



HAYDON SCHOOL

Prevent Policy

2025-2026

Mission Statement

Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy.

Contents

- Statement of Intent
- Legal Framework
- Definitions
- Roles and Responsibilities
- Safeguarding from Extremism
- ‘Channel’ and ‘Prevent’
- Preventing Radicalisation
- Making a judgement
- Making a referral
- Promoting fundamental British Values
- The ‘Prevent Strategy’ at Haydon
- Community Links
- Monitoring and Review

Statement of Intent

As a school we recognise that students can be susceptible to extremist ideology and radicalisation, and we are committed to protecting students from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding students against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA (Children's Social Care and the Prevent Lead) where appropriate and as required.

We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values in order to enable students to challenge extremist views and ensure that students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the potential radicalisation of students at our school. For guidance on specific terrorist incidents, please see our Lockdown and Evacuation Policy and procedures.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- o Children Act 1989
- o Education Act 1996
- o Counter-Terrorism and Security Act 2015
- o Childcare Act 2006
- o Data Protection Act 2018
- o UK GDPR

This policy also has due regard to statutory and non-statutory departmental advice, including, but not limited to, the following:

- o DfE (2015) 'The Prevent duty'
- o HM Government (2021) 'Revised Prevent Duty Guidance: for England and Wales'
- o DfE (2021) 'Keeping children safe in education 2022' (KCSIE)
- o DfE (2018) 'Working Together to Safeguard Children'
- o Home Office (2021) 'Channel Duty guidance: protecting people susceptible to being drawn into terrorism'

This policy operates in conjunction with the following school policies and documents:

- o Lockdown and Evacuation Policy
- o Child Protection and Safeguarding Policy

- o Data Protection Policy
- o Risk of Radicalisation – Incident Register
- o Online and E-Safety Policy
- o Equality and Diversity Policy

2. Definitions

For the purpose of this policy:

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).

Radicalisation – is defined as the process by which an individual or group comes to support terrorism and extremist ideologies associated with terrorist groups. .

Terrorism – is defined as violent threats or actions designed to influence the government or intimidate the public with the purpose of advancing a political, religious or ideological cause. This includes endangering or causing serious violence to a person or people, serious damage to property, and seriously interfering or disrupting an electronic system.

3. Roles and responsibilities

The headteacher is responsible for:

- o The overall implementation and management of this policy.
- o Ensuring every staff member is familiar with the scope of this policy.
- o Ensuring students are taught about British values through the curriculum.
- o Ensuring the school is a safe space in which students can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- o Undertaking a risk assessment to determine whether students are at risk of being drawn into terrorism.
- o Identifying extremist risks in the local area.
- o Ensuring any visitors and speakers at the school are appropriate and vetted prior to them having access to students.

The DSL, and any deputies, are responsible for:

- o Handling any referrals to the Channel programme and supporting staff who make referrals to Channel.
- o Following up any referrals made to the Channel programme.
- o Provide advice and support to staff on protecting students from the risk of radicalisation.
- o Being the school 'Prevent Lead'.
- o Delivering staff training on the Prevent duty.
- o Working with external agencies (Children's Social Care, AXIS, Prevent Lead and the Police where appropriate) to support students at risk of being drawn into terrorism.
- o Providing guidance to other staff members to help them support students at risk of being drawn into terrorism.
- o Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- o Considering if it would be appropriate to share any information with a new school or college in advance of a student leaving, e.g. if the student is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the student arrives.

All staff members are responsible for:

- o Being alert to the risk factors of extremism and radicalisation and any changes in a student's behaviour which could indicate that they may be in need of help or protection.
- o Raising any concerns with the DSL (or the deputy, in their absence).
- o Notifying the DSL (or the deputy, in their absence) when they make any referrals to the Channel programme.
- o Engaging in staff training on the Prevent duty.
- o Using their professional judgement to identify students who may be at risk of radicalisation and acting proportionately.

NB. When completing risk assessments, staff should adhere to the [guidance and proformas provided on the DfE website](#), ensuring that the final assessment incorporates the views of the Safeguarding Team, relevant members of the Senior Leadership Team (SLT), and any appropriate external parties. It is understood though that all cases are different, and a variance in approach toward risk assessments may be appropriate.

