

Blossom Lower School and Upper House



Prevent Policy

EYFS, Adapted Curriculum, Primary, Secondary, Post 16

Motspur Park | Euston | Wimbledon

Last updated: September 2025 Hannah Millyard (DSL)

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Introduction

The aim of the Prevent is to “**to help prevent the risk of people becoming terrorists or supporting terrorism**”. This includes safeguarding children from extremist ideologies and radicalisation. Blossom House considers the needs of children, young people and adult learners at each stage of the safeguarding process, we consider radicalisation concerns in line with our existing safeguarding processes, skills and experience.

As part of our commitment to safeguarding, Blossom House School recognises that protecting children from the risk of being radicalised is paramount, along with protecting children from a range of other harms, such as substance abuse, involvement in gangs, and physical and sexual exploitation. **Where children are susceptible to radicalisation, they are supported as they would be under our safeguarding processes (please refer to our Safeguarding and Child Protection Policy).**

This policy has been written with reference to the following government legislation:

[New definition of extremism \(2024\)](#)

[Prevent duty guidance: England and Wales \(2023\)](#)

[The Prevent duty: safeguarding learners vulnerable to radicalisation \(2023\)](#)

[Keeping children safe in education 2025](#)

[Working Together to Safeguard Children \(2023\)](#)

[Equality Act \(2010\)](#)

Definitions

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. The process is in itself a form of harm.

Extremism was defined by the Home Office in 2011 as a 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 (HM Government, 2011).

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

Prevent in Education

All organisations that work with children and young people have a responsibility to protect children from being harmed by radicalisation and exposure to extremist views. All schools and colleges 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 becoming terrorists or supporting terrorism”***. This duty is known as the Prevent duty. Staff at Blossom House School interact with children on a regular basis and are therefore in a position to be able identify concerning behaviour changes, that may indicate a child or young person is susceptible to radicalisation. This not only includes violent extremism, but also non-violent extremism such as divisive or intolerant narratives which can reasonably be linked to terrorism.

Risk Assessment

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. The process of radicalisation is different for every individual. It can take place over a long period, or it can be very quick. Children who are vulnerable to grooming for sexual exploitation, criminal exploitation or county lines, may also be vulnerable to radicalisation. Factors could include things like being a victim or witness of crime, abuse or bullying, or having personal or emotional difficulties. Adverse childhood experiences, combined with specific influences from family and peers or online connections, may make someone more susceptible to radicalisation. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Often there are several risk factors present that, seen together, can cause concern.

Push factors are risk factors that make a child or young person more vulnerable. These may include a child feeling:

- isolated
- they do not belong
- they have no purpose
- low self-esteem
- their aspirations are unmet
- anger or frustration
- a sense of injustice
- confused about life or the world
- real or perceived personal grievances

Pull factors are desirable factors offered by an extremist or terrorist group, such as:

- offering a sense of community and a support network
- promising fulfilment or excitement
- making the learner feel special and part of a wider mission

- offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- offering inaccurate answers or falsehoods to grievances
- encouraging conspiracy theories
- promoting an 'us vs. them' mentality
- blaming specific communities for grievances
- encouraging the use of hatred and violent actions to get justice
- encouraging ideas of supremacy

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and speak to the DSL where there are any concerns.

The DSL is responsible for ensuring the school's Prevent Risk Assessment is updated at least annually, or sooner if required. For individual risk, we follow the government guidance: [Managing risk of radicalisation in your education setting \(2023\)](#).

Working in Partnership

Blossom House School recognises the importance of working in partnership with external agencies, to prevent children and young adults from being drawn into extremism.

- Our safeguarding policies and procedures reflect those outlined by the Merton Safeguarding Children Partnership (MSCP).
- Our training resources, advice, and guidance reflect information provided by the Department for Education and the Home Office [Educate Against Hate](#) website.
- The DSL is responsible for making any referrals to Children's Social Care where these meet threshold for intervention. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support
- Links with the community police, or referrals to 101 may be made where necessary
- The Local Authority or Police may suggest a referral to Channel. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals. An individual's engagement with the programme is entirely voluntary at all stages.

Staff Training

- DSL and deputies will complete [HM Government Prevent training](#) annually (to include awareness and referrals)
- Prevent awareness is covered as part of the safeguarding induction for all new staff, including peripatetic staff, agency staff, students and volunteers

- An annual refresher update is provided to all staff

IT Policies

Blossom House School ensures that children are kept safe from terrorist and extremist material when accessing the internet through suitable filtering and monitoring.

Pupils are taught about online safety through various teaching, learning and therapy opportunities, which includes helping them to be clear about what is expected of them online as well as offline. Pupils, parents and staff are taught how to recognise online safety risks, and how to get help and escalate concerns where necessary, and we provide annual training sessions delivered by Childnet online safety charity www.childnet.com.

Holistic Curriculum

Blossom House School is a secular, non-political institution. The school's Holistic Curriculum promotes the spiritual, moral, social and cultural (SMSC) development of pupils and within this, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils are prepared that life in modern Britain has zero tolerance for sexism, misogyny/misandry, homophobia/biphobia/transphobia, and sexual violence/ harassment. Pupils are taught about diverse national, religious and ethnic identities and beliefs, and the need for mutual respect and understanding to prevent extremist views. PSHE and RSE lessons enable children to develop their understanding, awareness, and resilience to potential safeguarding issues, including healthy and respectful relationships, boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem, abusive relationships including coercive and controlling behaviour, and the laws surrounding these. Tailored education, behaviour and pastoral support is offered to pupils who require extra support due to their SEN.

Where areas of the curriculum include or raise subject matter which is sexually explicit or of a religious, political, or sensitive nature, care should be taken to ensure that resource materials clearly relate to the learning outcomes identified by the lesson plan. Staff must not attempt to influence or impose their personal values, attitudes or beliefs on pupils or staff; this includes entering into or encouraging discussion, or distributing material that promotes partisan political views, undermines fundamental British values or expresses prejudicial views relating to religion, gender, race, sexual orientation, or other topics of a sensitive nature.

Visiting Speakers

Visiting speakers, whether invited by staff or by the pupils themselves, must be suitable and appropriately supervised. Speakers must not engage in inappropriate discussions which may offend or harm others, undermine fundamental British values, express any prejudicial views, or attempt to influence or impose their personal values, attitudes or beliefs on pupils or staff.