Longmeadow Primary School

Prevent Policy

Policy Sign off

Approved by:	Mr James Berry Headteacher Ms Jo-Ann Staniforth, Chair of Governors	**Date: September 2026**
Last reviewed on:	September 2026	
Next review due by:	September 2027	

This is an adoption of the HCC CPSLO model policy

This policy outlines the principles and values underpinning the expectations of Longmeadow Primary school in carrying out the Prevent duty to safeguard those at risk of supporting terrorism or becoming a terrorist. The current national terrorism threat level (at the time of this publication) is *SUBSTANTIAL*, meaning a terrorist attack is likely.

Purpose and Scope

The Counter-Terrorism and Security Act (2015) requires the proprietors of schools to "*have due regard, in the exercise of their functions, to prevent people from supporting terrorism or becoming a terrorist*". This is known as the Prevent duty. This policy has therefore been developed in accordance with the principles established by the Counter-Terrorism and Security Act (2015 & 2019) and also the Children Acts 1989 and 2004; the Education Act 2002 and 2011, and in line with government publications Prevent Duty Guidance: for England and Wales (2015, updated 2023), Working Together to Safeguard Children (2015, updated 2023). The guidance also reflects, Keeping Children Safe in Education 2025) and our responsibilities regarding the Prevent Strategy.

Since the publication of the Prevent strategy, there has been an awareness of the specific need to safeguard children, young people and families from radicalisation and extremist ideology.

Keeping children and young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children and young people from other risks. Children and young people should be protected from messages of all violent and non-violent extremism.

Longmeadow aims to safeguard all staff and students from the threat of extremism and ensure that our support, guidance and curriculum empowers students to reject violent or extremist behaviour and to be safeguarded through education. Young people can be exposed to a wide range of extremist influences or prejudiced views and behaviours, including via the internet from an early age. Early intervention and education are a powerful and necessary way of safeguarding against extremism and radicalisation.

Definitions

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. A terrorist 'ideology' is a set of beliefs, principles, and objectives to which an individual or group purports to adhere and attempts to instil in others to radicalise them towards becoming terrorists or supporting terrorism. There are several concepts or 'tools' that often feature in terrorist and extremist ideologies, including: narrative, propaganda, grievances, and conspiracy theory.

Terrorism is 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.

Extremism is defined in the Prevent strategy as the 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. It also includes extremism calls for the death of members of our armed forces.

Roles and Responsibilities

It is everyone's responsibility to identify, report on and prevent extremism. Each group has individual responsibilities that must be adhered to if radicalisation is to be identified and addressed.

School Leaders:

Must ensure that staff are aware of and have read the policy and understand the procedures outlined.

Must ensure students and, where appropriate, parents/carers, are given regular feedback on the action being taken. Must ensure that safeguarding arrangements within the setting and linked policies reflect the importance that information is shared with the Designated Safeguarding Lead (DSL), including deputies, in a timely manner and the role of the DSL to consider the level of risk and decide which agency to make a referral to, if necessary in line with the normal safeguarding procedures*

DSL: Bronwyn Janes (covering Brogan Wells maternity)

*When the appropriate referral pathway is uncertain, DSLs are encouraged to utilise the Consultation Hub, to discuss and determine the most effective course of action. For full information about the Consultation Hub please refer to Consultation Hub - Hertfordshire Grid for Learning**.**

Staff:

Must read and adhere to the policy.

Should provide a safe place in which young people can debate ideas and discuss controversial ideas as age appropriate.

Must always strive to be aware of potential or actual radicalisation or extremist behaviour and take action when there are concerns.

Must report and record all concerns following the school's procedures.

Must not promote partisan political views in teaching and where political issues are brought to the attention of students they are offered a balanced presentation of opposing views.

Trustees / Governors:

Must ensure that the school has a Prevent policy and that it is reviewed annually.

Must ensure that there is a member of the Senior Leadership Team in each school that has specific responsibility for Prevent agenda, usually a Designated Safeguarding Lead.

Must ensure that the effectiveness of the Prevent Policy is regularly monitored and that this is reported to the Local Governing Bodies.

Parents:

Should contact the school immediately if they know or suspect their child is at risk of radicalisation in order to work in partnership with the school. This applies even if the child has asked for 'secrecy'.

Should share with the school any concerns they have that children are at risk of extremism, even when it does not directly involve their child.

Out of school hours (ie school holidays) parents should share their concerns with Police or Children services and notify school at the earliest opportunity.

Susceptibility to online radicalisation

Longmeadow recognises its duty to protect our students from radicalisation into any form of extreme ideology which may lead to the harm of self or others. This is particularly prevalent in relation to

exposure to online extremist materials, narratives and recruitment. Longmeadow will therefore aim to do the following:

Educate students on the appropriate use of social media and the dangers of downloading and sharing inappropriate material both online and offline as age appropriate.

Ensure that students are unable to access any inappropriate internet sites whilst using the school computers / laptops through the use of appropriate filtering, firewalls and security settings. This should include a mechanism that alerts a DSL to any concerning internet searches and/or inappropriate internet use.

Educate students through lessons and assemblies on the concepts of radicalisation and extreme ideology.