4.Safeguarding from extremism

The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

The school has a dedicated DSL who deals with any incidents of extremism and/or terrorism within our school community. As is the school's responsibility under law, we will do our utmost to safeguard our students from being drawn into extremism and terrorism.

The school has strong relationships with our local safeguarding partners, and will involve them at the earliest opportunity if a safeguarding issue arises.

The school encourages any student, parent, staff member or member of the wider school community to speak to the DSL if they have concerns about:

- o Students becoming radicalised.
- o Groups, clubs or societies with extremist or radical views.
- o Friends and/or families of students becoming radicalised or involved in extremism.
- o Students planning to visit known areas of conflict.
- o Members of the school and wider community attempting to draw young and/or susceptible students into extremism.

Visitors and speakers coming into the school will be vetted prior to them having access to students. All materials handed out to students, whether by teachers or visitors and speakers, will be checked by the appropriate staff member.

Student-led groups, clubs and societies will be subject to unannounced visits by the DSL and/or Deputy DSL.

5. 'Channel' and 'Prevent'

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation. The school will work with the LA, local law enforcement, and religious and community leaders, to identify children susceptible to radicalisation and to challenge extremism if it arises. This includes identifying students to whom any of the following criteria applies:

- o Displaying feelings of grievance and injustice
- o Feeling under threat
- o Searching for identity, meaning and belonging
- o Displaying a desire for status amongst their peers
- o Displaying a desire for excitement and adventure
- o Displaying a need to dominate and control others
- o Displaying a susceptibility to indoctrination
- o Displaying a radical desire for political or moral change
- o Appearing susceptible to opportunistic involvement
- o Having family or friends involved in extremism
- o Appearing susceptible to being influenced or controlled by a group
- o Displaying relevant mental health issues

The school will cooperate with local panels involved in the Channel process. A representative of the school will attend meetings as required to aid the mitigation of identified risk and vulnerabilities. This includes contributing towards the support plan and sharing information necessary and proportionate to the effective working of the panel. In line with [Prevent Guidance \(2023\)](#), the school will consider whether it is appropriate to rely on a person's consent and will adhere to the requirements of data protection legislation. However, where it is not possible to rely on consent, it is possible to share information if there is a lawful basis for doing so.

An individual needs to consent to any support delivered through the Channel programme.

6.Preventing radicalisation

The school will assess the risk of students being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.

Where appropriate, students will be helped to channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage students to develop an appreciation of society. The school will work with local religious and cultural organisations to instil a strong sense of identity in our students, as well as a clear place and purpose within the school.

The school recognises that students' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

All internet activity that takes place on site will be recorded, as well as activity on any school-owned computers, laptops and tablets off site, and appropriate filters will be installed to protect children from terrorist and extremist material online, in accordance with the Online Safety Policy. In accordance with KCSIE and our Child Protection and Safeguarding Policy, students will be taught about the importance of staying safe online through PSHE lessons and outside speakers and events such as our annual Safeguarding Week.

We will always aim to integrate and engage every child within the school community, and in the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every student the opportunity to take part.

The school will monitor and assess incidents which suggest students are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a student has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

7. Making a judgement

Although extremist behaviour can be presented in many forms, the school recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- o Disclosure about extremist or radicalised behaviour by students – this could include exposure to materials outside of school
- o Use of specific terms associated with certain ideological views, e.g. ‘hate’ language
- o Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- o Focus on specific narratives that highlight particular extremist views
- o Evidence of accessing online materials that include extremist materials
- o Refusal to accept views expressed by others which is counter to the school’s Equality and Diversity Policy
- o Documented concerns raised by parents or family members about the changing behaviour of the student
- o References to an extremist narrative in the student’s work
- o Disassociation from existing friendship groups
- o A loss of interest in activities in which they previously engaged
- o Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- o Family tensions
- o Events affecting their country or region of origin
- o Alienation from UK values
- o Grievance triggered by personal experience of discrimination
- o Property damage
- o Refusal to cooperate with the requests of teachers or other adults

When assessing whether a student is at risk of radicalisation, staff will ask themselves the following questions:

- o Does the student have access to extremist influences through the internet?
- o Does the student possess or actively seek extremist material?
- o Does the student sympathise with, or support, extremist groups or behaviour in their speech or written work?
- o Does the student’s demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?

