

The Vine Schools

(Christian Malford, Seagry and Somerfords' Walter Powell)



Prevent Policy

Rationale

The Vine Schools are fully committed to safeguarding and promoting the welfare of all pupils. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

This policy forms part of The Vine Schools' commitment to keeping children safe and has been developed in accordance with the principles established by:

- The Children Acts 1989 and 2004
- Education Act 2002
- The Framework for the Assessment of Children in Need and their Families
- What to Do if You are Worried a Child is Being Abused
- Keeping Children Safe in Education (latest version)

The duty to prevent children and young people being radicalised is set out in the following:

- Counter Terrorism and Security Act 2015
- Prevent Duty Guidance 2023
- Working Together to Safeguard Children 2023

Aims

The principal aims of this policy are to:

- Ensure staff and governors understand what radicalisation and extremism are, and why vigilance is necessary.
- Provide clear guidance on the school's approach to anti-radicalisation and extremism.
- Ensure pupils and parents know that the school has measures in place to safeguard children from harm.
- Promote British values and prepare children for life in modern Britain.

Safeguarding children from extremism and radicalisation is part of our wider safeguarding responsibilities. We recognise the role of education in equipping pupils with the knowledge, skills, and values to challenge extremist narratives.

We ensure that staff are vigilant for signs of radicalisation and that they overcome professional disbelief that such issues 'will not happen here'. We work alongside other professional bodies and agencies to ensure that our children are safe from harm.

At The Vine Schools, we recognise that we have a duty to prepare children for life in modern Britain and to keep them safe. All staff and visitors are expected to uphold and promote the fundamental principles of British Values including; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Definitions

- **Radicalisation:** The process by which a person comes to support terrorism and extremist ideologies.
- **Extremism:** Vocal or active opposition to British values, including democracy, the rule of law, individual liberty, and tolerance of different faiths and beliefs.

Links to Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Whistleblowing Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- PSHE & Curriculum Policies
- Staff Code of Conduct

Practice

At The Vine Schools, our vision of *“Growing together in belief, knowledge and wisdom”* underpins all we do. We promote British values through the curriculum, collective worship, PSHE, assemblies, and enrichment activities. Pupils are taught to respect and value diversity, to engage critically with ideas, and to make safe and informed choices.

Our broad and balanced curriculum reflects local, national, and international contexts. We are committed to ensuring that our pupils are offered a curriculum that is both broad and balanced and that reflects our local, national and international context. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of pupils as reflective learners within a safe, respectful and tolerant learning environment.

Reporting Concerns

Staff are trained to spot early signs of extremist behaviour and to report concerns immediately.

Managing Referrals

Concerns must be referred to the school’s Designated Safeguarding Lead (DSL) – Shaun Carter, or Deputy DSLs – Sam Austin and Shelly Malia. The DSL will then decide whether to make a referral to Wiltshire Multi-Agency Safeguarding Hub (MASH). Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

If there are concerns that a child or young person is at risk of radicalisation, the DSL/DDSL will:

- Refer to MASH in the first instance.
- In addition, the safeguarding team will make a referral to the **Wiltshire Prevent team** and engage with the **Channel process** if necessary.

Wiltshire Contacts

- Prevent Team (Wiltshire Police): **01380 826454**
- Prevent referrals: **PreventReferrals@wiltshire.police.uk**
- Non-urgent police advice: **101** (request Prevent advice)
- Anti-terrorist hotline: **0800 789 321**
- Prevent advice line: **0800 011 3764** (confidential advice from trained officers)
- Urgent police assistance: **999**

Raising Awareness and Staff Training

- All staff and governors complete Prevent awareness training as part of safeguarding.
- Prevent is embedded into annual safeguarding training and termly updates.
- New staff and volunteers are briefed on Prevent as part of induction.

Safer Recruitment and Visitors

The Vine Schools follow safer recruitment guidance, in line with *Keeping Children Safe in Education*. DBS checks, references, and visitor vetting are robust. We will not allow visitors or external groups to influence pupils with extremist views.

Curriculum Support

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Our PSHE, SMSC, and RWV (Religious and World Views) provision promote tolerance, diversity, and respect. Teaching the schools' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet. Pupils are encouraged to express their views and engage in debate, while respecting the beliefs of others. British values are also promoted through:

- Assemblies and worship
- National and international events (e.g. Black History Month)
- Visits from community leaders, police, and safety groups
- Online safety teaching

Online Safety

We recognise the risks of radicalisation through online platforms. Safeguarding children online is a core part of Prevent. Pupils are taught:

- To think critically about online content.
- To report anything concerning to a trusted adult.
- That not everyone online is who they claim to be.

Filtering and monitoring systems are in place. Concerns are logged and reviewed by the DSL and headteachers.

Signs of Vulnerability Include:

- Being in possession of extremist literature
- Extremist influences
- Victim or witness to race or hate crimes
- Global or national events
- Religious conversion
- Continual refusal to conform
- Underachievement
- Poverty
- Social exclusion
- Traumatic events
- Change in behaviour
- Conflict with family over lifestyle
- Confused identity
- Rejection by peers, family, social groups or faith.

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Change in language being used
- Making remarks or comments about being at extremist events or rallies outside school (but there are also very powerful narratives, programmes and networks that young people can come across online so particular individuals / groups may not become apparent)
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups

- Out of character changes in dress, behaviour and peer relationships including being angry, withdrawn, fixated on a subject, asking inappropriate questions, depressed
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others.

Useful Resources

- [Prevent E-Learning](#)
- [Educate Against Hate](#)
- [Childnet – Trust Me Resource](#)
- [CEOP Thinkuknow](#)
- [UK Safer Internet Centre](#)
- [Prevent Training Catalogue](#)