their scrutiny and decisions in meeting minutes, and require prompt remedial action where arrangements are not effective. The full board will review the Prevent risk assessment and policy at least annually and following any significant change in guidance, local risk or school circumstances.

This is not a statutory policy but will be reviewed annually, or inline with KCSIE updates.

REVIEWED BY SAFEGUARDING TEAM: (ADJB/AK/EG/OS): APRIL 2021

REVIEWED & AMENDED: ADJB: SEPTEMBER 2021

REVIEWED & AMENDED : ADJB SEPTEMBER 2022

REVIEWED & AMENDED : ADJB SEPTEMBER 2023

REVIEWED AND AMENDED: MVDB/ CL/ ADJB/ GH JANUARY 2025

REVIEWED AND AMENDED: MVDB/ CL/ ADJB/ GH SEPTEMBER 2025

REVIEWED AND AMENDED: VL/CL/GH SEPTEMBER 2026

Next review date: September 2027

Appendix b: external resources

Prevent duty guidance: for England and Wales, HM Government

Prevent training for awareness and referrals

Prevent multi-agency panels (PMAP)

Frequently asked questions, Prevent for schools

Prevent radicalisation and extremism by acting early

Sign-up for educate against hate newsletter

Managing risk of radicalisation



Highfield School

Highfield School Prevent risk assessment and actions

Written by: Vivienne Liddell and Georgie Hunter

Duty	What this means	Action	By whom
Risk assessment			
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people	• The designated safeguarding lead (DSL) has informed staff of their duties as set out in "the Prevent duty: departmental advice for authorities in England and Wales", 2023 • All staff, including those who do not work directly with children, must read Part One of Keeping Children Safe in Education 2026 in full. The school will maintain mechanisms to help staff understand and discharge their safeguarding responsibilities, and will record completion and understanding through declarations, training records and appropriate checks. • All staff to be aware of local far right-wing extremists- currently more activity on a national scale. Staff need to be aware of all local, national and global issues.	DSL All staff

	Staff can identify individual children who may be at risk of radicalisation and how to support them.	The DSL has informed staff about signs and indicators of radicalisation including those from extreme right-wing organisations. No current local risks are known- but the global and national climate need to be considered.	DSL
--	--	---	------------

Assess the risk of children being drawn into terrorism	There is a clear procedure in place for protecting children at risk of radicalisation.	All staff understand how to act immediately and without delay to record and report concerns regarding risk of radicalisation. They should call 999 if a child is in immediate danger, Prevent training takes place on joining the school and annually thereafter. DSLs to be aware of current and local, national and global political climate and risks of radicalisation and share this with staff.	All staff DSL
	The school has identified a DSL, who takes overall responsibility for Prevent.	All staff know who the DSL and safeguarding team are and they act as a source of advice and support.	All staff DSL
Prohibit extremist speakers and events in the school	The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises.	• All visiting speakers to have a nominated point of contact at the school (the organiser) conducting research on the person/organisation to establish whether they have demonstrated extreme views/actions. • Refusal to allow people/organisations to use school premises if they have links to extreme groups or movements. • Justification of the school's decision will be provided to the person/organisation in writing. • Visitors to provide photo id upon arrival at school. • Ensuring visiting speakers are accompanied at all times and are not left unsupervised with pupils at any point. • Red or green lanyards to be worn by visiting speakers, as appropriate.	All staff- DSL to monitor
Working in partnership			
The school is using existing local partnership arrangement	Staff record and report concerns in line with existing policies and procedures.	• All staff record and report concerns on 'CPOMS. This must include: ☐ a summary of the concern; actions taken; decisions made; the rationale for decisions; and outcomes.	All staff DSL

		Data protection is not a barrier to safeguarding information-sharing • DSLs are aware of the work of the West Sussex County Council and Channel services. • The DSL is aware of local issues specific to the school and disseminates information accordingly.	
	The DSL will make appropriate referrals to other agencies including the multi-agency safeguarding hub (mash) and channel panel.	• Records of referrals to be kept on 'CPOMs' • Referrals are followed up appropriately.	DSL
Staff training			
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	The school should: • Ensure all staff have undertaken Prevent awareness training as part of their safeguarding training. • The DSL ensures that all staff are aware of the Prevent duty and provides further information and resources. • Relevant staff have access to the government online Prevent awareness training. The DSL and safeguarding team can provide advice and support to other members of staff on protecting children from the risk of radicalisation. • Key members of staff, including the safeguarding team, have also completed the 'channel general awareness module'	DSL Relevant staff

It policies			
Endeavour to ensure that children are safe from terrorist and extremist material when accessing the internet in schools	The school has policies in place which support the "Prevent" duty.	• Safeguarding policy • Behaviour policy • Policy on pupils' use of ICT, mobile phones and other (home based) electronic devices	DSL
	Children are taught about on-line safety with age-appropriate reference to the risk of radicalisation.	PSHE and pastoral curriculum reflects Prevent duty.	DSL Head of PSHE SLT

Endeavour to ensure that children are safe from terrorist and extremist material when accessing the internet in schools	Measures are taken to minimise the risk of pupils accessing extremist material	The school filters and blocks known harmful categories, within the school environment. The school logs all browsing activity- using the Smoothwall filtering and monitoring system. Any alerts are logged and dealt with immediately by the Safeguarding team at Highfield School. The web filtering has an "extremism" category. It blocks extremist sites for all pupils and keeps a log of all searches for up to one year. The DSL, it department and the rest of the safeguarding team, are alerted by email of any suspicious web browsing or keystrokes on the network. There are also regular reports on any trends in suspicious activity.	DSL/ Safeguarding Team
Building children's resilience to radicalisation			
Ensure that pupils have a safe environment in which to discuss controversial issues.	Pupils develop the knowledge, skills and understanding to prepare them to play a full and active part in society.	• Through PSHE, re and other curriculum activities, pupils are able to explore political, religious and social issues. • Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. • Staff are aware of the importance of promoting fundamental British values. • Local issues specific to Liphook and the local area are discussed during pshe.	Curriculum Heads- PSHE, RE, History etc. Relevant staff

Reviewed- MVDB / GH/CL September 2025

Reviewed by VL/GH/CL September 2026

Next review date: September 2027