

ANTI EXTREMISIM AND ANTI-RADICALISATION POLICY

Rev	Date	Description
2	November2027	Next review date
1	November 2026	Reviewed

Table of Contents

Purpose, scope and status	3
Prevent: aim, definitions and principles	3
School ethos, curriculum and student resilience	4
Understanding and assessing risk	4
Roles and responsibilities; Governing Body Headteacher and senior leadership team Designated Safeguarding Lead / designated Prevent lead All staff, volunteers, contractors and visiting adults	6
Notice, check, share: responding to a concern	7
Prevent referrals and Channel	7
Information sharing, confidentiality and records	8
Online safety, filtering and monitoring	8
External speakers, visitors and events	8
Staff training and induction	9
Partnership working	9
Concerns about adults and whistleblowing	9
Monitoring, assurance and review	10
Training and Development Around Prevent	10
Key contacts and operational information	10
Appendix A – Staff response at a glance	11
Prevent Toolkit for schools	11

1. Purpose, scope and status

Brentford School for Girls is committed to providing a safe, inclusive environment in which students are protected from harm and are able to discuss challenging and controversial issues in a respectful, informed and age-appropriate way. Safeguarding is everyone's responsibility. This policy applies to all employees, governors, agency staff, volunteers, contractors, visiting speakers and adults working on behalf of the school.

The school is a specified authority for the purposes of section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015). In carrying out its functions, it must have due regard to the need to prevent people from becoming terrorists or supporting terrorism. This is the Prevent duty. 'Due regard' requires the school to give appropriate weight to this need alongside its other legal duties and responsibilities.

Prevent forms part of the school's wider safeguarding arrangements. It does not create a separate safeguarding system or replace the school's duties to protect children from abuse, neglect, exploitation, discrimination or other harms. This policy should be read alongside the school's Safeguarding and Child Protection Policy and current statutory guidance.

This policy is informed by the Home Office Prevent duty guidance: Guidance for specified authorities in England and Wales (2023), the Counter-Terrorism and Security Act 2015, the Equality Act 2010, data protection legislation, current Keeping Children Safe in Education (KCSIE), and relevant Department for Education guidance on political impartiality and filtering and monitoring. The school will use the current versions of statutory and local guidance when implementing this policy.

2. Prevent: aim, definitions and principles

The aim of Prevent is to stop people becoming terrorists or supporting terrorism. Prevent also contributes to the rehabilitation and disengagement of people already involved in terrorism. In the school context, the emphasis is on safeguarding, recognising concerns at an early stage, and ensuring that students or staff who may be susceptible to radicalisation receive appropriate support.

In Hounslow the Prevent Team is part of the Community Partnerships Unit and they focus on these key areas:

- Responding to the ideological challenge of terrorism and the threat from those who promote it.
- Preventing individuals from being drawn into terrorism and ensuring that they are given appropriate advice and support.
- Working with sectors and institutions where there are risks of radicalisation that we need to address.

Radicalisation is the process by which a person comes to legitimise support for, or use of, terrorist violence. There is no single profile, pathway or 'conveyor belt' to radicalisation. A person may be susceptible with or without identifiable vulnerabilities. Factors may include exposure to radicalising influences, real or perceived grievances, exploitation, online content, social networks or other circumstances. No single factor is determinative.

Prevent is concerned with a possible connection to terrorism or support for terrorism. A political, religious or other belief, identity, lawful protest, criticism of government or public institutions, controversial opinion, or lawful expression of dissent is not, by itself, evidence of radicalisation and must not be treated as a reason for a Prevent referral.

The school will apply the following principles:

- Use a proportionate, evidence-informed and risk-based approach, informed by professional curiosity and judgement.
- Apply a consistent threshold across all ideologies and forms of terrorist threat; do not assume that one community, religion, ethnicity, political position or identity is inherently more suspect than another.
- Consider context, behaviour, possible ideological motivation, intent, the potential harm to the individual and others, and whether there is a credible pathway towards terrorism or support for it.
- Recognise that vulnerability may be relevant but is not a prerequisite for susceptibility to radicalisation.
- Protect equality, dignity, privacy and the rights of students and staff. Comply with the Equality Act 2010 and data protection legislation.
- Maintain an environment in which lawful debate, critical enquiry, political literacy and respectful disagreement are encouraged.
- Work with families and relevant partners where appropriate, while prioritising the safety of the child and complying with safeguarding and information-sharing duties.

