

Queenswood School

Prevent Duty Policy: Preventing Radicalisation

Member of Staff Responsible: Mrs J. A. Tanner

Last Updated: 13 March 2025

Introduction:

The Prevent Duty: 'Prevent' is the Government's strategy to safeguard people from being radicalised and/or from them supporting and/or undertaking terrorist-related activity. 'Prevent' is about safeguarding individuals who could be vulnerable to radicalisation through early intervention - in the same way people are helped who are at risk of involvement with drugs, gangs or other forms of harm or abuse.

In order for schools to fulfil the 'Prevent' duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. At Queenswood School, our aim to nurture our students' personal, social and emotional development and understanding of the world is at the heart of all we do. The statutory guidance on the Prevent duty summarises the requirements on schools in terms of risk assessment, working in partnership, staff training, IT policies and also requires schools to build up pupils' resilience to being drawn into radicalisation.

Risk assessment In complying with the duty, our risk assessment has an informed awareness and understanding of the threat and risk in our local area and community. This risk may vary and can change, but no area or setting is risk free. Queenswood School's risk assessment demonstrates an understanding of the national threat picture; a general understanding of the risks affecting children, young people or adult learners; a specific understanding of local risks and the potential impact on our setting or learners - with a proportionate response to the level of threat and risk, (considering the phase of education, the size and type of our setting) Any decisions made are proportionate to the risk of radicalisation into terrorism. Our risk assessment involves managing:

- The level informed awareness of leaders and staff have of national, regional and local risks together with the training staff receive to demonstrate an awareness and understanding of radicalisation risks;

- what actions leaders, managers and staff need take to protect learners from these risk – through policies, procedures, lessons, communications, safe practices, values demonstrated and shared ;
- how to collaborate with local partners including the local authority, Prevent leads, the police and community safety partnerships, and DfE regional Prevent coordinator;
- ensuring that students also have awareness of risk that is proportionate to the cohort of learners and size of our school of local risks – and how to stay safe, including our duty to protect learners online, raising awareness of online safety both in and out of school.

Fundamental to the risk assessment is an understanding of the UK's current threat, for more information we refer to guidance on [understanding and identifying radicalisation risk in your education setting](#); the [counter-terrorism strategy \(CONTEST\) 2023](#) and [Home Office Prevent duty guidance](#). Statistics are available regarding Prevent referrals which include regional trends; statistics are also available regarding terrorism-related arrests, which contain briefings on the nature and demographics of those arrested, including age; how individuals have been exposed to harmful extremist content online, shared extremist or illegal content which have presented a risk to themselves and others, and engaged with extremists online on social media, chat forums or through gaming.

It is essential that staff are able to be aware of different ideological narratives, for example, Islamist and extreme right-wing - [Educate Against Hate](#) provides further information including the '[Lets discuss teaching](#)' resources that explore different types of ideologies. The school also needs to be aware of different terrorist [groups or organisations banned under UK law](#). (Virtual training is available from the DfE regional Prevent coordinators.)

Through strong local partnerships we have an awareness of the local risk and threat picture (sometimes referred to as a counter-terrorism local profile) which can be provided by our local authority / local policing; previous safeguarding incidents or issues relevant to Prevent; community reporting of extremist activity, such as marches, events, stickering, graffiti, which we may be aware of through local news, insights from staff who live locally or from attending DSL or head teacher forums and community safety partnerships. Likewise we must have awareness of terrorist attacks within the UK or globally that could impact our area, school or our school family. We must be aware of any community tensions that could create an environment conducive to extremism. Our local authority and local police are able to provide contextual information to us to understand the risks in our area. We are familiar with our local authority Prevent lead and officer and we engage with the Leeds safeguarding children partnership and our local policing team.

