



**First Thought
Independent School**

FIRST THOUGHT CARE SERVICES

The Prevent Duty (Safeguarding Pupils from Radicalisation and Extremism) Policy

2026-2027

Statement of Intent

At First Thought Independent School, keeping pupils safe is our highest priority. As part of our safeguarding responsibilities, we are committed to protecting pupils from the risk of exposure to extremist ideas or radicalisation. We recognise that our pupils, because of their age, learning difficulties, communication needs and vulnerabilities, are **not expected to understand political or ideological concepts**. Our role is therefore to ensure that they are **safe, included, respected and supported**, and that they learn about kindness, respect and belonging as foundations for life in modern Britain.

We promote the **fundamental British values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, in ways that are accessible and meaningful for our pupils. This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Behaviour Policy
- Equality, Equity, Diversity and Inclusion Policy
- British Values Policy

Legal Framework

This policy is based on the following legislation and statutory guidance:

- Counter-Terrorism and Security Act 2015
- Home Office (2024) *Prevent Duty Guidance: England and Wales*
- DfE (2024) *Keeping Children Safe in Education*
- DfE (2023) *The Prevent Duty: Safeguarding learners vulnerable to radicalisation*
- DfE (2023) *Working Together to Safeguard Children*
- Home Office (2021) *Channel Duty Guidance*
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR

This policy operates in conjunction with the following school policies:

- Invacuation, Lockdown and Evacuation Policy
- Safeguarding and Child Protection Policy
- Data Protection Policy
- Online Safety Policy
- Equality Information and Objectives Statement

Definitions

For the purpose of this policy:

Extremism – is defined as vocal or active opposition to fundamental 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 Proprietor and Governing Board will:

- Ensure that the Prevent duty is embedded within the school's wider safeguarding framework.
- Appoint a senior leader (the Designated Safeguarding Lead) to oversee the school's Prevent work.
- Monitor the effectiveness of this policy and ensure it remains proportionate to the level of local risk.

The Head of Education will:

- Ensure that all staff understand their responsibilities under the Prevent duty.
- Maintain a whole-school culture that values inclusion, respect and safety.
- Complete an annual risk assessment considering any local or online risks of extremism.

- Ensure that the curriculum supports pupils' personal development and resilience, including their understanding of relationships, respect and online safety.

The Designated Safeguarding Lead (DSL) will:

- Act as the single point of contact for Prevent concerns.
- Provide advice and support to staff who raise concerns about pupils.
- Liaise with external agencies, including the local Prevent team, police and social care, as appropriate.
- Ensure staff training on Prevent is completed and refreshed regularly.
- Maintain accurate and secure records of any Prevent-related concerns or referrals.

All staff will:

- Be alert to changes in pupils' behaviour or presentation that may indicate distress, confusion, or influence from others.
- Use professional judgement to raise concerns with the DSL when something "doesn't feel right".
- Support pupils through modelling kindness, respect and inclusion in all interactions.

Promoting Fundamental British Values

At First Thought Independent School, promoting **fundamental British values** is an important part of our safeguarding and Prevent work.

We teach and model the values of **democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs** in ways that are meaningful and accessible to our pupils.

For our learners with severe learning difficulties, complex needs and Autism, this means focusing on:

- Experiencing kindness, fairness and respect in everyday interactions.
- Making choices and having their voices heard in safe, supported ways.
- Understanding that rules help everyone stay safe and happy.
- Learning that everyone is different, and that differences should be accepted and celebrated.

Further details on how these values are woven through the curriculum and wider school life are set out in the school's **British Values Policy**, which should be read alongside this policy.

Community Links

First Thought Independent School works closely with parents, carers, and local safeguarding partners to help keep pupils safe and included. The school maintains positive relationships with the local authority, police Prevent team and safeguarding professionals, seeking advice or support whenever necessary.

Pupils experience the wider community through supervised educational visits and positive, age-appropriate experiences that promote belonging, respect and safety.

These activities are planned carefully to reflect pupils' needs and to build their awareness of community life in safe and meaningful ways.

Safeguarding Pupils from Radicalisation and Extremism

Because of their developmental stage and additional needs, our pupils are more likely to be **targets of exploitation** than active participants in extremist behaviour. The school therefore focuses on **protective education, emotional support and staff vigilance**.

We do this by:

- Teaching pupils about **safety, respect and belonging** in age-appropriate and accessible ways.
- Supporting pupils to understand that everyone is valued, and that unkind or discriminatory behaviour is never acceptable.
- Using the **PSHE, RSE and British Values curriculum** to develop pupils' sense of identity and resilience.
- Providing strong pastoral support and promoting trusted relationships between pupils and adults.
- Using appropriate **online filtering and monitoring systems** to protect pupils from harmful or extremist material.
- Working in close partnership with parents and carers to share concerns and promote consistent messages about safety and respect.

Identifying and Responding to Concerns

Staff understand that radicalisation may appear as part of a wider pattern of **vulnerability, distress, or social influence**.

Signs that a pupil may need additional support could include:

- Becoming unusually withdrawn or isolated.
- Expressing distress, anger or confusion influenced by something seen or heard online.
- Talking about people or groups in a way that suggests new or unusual influences.
- Showing increased fixations or anxieties around difference, identity or belonging.

If a member of staff is concerned that a pupil may be at risk, they must:

1. **Notice** – Record what they have seen, heard or are worried about.
2. **Check** – Share their concern with the DSL to consider context and next steps.
3. **Share** – The DSL will decide whether to make a **Prevent referral** or seek advice from local safeguarding partners.

If a pupil is believed to be at immediate risk of harm, the DSL will contact the police without delay.

Working with Prevent and the Channel Process

In accordance with the school's Safeguarding and Child Protection Policy, if any member of staff has any concerns about a pupil, they will raise this with the DSL.

Where concerns are raised, the DSL may make a referral to the local Prevent team. The referral will be reviewed by local partners (police, social care, education) to decide whether the pupil would benefit from support through the Channel programme.

Channel is a voluntary, confidential safeguarding programme, designed to provide early help to children and families who may be vulnerable to harmful influence or exploitation. Support may include mentoring, mental health support,

or help with communication and self-esteem.

All decisions and actions will be recorded securely in line with the school's Data Protection Policy.

Training and Awareness

All staff receive annual safeguarding training which includes the **Prevent duty** and the "Notice, Check, Share" process.

Training is proportionate to staff roles and reviewed regularly to reflect local risks and current guidance.

Staff are supported to:

- Recognise potential signs of vulnerability.
- Understand how to talk to pupils in a calm and supportive way.
- Know how to report and record concerns appropriately.
- Promote pupils' resilience and inclusion in everyday practice.

The DSL and deputies receive enhanced Prevent and Channel training at least every two years.

Monitoring and Review

This policy forms part of the school's safeguarding framework and is reviewed annually by the **DSL and Head of Education**, or sooner if national guidance changes.

Monitoring will include:

- Reviewing staff training and awareness.
- Evaluating online safety measures.
- Assessing curriculum coverage related to personal development and British values.
- Reviewing any incidents or referrals to identify learning points.

The governing board receives an annual safeguarding report that includes Prevent-related activity and staff training updates.

Summary Statement

Preventing radicalisation at First Thought Independent School is about **creating safety, belonging and inclusion**. Through strong relationships, clear boundaries, and consistent pastoral care, we help every pupil feel valued and connected building the resilience they need to thrive in the wider world.