3. School ethos, curriculum and student resilience

The school will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values will be promoted through the curriculum, assemblies, tutor time, PSHE/PSHCE, Religious Studies and Ethics, student voice and the wider life of the school.

The school will provide a broad and balanced curriculum that develops knowledge, critical thinking, media and digital literacy, the ability to evaluate evidence and sources, and the confidence to discuss difficult issues. Teaching will be age-appropriate and will avoid stereotyping, stigmatising or ‘othering’ communities.

Students will be supported to understand how propaganda, manipulation, conspiracy narratives and online content can influence people. Staff will encourage students to question simplistic explanations, recognise multiple perspectives and seek reliable information. The school will maintain political impartiality and ensure the balanced presentation of political issues in accordance with its legal duties.

The school will provide appropriate routes for students to raise concerns, seek help and express views safely. Student participation, including through the School Council and democratic processes such as school elections, will be supported.

4. Understanding and assessing risk

The school will maintain a proportionate Prevent risk assessment, either as a distinct document or incorporated into the wider safeguarding risk assessment. It will consider national, regional and local information; the school’s context and phase of education; online and offline risks; the nature of the student population and the school environment; and any relevant information from local partners.

The DSL/designated Prevent lead will review the assessment at least annually and when material changes occur. Where specific risks are identified, the school will record an action plan setting out proportionate mitigation, responsibility, timescales and review arrangements. Risk assessment will not be based on stereotypes or assumptions about a student’s identity or community.

Staff should remain alert to information or behaviour that, considered in context, may indicate susceptibility to radicalisation or a possible pathway towards terrorism. Examples may include:

- A student expressing support for, or seeking to justify, terrorist violence or the activities of a terrorist organisation.
- Attempts to encourage others to participate in, support or glorify terrorist activity, or to share terrorist propaganda.
- Accessing, creating, storing or distributing terrorist material, where the context gives rise to a concern about support for terrorism or radicalisation.
- A pattern of behaviour, communications or associations that, taken together with other evidence, suggests exposure to radicalising influences or movement towards support for terrorist violence.
- A disclosure, credible third-party report or online safeguarding alert indicating that a student may be being groomed, coerced, exploited or encouraged towards terrorism.
- Changes in behaviour, strong opinions,
- religious observance,
- political activism,
- identity,

Radicalisation in children can happen over a long period of time. In some cases it is triggered by a specific incident or news item and can happen much quicker. Sometimes there are clear warning signs of radicalisation, in other cases the changes are less obvious. The teenage years are a time of great change and young people often want to be on their own, easily become angry and often mistrust authority. This makes it hard to differentiate between normal teenage behaviour and attitude that indicates one of your students may have been exposed to radicalising influences.

Taken from *Educateagainsthate.com*

The following behaviours listed here are intended as a guide to help you identify possible radicalisation:

Outward appearance

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

Online behaviour

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation
- You know your students well, so are in a prime position to recognise if they're acting out of character. Trust and have confidence in your professional judgement and get advice if something feels wrong.

For more information on spotting the signs of radicalisation in young people visit ACT Early.

Family background or association with a particular community are not sufficient on their own to establish a Prevent concern. Staff should record the facts, context and source of information and avoid making assumptions or attempting to diagnose radicalisation. These examples are not a checklist or a profile.

5. Roles and responsibilities

5.1 Governing Body

- Ensure the school has effective arrangements to comply with the Prevent duty as part of its safeguarding responsibilities.
- Appoint or identify an appropriate senior leader to oversee Prevent delivery and ensure clear accountability.
- Receive assurance at least annually on the risk assessment, action plan, staff training, referral arrangements, online safety controls, external speaker procedures and policy implementation.
- Challenge leaders where arrangements are not effective, ensure identified actions are completed and review this policy annually.
- Ensure governors receive appropriate information and training to understand their oversight responsibilities.