Inform students on the importance of Internet Safety using all curriculum and pastoral opportunities.

Arrangements for Visiting Speakers

Longmeadow has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. Longmeadow's responsibility to students is to ensure that they can critically assess the information they receive as to its value themselves and that the information is aligned to the ethos and values of Longmeadow and British values.

In order to safeguard students from visitors to Longmeadow who may have extreme or radical views, the school will:

Ensure all Visiting Speakers have a named point of contact at the school.

Undertake a risk assessment, including carrying out due diligence if deemed necessary, before agreeing to a Visiting Speaker being allowed to attend Longmeadow.

The DSL will ensure all visiting speakers to the school are carefully vetted and take immediate action if any individual or group is perceived to be attempting to radicalise members of the school community. This should be reported to prevent@hertfordshire.gov.uk and local Police if necessary.

Use an open internet engine search to check any organisations which wish to have an ongoing relationship with Longmeadow particularly those in the voluntary sector.

Ensure that Visiting Speakers understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.

On arrival confirm identity of the Visiting Speaker using photographic ID and share school safeguarding procedures.

Ensure all Visiting Speakers whilst on the school site, are supervised by a member of staff.

The DSL will keep an appropriate record of Visiting Speakers showing that the required checks have been completed.

Arrangements for Hiring & Lettings

Undertake due diligence before any agreement is made.

If there is a concern about an individual or group hiring a school space, this should be reported to prevent@hertfordshire.gov.uk, and local Police if necessary.

An appropriate person will keep a record of all individuals and groups hiring any school space.

The School Leaders, DSL and Trustees/Governors should be fully sighted on the Prevent guidance for Hertfordshire Venue & Speaker hire

Any organisations or individuals wishing to hire the School will be 'open source' checked to confirm that they do not have any extreme or radical views. This requirement will also be included in any Letting Agreements.

Staff Training

In order to fulfil the requirements of the Prevent Duty Longmeadow will:

Ensure the Designated Safeguarding Lead (DSL) undertakes Prevent training relevant to the DSL role and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

All staff and governors are required to complete the online Home Office Prevent duty training before starting at the school (this should be completed annually).

Each year, the Prevent policy is circulated to staff and governors, who need to read and sign stating they understand the policy. Schools will keep a record of this.

The DSL will ensure staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the DSL which may suggest a pupil, another staff member, a parent / carer, a visitor or member of the community is expressing opinions which may cause concern. Staff should follow the usual reporting procedures as for any other safeguarding concern as laid out in the Child Protection Policy.

Ensure staff understand the importance of monitoring student absences and promptly address concerns about irregular absence with parents and / or carers.

Ensure staff and governors are aware of how to identify and respond to risks to students from extreme views. Staff are also advised to access Educate Against Hate where signs of radicalisation are shared to help staff inform themselves about students who might be at risk of being radicalised.

Curriculum

Longmeadow ensures its students are offered a broad and balanced curriculum delivered by skilled teachers that aims to prepare them for life, encouraging them to be inquisitive learners who are enriched, understand and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalised.

Classroom practices include developing questioning techniques to open up safe debate;

building confidence to promote honesty about a plurality of views;

ensuring freedom of expression and freedom from threat;

debating fundamental moral and human rights principles;

promoting open respectful dialogue; and

affirming multiple identities.

All of the above should be age appropriate.

Longmeadow ensures that embedded within the curriculum are opportunities for students to build resilience to extremism and enable them to develop a positive sense of identity through the development of critical thinking skills.

Students regularly participate in discussion, with speaking and listening being embedded in all subjects. Students and teachers speak freely and voice their opinions. However, there is an understanding that freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Curriculum content includes:

promoting knowledge, skills and understanding to build the resilience of learners;

exploring controversial issues;

recognising local needs;

challenging extremist narratives;

promoting universal rights;

promoting critical analysis; and

promoting pro-social values

Prevent Risk Assessment

The DSL is responsible for completing and reviewing a Prevent risk assessment to assess the delivery of the Prevent duty as an organisation to address the risk of students supporting terrorism or becoming a terrorist.

Managing Referrals & Working in Partnership

Any immediate risk should be reported via 999.

If a student has presented as being at risk of radicalisation to extreme views, the DSL will consider the level of risk, discuss with the child/young person and their family (where appropriate) and refer to the most suitable agency. (For example Children Services/Police/Prevent). Where the appropriate threshold or referral pathway is uncertain, DSLs are encouraged to utilise the Consultation Hub, to discuss and determine the most effective course of action. If the Child Protection School Liaison Service recommend that a Prevent referral is made, the DSL will complete a Prevent referral.

Longmeadow will then work in partnership with the relevant agencies to seek advice, support and guidance drawing on multi-agency expertise, to support students at risk. A strong multi-agency partnership across the whole system of help, support and protection, including effective work from all agencies, parents, carers and families is vital. This includes a child centred approach within a whole family focus and in this context how all practitioners should work in partnership with parents and carers as far as possible.

The Prevent Duty should be seen as part of our existing safeguarding framework and this policy should be read in conjunction with all other safeguarding policies.