



PREVENT POLICY

Policy Owner	Deputy Head (Head of Prep & DSL)	Approval Date	May 2026
Approved By	Governing Body	Review Date	May 2027
Version		Status	Approved
Applies To	Pupils/Staff/Parents/Visitors	Review Cycle	Annually
Related Policies	Safeguarding Policy Whistleblowing Policy Low-level Concerns Online Safety Children Missing from Education Policy PSHCEE Policy	Policy Ref.	

Policy Statement

Our school is committed to equity, safety, and transparency, ensuring all policies protect and support our community. Every policy translates our core values into clear practices to maintain an inclusive environment where the welfare of students, staff, and families remains paramount. To achieve this, our guidelines actively promote equal opportunities, celebrate diversity, and prioritize physical, emotional, and digital safety. We provide straightforward, accessible guidance that relies on shared community accountability. Finally, we subject all policies to regular reviews to stay aligned with statutory updates, local needs, and current best practices.

CONTEXT

The national Prevent Strategy aims to protect young people from being drawn into terrorism. St Mary's School, using the Thames Valley Counter Terrorism Local Profile (CTLP) and working with other local partners, families and communities, seeks to play a key role in ensuring that the children and young people who attend the schools/settings or use its services are safe from the threat of terrorism. Prevent is part of the school's wider responsibility for Safeguarding and this policy is therefore linked to the school's Policy for Safeguarding and Child Protection.

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives, including non-violent extremism which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

AIMS

We believe that St Mary's School should be a safe place where children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology, and learn how to challenge such ideas.

WIDER REFERENCES

This policy operates within a wider national policy framework, which includes:

- Keeping Children Safe in Education (2026)
- Prevent Duty Guidance: England and Wales (2023)
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation-2023>
- Counter-Terrorism and Security Act 2015
<https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>
- <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice-2024>
- Channel Duty Guidance

- Educate Against Hate Prevent Resources
- Working Together to Safeguard Children 2026

EXTREMISM

The Government's Prevent Strategy defines extremism as 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

Terrorism

The current UK definition is set out in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 'The use or threat of serious violence against a person or serious damage to property where that action is:

- designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and
- for the purpose of advancing a political, religious, racial or ideological cause.'

The objectives of Prevent are to:

- 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

ST MARY'S PREVENT STRATEGY

All Prevent concerns must be reported immediately to the DSL. The DSL will assess concerns in line with safeguarding procedures, seek advice where appropriate from Prevent partners or police, and consider referral to Channel where the threshold is met.

All staff receive Prevent training as part of induction and ongoing safeguarding training. DSLs undertake enhanced Prevent training appropriate to their role and maintain knowledge of emerging risks.

In order to fulfil our Prevent Duty, we undertake to do the following:

- Actively promote Fundamental British Values, including mutual respect, tolerance and democratic participation, as part of our wider SMSC/ PSHCEE programmes as well as within other subject areas and assemblies. For teaching resources: <https://www.educateagainsthate.com/category/school-leaders/advice-and-training-school-leaders/>
- Respect learner and staff diversity, encouraging freedom and openness
- Assess the risk of students in our schools/ settings/ activities being drawn into terrorism
- To adhere to the Notice, Check, Share, procedure as described in the Government Prevent Training to ensure that sufficient 'context' is established and considered
- Maintain robust safeguarding policies which take into account the policies and procedures set out by Buckinghamshire Safeguarding Children Partnership and identify extremism/ radicalisation as issues to be reported promptly to the Designated Safeguarding Leads; Mrs Mairead Carney in Prep/SH and Miss Rebecca Rose in EYFS, or a member of the safeguarding team
- Support staff to understand the need for a cultural vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are at risk of radicalisation

- To work in partnership and to share information in a proportionate manner that complies with the requirements of data protection legislation
- Train all staff so that they have the knowledge and confidence to identify students at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism – <https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal#awareness-course>
- Conduct due diligence checks on groups/individuals seeking to hire or use school premises
- Conduct due diligence checks on visitors to school, particularly visiting speakers, whether invited by students or staff. Visiting speakers are subject to an appropriate risk assessment and due diligence process to ensure that events are consistent with safeguarding obligations, Prevent duties and the promotion of Fundamental British Values.
- Conduct due diligence checks on contractors working on the school sites
- To have in place and monitor appropriate web filtering systems so that the students cannot view potentially extreme material.
- To review filtering and monitoring systems regularly to identify access to harmful extremist content and to support effective safeguarding responses.
- Review our policies annually

POSSIBLE INDICATORS OF RISK

This list is not exhaustive and you should apply professional curiosity to any changes to, or concerning, behaviour.