5.2 Headteacher and senior leadership team

- Ensure Prevent is embedded in the school's safeguarding culture, policies, procedures and staff induction.
- Ensure the designated lead has sufficient authority, access to advice and time to carry out the role.
- Ensure appropriate resources, staff training, partnership arrangements and systems for risk management are in place.
- Ensure concerns about adults working in the school are managed through the appropriate safeguarding, employment and referral procedures.

5.3 Designated Safeguarding Lead / designated Prevent lead

- Lead the school's operational response to Prevent concerns and act as the principal point of contact for staff and external partners.
- Ensure the school's Prevent risk assessment, action plan, referral pathway and local contact information are current.
- Assess concerns promptly, using the notice, check, share approach and seeking advice from the local authority Prevent lead or police where appropriate.
- Decide, with appropriate advice, whether a Prevent referral is warranted and ensure the current Prevent national referral form is used.
- Ensure other safeguarding needs are assessed and supported in parallel; a Prevent referral does not replace a children's social care or other safeguarding referral.
- Maintain secure, proportionate records of concerns, decisions, advice, referrals and outcomes, in accordance with data protection and safeguarding requirements.
- Receive more in-depth Prevent training, including on relevant ideologies, referral processes and Channel. The Home Office guidance recommends that this training is refreshed at least every two years.

5.4 All staff, volunteers, contractors and visiting adults

- Understand that safeguarding is everyone's responsibility and complete training appropriate to their role.

- Remain alert to concerns, respond calmly and proportionately, and report them promptly to the DSL or deputy using the school's safeguarding recording system.
- Do not investigate, confront suspected radicalisers, promise confidentiality or circulate information more widely than necessary.
- Record the student's own words where possible, distinguish fact from opinion, and pass on relevant information without delay.
- Continue to follow the school's safeguarding, behaviour, online safety, whistleblowing and staff conduct procedures.

6. Notice, check, share: responding to a concern

- The school will use the 'notice, check, share' approach set out in the Home Office Prevent duty training. Staff must not wait for proof or attempt to determine whether an offence has occurred.
- **NOTICE**: Identify and take seriously information or behaviour that may indicate a concern. Consider the context and whether there is a possible link to becoming involved in terrorism or supporting terrorism.
- **CHECK**: Report the concern promptly to the DSL/deputy. The DSL will review the information, check relevant safeguarding records and context, consider immediate safety and other support needs, and seek advice from the local authority Prevent lead or police where necessary. If the DSL is unavailable, staff must use the deputy/Headteacher route in the Safeguarding Policy.
- **SHARE**: Where the concern indicates that a person may be susceptible to becoming involved in terrorism or supporting terrorism, the DSL will make a referral to the police Prevent team using the current Prevent national referral form and the current local referral route. Relevant information will be shared lawfully and proportionately.

If there is an immediate threat to life or immediate danger to the individual or others, call 999 and then inform the DSL/Headteacher as soon as it is safe to do so. If staff suspect that someone is already engaged in illegal terrorist-related activity, the police must be informed immediately.

The school will not treat every safeguarding concern as a Prevent referral. The DSL will consider whether the concern is Prevent-relevant and whether other or additional support is more appropriate, including early help, children's social care, mental health support, exploitation services or other safeguarding pathways. These processes may proceed alongside a Prevent referral.

Where staff are unsure whether the threshold is met, they should seek advice from the DSL, local authority Prevent lead or police. The absence of a clearly identified ideology does not automatically rule out seeking advice or making a referral where there is a credible concern about a pathway towards terrorism.

7. Prevent referrals and Channel

Channel is an early intervention, multi-agency panel designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour. Channel works in a similar way to existing multi-agency partnerships for vulnerable individuals. It is a voluntary process allowing the individual to engage and withdraw from the programme at any time.