- o Has the student previously been a victim of discrimination or a religious crime?
- o Has the student experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- o Does the student display an irregular and distorted view of religion or politics?
- o Does the student display a strong objection towards specific cultures, faiths or race?
- o Is the student a foreign national awaiting a decision regarding deportation or immigration?
- o Is there an irregular pattern of travel within the student's family?
- o Has the student witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- o Is there evidence of a relative or family friend displaying extremist views?
- o Has the student travelled for extended periods of time to international locations?
- o Does the student have experience of poverty, disadvantage, discrimination or social exclusion?
- o Does the student display a lack of affinity or understanding for others?
- o Is the student a victim of social isolation?
- o Does the student have insecure, conflicted or absent family relationships?

Critical indicators include where a student is:

- o In contact with extremist recruiters.
- o Articulating support for extremist causes or leaders.
- o Accessing extremist websites.
- o In possession of extremist literature.
- o Using extremist narratives and a global ideology to explain personal disadvantage.
- o Justifying the use of violence to solve societal issues.
- o Joining extremist organisations.
- o Making significant changes to their appearance and/or behaviour.

The DSL, and Deputy DSL, will undergo regular Prevent awareness training () in order to provide advice and support to staff on protecting students from the risk of radicalisation. Staff, including the DSL and Deputy DSL, will also undergo regular training in response to any updates.

Staff will undergo Prevent training, on an annual basis. This training will be delivered via;

- o The DSL, in order to ensure that they are up-to-date to recognise the indicators of radicalisation.
- o
- o The Prevent e-learning modules,
- o Direct training by the LA Prevent Lead –.

On basis all staff will be expected to have completed either the e-learning module and or attend training by the Prevent Lead. In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has any concerns about a student, they will raise this with the DSL.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the student at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Prevent Lead in the first instance (as well as a MASH Referral). (of Prevent Duty - Supporting and Safeguarding children and young people - London Borough of Hillingdon A guide for schools and others working with children and young people.

<https://hillingdonsafeguardingpartnership.org.uk/wp-content/uploads/2016/09/Prevent-duty-guide.pdf>

In most cases, the LA Prevent Lead alongside the Police, will refer the case to the Channel programme where there is a radicalisation concern, as appropriate.

Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so. Staff members will be informed that they may be asked to attend a Channel panel to discuss the student who has been referred to determine whether support is required. The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

The DSL will follow up any referrals and the student will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the student at further risk of harm.

If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

8. Promoting fundamental British values

Through the national curriculum, the school will:

- o Teach our students a broad and balanced international history.
- o Represent the cultures of all of our students.
- o Teach a wide range of English and non-English literature.
- o Commemorate World War 1 and 2.
- o Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme, the school will:

- o Enable students to develop their self-knowledge, self-esteem and self-confidence.
- o Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- o Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- o Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- o Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- o Encourage respect for other people.
- o Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

As a school we will do this by:

- o Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- o Ensuring that all students within the school have a voice that is listened to, e.g. by demonstrating how democracy works via a school council whose members are voted for by the students.
- o Using opportunities such as general or local elections to hold mock elections to offer students the chance to engage in politics from an early age.
- o Offering a debate club to provide students with the opportunity to learn how to argue and defend points of view.
- o Using teaching resources from a wide variety of sources to help students understand a range of faiths.
- o Considering the role of extra-curricular activities, including any activity run directly by students, in promoting fundamental British values.

9.The 'Prevent Strategy' at Haydon

9.1 The 'Prevent Strategy' published by the government in 2011 is a strategy designed to prevent any kind of extremist or terrorist activity from occurring in any community. (This document should be read in conjunction with the document Promoting British Values available on the school website).

The approach that Haydon takes is built on the following principles:

.It is good practice in any school to be constantly vigilant in combating suspicion or distrust between different groups of people represented in the school's community. Mistrust and a sense of injustice lie at the heart of division which can lead to extremist activity.

