

# **Bernard Gilpin Primary School**

## **PREVENT Policy**

**Adopted: September 2026**

**Date of review: September 2027**

### **Policy statement**

Bernard Gilpin Primary School is committed to safeguarding and promoting the welfare of every child. Protecting children from radicalisation is part of the school's wider safeguarding duty. We will take proportionate, lawful and child-centred action where a child may be susceptible to radicalisation, while maintaining an inclusive culture in which children can discuss ideas safely and respectfully.

Under section 26 of the Counter-Terrorism and Security Act 2015, the school must, in exercising its functions, have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent duty. The duty is exercised alongside, and not instead of, the school's duties under education, equality, human rights, data protection and safeguarding law.

Prevent is a safeguarding responsibility. A concern about radicalisation does not automatically mean that a child is a terrorist or has committed a criminal offence. The school will respond to vulnerability and risk, seek appropriate advice and support, and avoid stigmatising children, families, faiths, ethnicities, political views or communities.

### **Purpose and scope**

This policy explains how the school will identify, assess and manage the risk of children becoming terrorists or supporting terrorism. It applies to the governing body, all employees, supply staff, agency staff, contractors, volunteers, visitors working with pupils, trainees and providers of school activities, including before- and after-school provision and off-site learning.

- establish clear leadership and accountability for Prevent;
- set out reporting, referral and escalation arrangements;
- provide a proportionate risk-assessment and action-planning framework;
- ensure appropriate staff training and professional curiosity;
- build pupils' resilience through a broad, balanced and age-appropriate curriculum;
- manage online safety, filtering and monitoring, visitors and use of premises;
- support pupils and families fairly, including children with SEND; and
- enable governing body assurance, record keeping and review.

### **Legal and statutory framework**

This policy has been prepared with regard to the following legislation and guidance, as in force at the date of approval:

- Counter-Terrorism and Security Act 2015, sections 26 and 29 and Schedule 6;
- Prevent duty guidance: England and Wales (2023), in force from 31 December 2023;
- Keeping Children Safe in Education 2026 (KCSIE), in force from 1 September 2026;
- Working Together to Safeguard Children 2026;
- Channel Duty Guidance: Protecting people susceptible to radicalisation;
- Education Act 2002, section 175;
- Children Act 1989 and Children Act 2004;
- Equality Act 2010, including the Public Sector Equality Duty;
- Human Rights Act 1998;
- Data Protection Act 2018 and UK GDPR;
- Education (Independent School Standards) Regulations 2014 where applicable to any relevant provision; and
- DfE guidance: The Prevent duty - safeguarding learners vulnerable to radicalisation.

The school will follow the latest version of statutory guidance. Where a later version conflicts with this policy, the statutory guidance takes precedence and the policy will be reviewed without delay.

## Definitions

| Term                  | Meaning for this policy                                                                                                                                                                                                                                                                                                                                |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prevent</b>        | The part of the Government's counter-terrorism strategy concerned with stopping people becoming terrorists or supporting terrorism.                                                                                                                                                                                                                    |
| <b>Radicalisation</b> | The process of a person legitimising support for, or use of, terrorist violence.                                                                                                                                                                                                                                                                       |
| <b>Extremism</b>      | The promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate or destroy fundamental rights and freedoms; or undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve those results. |
| <b>Terrorism</b>      | As defined in the Terrorism Act 2000. Staff are not expected to make legal determinations; their role is to recognise and report safeguarding concerns.                                                                                                                                                                                                |
| <b>Susceptibility</b> | A person's vulnerability or openness to radicalising influences. There is no single profile and no checklist can determine risk.                                                                                                                                                                                                                       |
| <b>Channel</b>        | A voluntary, confidential, multi-agency programme providing tailored support to people susceptible to being drawn into terrorism. Consent arrangements are governed by current Channel legislation and guidance.                                                                                                                                       |