A Prevent referral is a request for the police to assess whether an individual may be susceptible to becoming involved in terrorism or supporting terrorism and whether support under Prevent is appropriate. A referral is not an accusation, a finding of guilt or an automatic entry into Channel.

The DSL will use the current Home Office Prevent national referral form and follow the current Hounslow/local authority and police referral arrangements. The school will not rely on the historic 'Person Vulnerable to Radicalisation' form or the named contact details reproduced in the previous version of this policy unless the local authority has expressly confirmed that they remain current.

Following referral, specialist police officers/staff undertake a gateway assessment. Where appropriate, the individual may be considered by a local authority-chaired Channel panel. Channel is a voluntary, multi-agency process which may provide tailored support to reduce susceptibility to radicalisation. Consent is required before Channel support is provided; for a person under 18, consent is obtained from a parent or legal guardian, as appropriate.

The school will cooperate, so far as reasonably practicable, with a Channel panel where a referral is adopted, including by providing relevant information and contributing to agreed support. The school will continue its own safeguarding support and monitoring. Where Channel is not suitable, consent is not given, or the risk cannot be managed through Channel, alternative support or other appropriate arrangements may be considered by the relevant agencies. The school will follow advice from the police and local authority.

Staff must not tell a student or family that a referral guarantees a particular outcome. Decisions about what information can be shared with the student or family will be made by the DSL in consultation with relevant partners and in accordance with safeguarding and data protection requirements.

8. Information sharing, confidentiality and records

The school recognises that timely information sharing is an essential part of safeguarding. Personal data will be shared on a case-by-case basis, where lawful, necessary and proportionate, and in accordance with data protection legislation, the school's privacy information and information-sharing procedures. Data protection law is not a barrier to sharing information where there is a lawful basis and sharing is necessary to protect a child or prevent harm.

Staff should share concerns with the DSL and not conduct informal enquiries or circulate sensitive information. The DSL will record the concern, information considered, advice received, rationale for decisions, referrals made and subsequent actions. Records will be accurate, relevant, secure and retained in line with the school's retention schedule and safeguarding policy.

The school will explain confidentiality limits appropriately. Consent should not be treated as a prerequisite for sharing safeguarding information where another lawful basis applies and sharing is necessary and proportionate.

9. Online safety, filtering and monitoring

The school recognises that online content and contact can expose students to terrorist propaganda, radicalising narratives and attempts at grooming or recruitment. Prevent-related online safety is integrated into the school's Online Safety Policy, safeguarding arrangements and filtering and monitoring procedures.

The school will maintain age-appropriate and proportionate filtering and monitoring arrangements, in line with current Department for Education filtering and monitoring standards and KCSIE. The DSL, senior leaders, IT/network staff and those responsible for filtering and monitoring will understand how alerts are escalated and acted upon. Staff must report relevant alerts or disclosures promptly.

The previous policy named Impero Education software. The school will only retain that product name in operational documentation if it remains the current system. The school will periodically review the effectiveness and proportionality of filtering and monitoring, including how potential concerns are identified, reviewed, recorded and escalated. Automated keyword alerts are indicators for human review, not proof of radicalisation and must not be treated as an automatic referral decision.

Students will receive education about safe online behaviour, evaluating sources, reporting harmful content and seeking help if they are approached or exposed to material that worries them.

10. External speakers, visitors and events

The school welcomes appropriate external speakers and agencies where they enrich learning and support the curriculum. Safeguarding policies will set out clear protocols to ensure that visiting speakers, whether invited by staff or by students, are suitable and appropriately supervised.

Before an event, the responsible member of staff and relevant senior leader will undertake proportionate due diligence and risk assessment. This will consider the proposed speaker, organisation, topic, materials, audience, event format, online or off-site elements, supervision and any reasonable steps needed to mitigate identified risks. The school will consider whether the views likely to be expressed encourage participation in or support for terrorism or are shared by terrorist groups.