As with managing other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff would use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. A child could begin to

demonstrate a change in behaviour: they may begin with a search for answers to questions about identity, faith and belonging which becomes distorted and susceptible to damage. Staff may notice a child's increased desire for 'adventure' and excitement and possibly their identification with a charismatic individual and attraction to a group that can offer identity, social network and support in their own 'identity crisis'. Someone vulnerable may also be fuelled by a sense of grievance that can be triggered by personal experiences of racism, discrimination, discontent and grievance. Early indicators for staff to be aware of could include a child showing sympathy for extremist causes; glorifying violence; evidence of them possessing illegal or extremist literature; advocating messages similar to illegal organisations or other extremist groups; out of character changes in dress, behaviour and peer relationships; secretive behaviour. There are also very powerful narratives, programmes and networks that young people can come across online or through social media so involvement with particular groups may not be outwardly apparent and those at risk may be encouraged not to draw attention to themselves.

The 'Prevent' duty builds on existing local partnership arrangements. The Leeds Local Safeguarding Children Board (LSCB) is responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements at Queenswood School take into account the policies and procedures of the Leeds LSCB. In Leeds, the Home Office has a dedicated Prevent co-ordinator to work with communities and organisations, including schools and the Safeguarding leads at Queenswood have had training from this Home Office and local authority training. Other partners, in particular the police (Counter Terrorism) and civil society organisations provide advice and support on implementing the duty.

In order to build resilience for our pupils, we have effective engagement with students' families and work tirelessly to nurture our school community as a cohesive and diverse family with respect for one another and with due regard to the Protected Characteristics. We would be totally committed to assist and advising families who may raise concerns and would be able to point them to the right support mechanisms. School would also implement interventions such as increased adult support, supervision and encouragement; positive buddying programmes; positive activities in and out of school; Behaviour support / anger management programmes if required; attendance monitoring; links with relevant voluntary or religious organisations an advice on cyber safety (for pupils and parents)

Staff training Queenswood School's Headteacher and DSL ensures that all school staff receive training by the Home Office and Leeds Prevent team.

IT policies Queenswood School recognises that what is good practice for safeguarding in other fields is good practice for vulnerability to extremism. There are two factors which will impact upon online safeguarding; user-behaviour and network security. Queenswood School enforces an Acceptable Use Policy for all users and a Netiquette Agreement, for pupils and parents. These facilitate safe strategies which include access to private email on the network; ensuring web connected computers are in public areas, and monitoring browsing history. There is also a need to ensure

that everyone, pupils and staff, know what to do should they become concerned about something they find, or contact they receive. If at any stage a member of staff should be concerned that a child or young person is at imminent risk of harm the Designated Safeguarding Lead would contact the Prevent Team at Leeds (tel 0113 5350810 or email prevent@leeds.gov.uk); the Counter Terrorism Police (tel 0113 24133860; or regional co-ordinator for the North-East (Tel 07384456640 or email chris.sybenga@education.gov.uk)

Building children's resilience to radicalisation Queenswood School aims to build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. This includes all children regardless of their abilities – this means that all children may access this information and not be left vulnerable – for instance, our SENCo would ensure all child's needs are met in this communication and protocol. Queenswood School promotes the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. Personal, Social and Health Education (PSHE) is an effective way of providing pupils with time to explore sensitive or controversial issues, equipping them with the knowledge and skills to understand and manage difficult situations. Our assembly programme explores the strands of fundamental British Values and the UN Convention on the Rights of the Child. We teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. We encourage our pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence. Our work in the Unicef 'Rights Respecting Award' is a valuable scaffold for these debates and awareness. Our Behaviour programme promotes and celebrates positive achievements. In addition, the School has many opportunities to promote community cohesion with opportunities for channelling positive engagement e.g. charities / community work.

Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It equips pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. Our pupils learn about democracy, government and how laws are made and upheld. They are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Queenswood School's Welfare Audit Group act as Governors who are responsible for ensuring the 'Prevent' duties are being realised, alongside the Head Teacher. The Group, Head Teacher and SENCo monitor the curriculum; the safeguarding policy; training issues; risk assessments and look at the school's best practice in building against vulnerability to radicalisation. The Audit Group also examine our policies, procedures and records for lockdown and evacuation drills and concerns.