## Principles

- The welfare and best interests of the child are central.
- Concerns will be considered in context; there is no single indicator, pathway or demographic profile.
- The school will distinguish lawful debate, political engagement, religious observance and challenging behaviour from indicators of vulnerability to radicalisation.
- Decisions will be proportionate, evidence-informed, non-discriminatory and recorded.
- The child's voice will be heard in an age-appropriate way, unless doing so would increase risk or prejudice an investigation.
- Parents and carers will normally be involved, unless this may place the child or another person at increased risk, impede a police investigation, or is contrary to professional advice.
- Information will be shared when necessary, proportionate and lawful. Data protection law is not a barrier to safeguarding.
- Prevent concerns may coexist with abuse, neglect, exploitation, mental ill-health, online harm or other vulnerabilities and will be managed through the school's safeguarding procedures.

## Roles and responsibilities

### Governing Body

- Ensure the school complies with the Prevent duty and that Prevent is embedded within safeguarding arrangements.
- Approve this policy and receive at least annual assurance on the Prevent risk assessment, action plan, training, referrals and lessons learned, using anonymised information.
- Ensure an appropriately trained DSL has lead responsibility for Prevent and sufficient time, authority, resources and cover.
- Ensure the safeguarding governor maintains oversight and constructive challenge.

- Assure itself that filtering and monitoring arrangements are appropriate and reviewed at least annually, with Prevent risk considered.
- Ensure arrangements for visitors, speakers, lettings and use of premises do not permit the promotion of terrorism or extremist ideology.
- Monitor equality impacts and ensure implementation does not lead to unlawful discrimination.

## Headteacher

- Provide visible leadership and a culture in which staff report concerns promptly.
- Implement the governing body's policy, allocate resources and ensure recommended actions are completed.
- Ensure staff, volunteers and relevant contractors receive role-appropriate training and updates.
- Ensure curriculum, online safety, behaviour, attendance and pastoral systems contribute to early identification and resilience.
- Liaise with the DSL where an allegation or concern relates to an adult working in school and follow KCSIE procedures.

## Designated Safeguarding Lead and Prevent SPOC

- Act as the school's lead professional and single point of contact for Prevent.
- Maintain an up-to-date understanding of local and national risks and professional contacts.
- Lead and document the school's Prevent risk assessment and action plan, reviewing both at least annually and when risks change.
- Provide advice, coordinate early support, consult statutory partners and make or support referrals.
- Ensure the child's wider safeguarding needs are assessed and addressed.
- Maintain secure, accurate and contemporaneous records, including rationale for decisions and outcomes.
- Ensure relevant information is transferred securely when a child changes school, in line with KCSIE.
- Report themes, assurance and learning to the Headteacher and governing body without unnecessary personal data.

## All staff and volunteers

- Maintain an attitude of "it could happen here" and complete required training.
- Notice changes, listen to children, record facts and context, and report concerns immediately to the DSL or deputy.
- Do not investigate, promise confidentiality, confront suspected influencers or attempt to determine whether an ideology is unlawful.
- Use professional curiosity and avoid assumptions based on protected characteristics, family background, faith, ethnicity or lawful opinions.
- Follow the Child Protection Policy if the DSL is unavailable and take direct action where a child is in immediate danger.

## Prevent risk assessment and action plan

The DSL will lead a written Prevent risk assessment that reflects the school's age range, locality, pupil needs, online environment, community context and emerging national or local threats. The assessment will be a living document, not a generic checklist. It will be reviewed at least annually, after any significant incident or referral, following relevant intelligence or guidance, and when provision or technology changes.