- i.The expression of extremism changes as national and world affairs change. Being resilient to all forms of extremism both now and in later life, as things change, depends on the values, the critical thinking skills and belief in tolerance and mutual respect that a person has.
- ii.Having a stake in the opportunities which Britain offers to all its citizens for economic empowerment is critical. Disaffection and alienation occur when young people feel disenfranchised. An outstanding education that sees students leave school confident, fulfilled, well-qualified and with a repertoire of skills to engage in British public and community life is the best way to eradicate all forms of extremism.

9.2 How the 'Prevent Strategy' is delivered at Haydon

The strategy is delivered through the following elements of our provision:

.The Curriculum: Students follow a traditional, broad and balanced curriculum. There are three Religious Studies specialists and REP (Religion, Ethics and Philosophy) is compulsory throughout Key Stages 3 & 4. Religious Studies is also a popular option at GCSE and A Level. The REP curriculum follows the Locally Agreed Syllabus. It includes studying elements from all major world religions, with a focus on Christianity and Islam at KS4. There are very few students who are withdrawn from either REP or from school assemblies. Democracy, rule of law and global citizenship is taught as well as tolerance, diversity and respect. There is a strong PSHE curriculum which includes sex and relationships education, health education, drugs education and social issues amongst other learning. Our annual Safeguarding,

Humanities subjects cover life in Britain historically and in contemporary times. In Geography they seek to break down misconceptions and challenge stereotypes. They aim to raise awareness of different issues affecting people in multicultural and multi faith societies, including immigration issues and promoting fairness and equality within all ethnic communities in the UK.

In Social Science students are taught about being effective citizens. Politics, Law and Sociology are popular options at KS5, alongside History and Geography. Business Studies at KS4 & 5 involves the teaching of ethics and corporate social responsibility.

At KS3 Science reinforces reproduction and relationships, diet and healthy living with a more in depth look at contraception at KS4 which includes sexual relationships, alternative methods of avoiding pregnancy, and religious views.

In the teaching of languages they cover aspects of spiritual, moral and social issues. At KS3/4 & 5 they explore religious and pagan celebrations and festivals in French, Italian, and Spanish. Discussions in language lessons involve topics of relationships, rights and responsibilities; the moral tension that young people face when discussing an aspect of youth culture. Social discussions include racism in the target language speaking countries, discussions about the right to vote and about the consent for various rights. Students in KS3 & 4 have the opportunity to take part in foreign exchange trips to France, Germany and Italy staying with families and visiting schools allowing students to make new friendships. There have also been trips to China, Japan and other target language speaking countries.

All GCSE technology subjects cover SMSC (spiritual moral social and cultural development) aspects of design, for example: how designers ensure their products do not offend different groups within society and why it is important to do this. Design & Technology projects in KS3 resistant materials focus on cultural identities (Year 7) and cultural events (Year 8). Both projects provide opportunities for students to share a part of their national and cultural identity with other students. Food Technology examines different countries' diet and cuisine. Students research cultural and religious traditions and beliefs and how people eat. Student's complete research based homework on this and make a variety of different dishes from around the world.

- ii. **Performing Arts Education:** Girls and boys perform in front of each other in dance, drama and music and value the opportunity to do so. In Year 7 students study across a variety of subjects a selected country, which results in an onstage performance and celebration of that country's traditions and beliefs.

- iii. **Extra-Curricular Provision:** Both boys and girls are involved in clubs and other activities that enrich the curriculum at Haydon. Participation rates are tracked so that any groups or individuals who are not taking advantage of what is on offer across the school, can be encouraged and/or enabled to get more involved. Students engage in a wide range of field trips, residential trips and day trips to support their curriculum learning or enrichment including trips abroad and to a variety of places of worship. Examples include: Modern Foreign Languages (MFL) trips, the battlefields in Ypres, and theatre trips,

- iv. **Student Voice:** Haydon has a strong School Voice and a range of other initiatives for student leadership that allow students to have input into the strategic planning for the school. A democratic process is in place to ensure fair representation. Students have the opportunity to have their voices heard through our Student Voice, surveys and questionnaires. The aim of Student Voice is to make Haydon School a better community both within school and outside. Its aim is to create a greater sense of community, through events, competitions and our Haydon Values. Students from school are involved in voting in the Youth Parliament, charity work and Road Safety awareness (alongside TFL)

- v. **Links with Employers:** All Year 12 students undertake work experience during the summer term.