- Racist graffiti/symbols/comments made in School
- Speaking out or writing in favour of extremist ideas in school work
- Extreme comments shared on social media
- Distribution of extreme or terrorist propaganda among other students
- Vulnerable students being influenced by others (although we are aware of a need to avoid over-simplified assessments of who might be 'vulnerable'), because of the existence of one or more factors, which may include:
 - o An identity crisis, involving an individual's distance from their cultural/ religious heritage, including peer/family/faith group rejection
 - o A personal crisis, including family tension/social isolation/friendship issues
 - o Personal circumstances, such as migration, experience of racism
 - o Unmet aspirations
 - o Criminality
 - o Experience of poverty, disadvantage, discrimination or social exclusion
 - o Some pupils may be susceptible to influence because of unmet needs, social isolation, exploitation, communication difficulties or other vulnerabilities. Vulnerabilities should never be assumed solely because of SEND, protected characteristics or personal identity.
- Association with those known to be involved in extremism (including via the internet)
- A significant shift in the child/ young person's behaviour or outward appearance, particularly involving conflict with his/her family and/or faith group
- Travel for extended periods of time to international locations known to be associated with extremism
- Disguising of a child's identity, e.g., in documentation
- A simplistic or flawed understanding of religious/political/global issues.
- A significant adult or other in the child/young person's life who has extremist views or sympathies
- Critical risk factors, being:

- Contact with extremist recruiters
- Articulation of support for extremist causes/leaders
- The possession of extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Membership of extremist organisations

PREVENT RISK ASSESSMENT

St Mary's School Prevent Risk Assessment has been created using information from the CTLP provided by Thames Valley Police, our local Police Force. See Appendix 2. The assessment is reviewed at least annually and after significant local or national events.

SUPPORTIVE INTERVENTIONS

- Channel is the multi-agency approach to protect people at risk from radicalisation and aims to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned.
- Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:
 - Anti terrorist hotline: 0800 789 321
 - Crime stoppers: 0800 555 111
 - Relevant police force: 101
 - www.gov.uk/report-suspicious-activity-to-mi5
- To report any online terrorist-related material: www.gov.uk/report-terrorism
- Bucks County Council Prevent Education Officer

Risk factors to radicalisation

Experiencing racism, bullying or discrimination

Need for identity, meaning and belonging

Anger, trauma or sudden loss

Curiosity or boredom

Mental health issues

Connections to someone expressing extremist views

Accidental or intentional exposure to extremist content

ellee;



Appendix 2

Prevent Risk Assessment

School Name: St Mary's School

Type: Independent All-Through Girls School

Location: Gerrards Cross, Buckinghamshire

DSL: Deputy Head (Prep & DSL)

Academic Year: 2026-27

Regulatory Context

This risk assessment demonstrates compliance with:

- KCSIE (2026)
- Prevent Duty Guidance (DfE)
- ISI Inspection Framework: Safeguarding and Leadership, Management and Governance

Local Risk Summary

Increased regional Prevent referrals, significant online radicalisation risk, and vulnerability-led cases with no fixed ideology.

Pupils may be affected by misinformation, global conflict narratives, and identity-based grievances.

Area	Risk	Controls	Evidence/Policy Link	Owner
Leadership	Strategic oversight insufficient	Governor oversight	Safeguarding Policy	Head/DSL
Training	Staff miss vulnerabilities	Annual CPD	Staff Training Log	DSL
Curriculum	Exposure to narratives	PSHE curriculum	PSHE Scheme	PSHE Lead
Online Safety	Access to harmful content	Filtering systems	Online Safety Policy	IT Lead

Safeguarding	Vulnerable pupils	Pastoral system	Safeguarding Records	DSL
Referrals	Delay/uncertainty	Clear systems	Referral Logs	DSL
Community	Impact of tensions	Inclusive ethos	Behaviour Policy	SLT

Linked Policies and Evidence

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Behaviour and Anti-Bullying Policy
- PSHE/RSE Curriculum
- Staff Code of Conduct
- Whistleblowing Policy

Action Plan

Action	Impact	Timescale	Owner	Review
Enhance Prevent training	Improved identification	Autumn	DSL	Termly or when local risk is identified
Strengthen curriculum	Increased resilience	Spring	PSHE Leads	Curriculum reviewed annually
Audit filtering	Reduced exposure	Autumn	IT Lead	Regular reviews
Embed vulnerability tracking	Early intervention	Ongoing	DSL & Assistant Head Pastoral	Termly
Promote cohesion	Safer environment	Ongoing	SLT	Termly

Effectiveness Evaluation

Leaders demonstrate effective oversight of Prevent duty through systematic monitoring, staff training, and curriculum provision. Pupils demonstrate understanding of risk and resilience. Safeguarding arrangements are effective and reflect current statutory guidance.

Approval and Governance

The Designated Safeguarding Lead has operational responsibility for Prevent implementation, training, referrals and monitoring. The Head and Safeguarding Governor provide strategic oversight through regular review of the Prevent risk assessment and associated safeguarding arrangements.

Headteacher: Lars Fox

DSL: Mairead Carney

Safeguarding Governor: Christine Bayliss

Date: 29.5.26