| Risk area                  | Evidence considered                                                    | Controls                                             | Assurance / action              |
|----------------------------|------------------------------------------------------------------------|------------------------------------------------------|---------------------------------|
| Local and national context | Local authority/Police advice; school intelligence; community tensions | DSL liaison; staff briefing; contextual safeguarding | Owner, deadline and review date |
| Pupil vulnerability        | Safeguarding, attendance, SEND and pastoral themes                     | Early help; trusted adults; individual plans         | Anonymised trends and outcomes  |

| Risk area              | Evidence considered                                   | Controls                                                       | Assurance / action                           |
|------------------------|-------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------|
| Online environment     | Filtering/monitoring reports; device and platform use | Technical controls; supervision; curriculum; response protocol | Termly review and annual governing assurance |
| Curriculum and culture | Pupil voice; curriculum mapping; incidents            | Critical thinking; respectful debate; British values; RSHE     | Sampling, surveys and curriculum review      |
| Visitors and premises  | Speaker/visitor requests; lettings                    | Due diligence; terms; supervision; cancellation route          | Central log and post-event review            |
| Workforce capability   | Training records; staff confidence                    | Induction, annual updates and DSL advice                       | Completion and impact checks                 |

The action plan will specify the risk, control gap, action, responsible person, timescale, success measure and review outcome. Urgent risks will be escalated immediately and will not wait for a scheduled review.

### Understanding and identifying concerns

Children may be exposed to radicalising influences in person or online. Vulnerability can arise from a combination of personal circumstances, unmet needs, peer or family influence, grievance, isolation, identity questions, discrimination, exposure to harmful content, exploitation or significant change. Indicators must be interpreted in context and may also have innocent or different safeguarding explanations.

Possible indicators may include a concerning and sustained change in behaviour or relationships; increasing fixation on harmful ideological material; expressing approval of terrorist violence; using dehumanising or intensely hateful language; seeking to access, create or share terrorist content; contact with concerning individuals or groups; secrecy about online activity; or plans that suggest increasing risk. A single comment or incident is not proof. Staff must record the exact words or behaviour, context, frequency, audience and impact, and pass the concern to the DSL.

Primary-age presentation may be indirect. Staff should notice changes in play, drawings, language, friendships, attendance, emotional regulation and online behaviour, while avoiding over-interpretation. Children with SEND or communication needs may express or repeat language without understanding it; assessment and response must be adapted, but concerns must not be dismissed.

### Staff response and referral procedure

Any concern that a child may be susceptible to radicalisation must be treated as a safeguarding concern and passed to the DSL or DDSL without delay. Staff should use the school's safeguarding recording system and speak directly to the DSL where risk may be immediate.

1. Listen calmly and take the child seriously. Do not ask leading questions or investigate.
2. Reassure the child that they have done the right thing by speaking, but do not promise confidentiality.
3. Record the facts promptly: date, time, exact words or observed behaviour, context, people present, online platform or material where relevant, and action taken.
4. Report immediately to Peter Iveson (DSL/Prevent SPOC) or Andrew Bainbridge (DDSL).
5. The DSL assesses immediate safety, wider safeguarding needs, context, protective factors and urgency; checks relevant records; and seeks advice where needed.
6. The DSL decides and records the proportionate response: monitoring with safeguards; pastoral or early help support; referral to children's social care; Prevent referral; police contact; or a combination.
7. The DSL follows up, records outcomes and ensures support continues. Lack of acceptance by another agency does not end the school's safeguarding responsibility.

### Immediate danger, urgent advice and escalation

- If anyone is in immediate danger, a serious offence may be in progress, or there is an imminent risk of harm, call 999. Do not delay while seeking internal approval.
- For non-emergency police advice, contact Northumbria Police on 101.

- During office hours, safeguarding referrals to Sunderland Children's Integrated Contact and Referral Team: 0191 561 7007; [safeguarding.children@togetherforchildren.org.uk](mailto:safeguarding.children@togetherforchildren.org.uk).
- For urgent out-of-hours children's social care support, use Sunderland's published Emergency Duty Team number: 0191 520 5560. Contact details must be checked against current local procedures before publication and at each review.
- Where staff believe appropriate action has not been taken, they must escalate to the Headteacher/DSL, follow the local safeguarding partnership escalation procedure, or make a direct referral.