- vi. **Parental Involvement:** The regular newsletter and the school website ensure that there is good communication between home and school. Students and their parents can access help, advice and support when they need it, from our effective pastoral staff. Much support is given to parents at crucial times, for example, when students are making options choices.

- vii. **Safeguarding:** Haydon operates extensive safeguarding services for students as part of its commitment to the whole child. They include: Year Leaders and a Deputy Year Leader for each year group, an attendance officer, and a team of counsellors as well as two Welfare Officers and a team of Teaching Assistants. We also employ the services of a Participation Officer, and we have regular communication and meetings with our Safer Schools Officer. Our counsellors provide high quality counselling services to a number of students and support their mental health and emotional well-being. These services are coordinated by the DSL (and mental Health Lead). Records are kept meticulously and referrals are followed up conscientiously. Liaison with Social Services, CAHMS (Child and Adolescent Mental health Service) and other agencies is carried out effectively. Every child has a dedicated Full time member of staff that is their Form Tutor, a Year Leader and a Deputy Year Leader who will stay with them for Years 7-11. In the Sixth Form the majority of form groups have two co-tutors, who work together to support their tutees and assist in their UCAS applications. The Designated Safeguarding Lead (DSL) is an Assistant Headteacher who is supported by a Deputy DSL as well as a safeguarding team.

- viii. **Governance:** The Governing Body of Haydon is actively involved in the life of the school, supporting the students and their families to do well. The Student Committee takes an active role in holding the school to account for the safety and well-being of the students. The Student Committee has at a minimum, termly updates of safeguarding issues. The Student Committee also ensures that the aspirations, ambitions and enrichment of students' learning is extensive and that the principles of equality for all students of all groups and abilities is upheld. The Personnel Committee supports all staffing issues.

- ix. **Data Analysis:** Data for outcomes, progress, attendance, behaviour and participation is analysed by group to ensure that no groups are over or under represented and that achievement is the highest it can be for all students.

- x. **ICT School Network:** Access to social media sites/chat rooms is generally blocked. However, in certain situations where for example, logging/social media is required as part of the course or for research (GCSE/A Level), it may be allowed. Students are asked to complete a disclaimer form and also such activity is subject to monitoring.

This comprehensive approach to ensuring that students have access to the highest quality education which offers experience, in the world beyond Haydon, to equip students to be successful in adult life both individually, within their own community and within wider British society is regarded by us as the best way in which to 'prevent' engagement in extremist activity of any kind. Students are proud of their British heritage. The school is proud of its achievements as students leave and go on to work, apprenticeships, college, university and ultimately to have successful careers.

Haydon actively works to tackle the ideological causes of terrorism through a robust curriculum, comprehensive safeguarding procedures, and ongoing staff training. We maintain a culture of openness and resilience; we empower both staff and students to debate controversial issues respectfully and feel confident to speak up, challenge prejudice, or report concerns where necessary.

To reduce permissive environments, Haydon maintains strict supervision of the school site and conducts thorough due diligence on all visiting speakers and third-party hires. These measures ensure that our facilities are never used to disseminate extremist views or display material that undermines our commitment to tackling terrorism.

10. Community links

The school will engage in regular community round-table discussions with local community and religious leaders, and local law enforcement. Governing body meetings will include discussion about extremism and terrorism where appropriate and will update Governors on any Prevent referrals that have had to be made.

The school will operate an open-door policy for community members to report concerns. Community members are able to report any Safeguarding concerns of an extremist nature through our anonymous referral system – WHISPER.

The school will, where appropriate, partake in community festivals, religious celebrations and other events. The school will select a range of charities to support across the year which represent our school community, including local community groups.

11. Monitoring and review

This policy will be reviewed annually by the DSL and the Headteacher. The next scheduled review date for this policy is June 2025.

Resources:

<https://hillingdonsafeguardingpartnership.org.uk/wp-content/uploads/2016/09/Prevent-duty-guide.pdf>

<https://educateagainsthate.com/>

<https://exituk.org/>

Promoting British Values at Haydon

Document History

Date	Status	Comments
June 2022	New	To Student Committee 28.06.22. To FGB 20.07.22
June 2023	Update	To Student Committee 27.06.23
June 2024	No Update	

December 2025	Update	FGB
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