Any member of staff may make a direct safeguarding or Prevent referral if necessary. They must inform the DSL as soon as it is safe to do so, unless the concern relates to the DSL, in which case it must be reported to the Headteacher or Chair of Governors as appropriate.

### **Prevent referral and Channel**

A Prevent referral should be considered where there is a concern that a child may be susceptible to radicalisation and may need specialist support. The DSL will consult the local authority Prevent team or police Prevent team when uncertain. The threshold is concern requiring assessment and support, not proof of terrorism. Where there is evidence of an immediate threat or suspected criminality, police contact takes priority.

- Referrals will contain relevant, factual and proportionate information, including strengths, protective factors and other safeguarding needs.
- The school will use the current local or national Prevent referral route and retain confirmation securely.
- Prevent partners screen the referral. Suitable cases may be considered by Channel; other cases may be signposted to different support or closed with advice.
- Channel support is tailored, proportionate and designed to reduce vulnerability. The school will contribute relevant information and implement agreed educational or safeguarding support.
- Parents/carers and the child will be engaged appropriately, subject to safety, legal and investigative considerations.
- If a referral is not progressed, the DSL will review the child's needs, record the rationale and continue appropriate school or multi-agency support.

### **Information sharing, consent and records**

The school will share information in accordance with KCSIE, Working Together, the Data Protection Act 2018, UK GDPR and current government information-sharing advice. Safeguarding may provide a lawful basis for sharing without consent where seeking consent would place a child at risk, cause delay, or prejudice prevention or detection of crime. The DSL will record the purpose, lawful basis, necessity, proportionality, recipient and rationale for sharing or not sharing.

- Records will be factual, dated, timed, attributed and stored in the confidential safeguarding record, separate from the main pupil file.
- Access will be limited to those who need the information for safeguarding or statutory functions.
- The school will retain and securely transfer records in line with its retention schedule, KCSIE and local safeguarding arrangements.
- Sensitive information about beliefs, health or ethnicity will receive appropriate protection; only relevant information will be shared.
- Staff will never use personal devices or informal messaging to retain or transmit safeguarding evidence. They will preserve relevant material without repeatedly viewing, forwarding or downloading it.

### **Supporting children and families**

The school's response will seek to reduce vulnerability, strengthen protective factors and maintain educational engagement. Support may include a trusted adult, pastoral support, early help, SEND adjustments, family support, attendance support, online-safety planning, targeted teaching, external mentoring or specialist services. Support will be reviewed for impact and unintended consequences.

Children will not be disciplined merely for disclosing a concern or expressing a lawful, unpopular or controversial view. Behaviour that breaches school rules will be addressed proportionately alongside, not instead of, safeguarding

assessment. The school will challenge racism, antisemitism, anti-Muslim hatred, misogyny and other prejudice consistently, while avoiding assumptions that protected characteristics create risk.

### **Curriculum and building resilience**

The school will provide a broad and balanced curriculum that helps pupils develop knowledge, critical thinking, digital literacy, emotional vocabulary, respectful disagreement and a sense of belonging. Prevent education will be age-appropriate and woven through safeguarding, RSHE, citizenship, computing, religious education, English and wider curriculum opportunities rather than delivered through alarming or sensational material.

- Promote democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Teach pupils how to assess reliability, recognise manipulation and misinformation, and seek help online.
- Create safe opportunities to discuss difficult issues with clear ground rules and skilled facilitation.
- Ensure resources are accurate, balanced, culturally sensitive and suitable for pupils' age and developmental stage.
- Teach that rights are accompanied by responsibilities and that disagreement does not justify hatred, harassment or violence.
- Use pupil voice and curriculum review to evaluate whether children feel safe, included and confident to report concerns.

### **Online safety, filtering and monitoring**

Online radicalisation risk is addressed through the school's whole-school approach to online safety. The governing body will ensure filtering and monitoring standards are met, roles are clear and effectiveness is reviewed at least annually. The DSL will understand the systems and receive relevant reports. Technical controls support, but do not replace, supervision, education and safeguarding judgement.

- School devices, networks and accounts will be configured to reduce access to terrorist and extremist content while avoiding unreasonable over-blocking that impedes learning.
- Monitoring alerts will be triaged promptly by trained staff using documented thresholds and escalation routes.
- Staff will report concerning searches, content, communications or attempts to bypass controls to the DSL.
- Remote learning, bring-your-own-device arrangements and third-party platforms will be covered by risk assessment and acceptable-use expectations.
- Where harmful content is discovered, staff will secure the device or account, avoid unnecessary copying or circulation, record what was observed, and seek DSL/police advice.

### **Visitors, speakers, contractors and use of premises**

The school welcomes external contributors who enrich learning, but will undertake proportionate checks. No visitor, speaker, contractor or hirer may use the school to promote terrorism, unlawful hatred or views that conflict with safeguarding and equality duties.

- The organising member of staff will submit purpose, content, audience, speaker details and resources in advance.
- Checks may include identity, organisation, public professional material, references and known safeguarding concerns. Findings and approval will be recorded.
- The school may require changes to content, supervision, agreed questions, or cancellation where risks cannot be controlled.
- Visiting speakers will be supervised as appropriate and will not have unsupervised access to pupils unless safer-recruitment requirements are met.
- Lettings agreements will require compliance with safeguarding, equality and Prevent expectations and permit termination for breach.
- The school will not rely solely on internet searches or political viewpoint; decisions will be evidence-based and proportionate.

## **Staff training and professional development**

- All staff will receive Prevent awareness at induction and regular updates at least bi-annually, integrated with safeguarding training.
- Training will cover current risks, online influence, primary-age presentation, SEND, unconscious bias, reporting routes, information sharing and emergency action.
- The DSL/Prevent SPOC will undertake enhanced, role-appropriate training and maintain local professional networks.
- Governors will receive sufficient training to provide oversight and challenge.
- The DSL will evaluate impact through staff confidence checks, case learning, record quality and safeguarding audits, not attendance alone.
- Significant changes in risk or guidance will be briefed promptly rather than waiting for the annual cycle.

## **Safer recruitment and concerns about adults**

The school's safer recruitment arrangements follow KCSIE. Recruitment, induction, codes of conduct, supervision and allegations procedures help ensure adults are suitable and understand professional boundaries. Any concern that an adult working in or on behalf of the school may be promoting terrorism, extremist ideology or inappropriate political influence must be reported under the school's managing allegations/low-level concerns procedures. The Headteacher will consult the Local Authority Designated Officer and police as appropriate. Concerns about the Headteacher must be reported to the Chair of Governors.

## **Equality, inclusion and freedom of expression**

Implementation will comply with the Equality Act 2010 and Human Rights Act 1998. Prevent activity must not target, profile or disadvantage a person because of race, religion or belief, disability, sex or any other protected characteristic. Lawful freedom of speech, belief, academic inquiry and political discussion will be respected. Restrictions will be based on demonstrable safeguarding or legal risk and will be necessary and proportionate.

The DSL will consider whether policies, training, referrals and curriculum have unequal impacts. Patterns will be reviewed and corrective action taken. Reasonable adjustments and accessible communication will be provided for children with SEND and families who need translation or interpretation.

## **Complaints, whistleblowing and policy breaches**

Concerns about the school's implementation of Prevent may be raised through the Complaints Procedure. Staff may use the Whistleblowing Policy where they believe malpractice or unsafe practice is occurring. Neither route replaces immediate safeguarding action. Deliberate failure to follow this policy may be addressed under relevant conduct or disciplinary procedures.

## **Monitoring, quality assurance and review**

The DSL and Headteacher will monitor implementation throughout the year. The governing body will receive an annual Prevent assurance report and earlier reports where material risks arise. Personal information will be anonymised unless disclosure is necessary and lawful.

- currency and quality of the Prevent risk assessment and action plan;
- staff and governor training completion and impact;
- quality and timeliness of records, decisions, referrals and escalation;
- online filtering and monitoring assurance and incident themes;
- curriculum coverage, pupil voice and inclusion;
- visitor, speaker and lettings controls;
- multi-agency feedback and lessons learned; and
- equality impact and actions.

This policy will be reviewed at least annually, and sooner following statutory change, significant incident, learning review, updated local risk or identified control weakness. The Governing Body is responsible for approval.

## Appendix A: Staff quick-action guide

| Situation                          | Action                                                                                                                                     |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Immediate danger / imminent threat | Call 999. Then inform the DSL/Headteacher as soon as safe.                                                                                 |
| Concern about a pupil              | Listen, record facts and report immediately to Peter Iveson (DSL/Prevent SPOC) or Andrew Bainbridge (DDSL).                                |
| DSL/DDSL unavailable               | Follow the Child Protection Policy; contact children's social care, police or Prevent directly if delay may increase risk.                 |
| Concern about DSL                  | Report to the Headteacher. If the concern also involves the Headteacher, contact the Chair of Governors and follow allegations procedures. |
| Concerning online material         | Do not forward or repeatedly view it. Secure the device/account, record what was observed and seek DSL/police advice.                      |
| Disagreement or no agency action   | Escalate using the local safeguarding partnership procedure; continue to support and monitor the child.                                    |

## Appendix B: Prevent concern decision record

|                                                 |  |
|-------------------------------------------------|--|
| Child / pupil ID and year group                 |  |
| Date and time concern received                  |  |
| Source of concern                               |  |
| Exact words / observed behaviour and context    |  |
| Immediate safety action                         |  |
| Wider safeguarding history and needs considered |  |
| Risk and protective factors                     |  |
| Child's views and communication needs           |  |
| Parent/carers involvement and rationale         |  |
| Advice sought and from whom                     |  |
| Decision and rationale                          |  |
| Information shared, lawful basis and recipient  |  |
| Referral details / reference                    |  |
| Support plan, owner and review date             |  |
| Outcome and lessons learned                     |  |
| DSL name, signature and date                    |  |

## Appendix C: Prevent risk assessment minimum fields

- Risk statement and source of evidence
- People, groups, locations or systems affected
- Existing controls and evidence of effectiveness
- Likelihood and impact before controls
- Residual risk and rationale
- Required action, owner and deadline
- Success measure and assurance source
- Date reviewed and next review date
- Escalation where residual risk is not tolerable

The detailed Prevent risk assessment is a controlled safeguarding document and should not be published with this policy where publication would expose vulnerabilities or sensitive intelligence.

## Appendix D: Key contacts

| Contact                                         | Purpose                          | Details                                                             |
|-------------------------------------------------|----------------------------------|---------------------------------------------------------------------|
| Peter Iveson                                    | DSL / Prevent SPOC               | Via school office: 0191 917 2999                                    |
| Andrew Bainbridge                               | Headteacher / DDSL               | Via school office: 0191 917 2999                                    |
| Alan Hennis                                     | Chair of Governors               | Via school office                                                   |
| Children's Integrated Contact and Referral Team | Sunderland safeguarding referral | 0191 561 7007  <br>safeguarding.children@togetherforchildren.org.uk |
| Emergency Duty Team                             | Urgent out-of-hours social care  | 0191 520 5560                                                       |
| Northumbria Police                              | Emergency / non-emergency        | 999 / 101                                                           |
| School                                          | General contact                  | bernard.gilpin@bernardgilpin.com   0191 917 2999                    |

Contact details are based on the school's published safeguarding information at the policy preparation date. The DSL must verify local referral routes and numbers at approval and each review.

## Appendix E: Authoritative guidance and links

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

[Keeping Children Safe in Education 2026](#)

[Working Together to Safeguard Children 2026](#)

[DfE: The Prevent duty - safeguarding learners vulnerable to radicalisation](#)

[Bernard Gilpin Primary School safeguarding page](#)