The school will not provide a platform for criminal offences, including encouragement of terrorism, glorification of terrorist acts, fundraising for terrorism or inviting support for a proscribed organisation. Decisions will be evidence-based and proportionate. Where risks can be mitigated, the school should consider safeguards rather than automatically cancelling an event.

The school will also comply with its duties on political impartiality and the balanced presentation of political issues. Any concerns, conditions, approval or decision not to proceed will be recorded. Visiting speakers must be appropriately supervised and must not be left with students unsupervised unless the school's safeguarding arrangements expressly permit it.

11. Staff training and induction

Relevant staff will receive Prevent training at the earliest opportunity, normally through induction and refresher training appropriate to their role and the school's assessed risk. Training will enable staff to understand the factors that may lead people to support terrorist ideologies or engage in terrorist-related activity, recognise possible susceptibility, understand the internal reporting route and know what action to take.

Training frequency and depth will be proportionate to role and risk. Staff who work most frequently with students, those overseeing safeguarding and Prevent, and staff responsible for external speakers, events, IT, filtering and monitoring will receive training appropriate to their responsibilities.

The DSL/designated Prevent lead will receive more in-depth training on extremist and terrorist ideologies, making referrals and working with Channel panels. The Home Office guidance recommends refreshing this more in-depth training at least every two years. Training completion will be recorded and monitored.

The school will use authoritative and suitable training resources, including the GOV.UK Prevent duty training service and Department for Education resources such as Educate Against Hate. External training providers and materials will be checked for reliability and suitability.

12. Partnership working

The school will maintain appropriate links with Hounslow Council's Prevent lead, the local authority safeguarding team, police Prevent contacts and other relevant partners. These relationships will support an up-to-date understanding of local risk, advice on referrals, staff training and access to appropriate support.

The school will cooperate with local authority-led Channel panels where required under the CTSA 2015 and will engage with other partners as appropriate. Contact details and referral routes will be maintained in a separate operational contact sheet so they can be updated promptly without waiting for a policy review.

13. Concerns about adults and whistleblowing

Concerns about a member of staff, governor, volunteer, contractor or other adult must be reported through the school's safeguarding and allegations procedures. Where the concern relates to the Headteacher, staff should report it to the Chair of Governors or follow the school's prescribed external escalation route.

Whistleblowing arrangements may also be used. Any immediate threat or suspected terrorist offence must be reported to the police without delay.

The school will ensure that concerns about adults are handled fairly, confidentially and in accordance with safeguarding, employment and statutory procedures. This policy does not replace the school's procedures for allegations against staff or low-level concerns.

14. Monitoring, assurance and review

The Headteacher and DSL/designated Prevent lead will monitor implementation and report to governors at least annually. Assurance will include:

- The current Prevent risk assessment and action plan, including online and local risks.
- Staff induction, training completion and the DSL's enhanced training status.
- The operation and timeliness of internal reporting and referral arrangements.
- The currency of local authority and police contacts and use of the current national referral form.
- Filtering and monitoring arrangements, alerts, escalation and review.
- External speaker due diligence, risk assessments, supervision and evaluation.
- Partnership engagement, learning from cases and completion of improvement actions.

The Governing Body will review this policy annually and sooner where there are changes to statutory guidance, local risk, school arrangements or learning from incidents. The school will retain evidence of review, decisions and actions.

15. Training and Development Around Prevent

From the 1st July 2015, all schools and colleges in England and Wales have had a statutory duty to give due regard to the need to prevent people from being drawn into terrorism.

The Department for Education guide provides advice for schools and childcare providers on:

- Making clear what schools and childcare providers should do to demonstrate compliance with the Prevent duty
- Other sources of information, advice and support for schools and childcare provider

Hounslow's Prevent Team run regular training sessions supporting specified bodies in becoming compliant. Their Home Office approved, WRAP3 (Workshop to Raise Awareness of Prevent) has been designed by the Home Office and is an introduction to the Prevent strategy and an individual's role in safeguarding vulnerable people.

By the end of the session, participants:

- Have an increased awareness of the issues relating to all forms of extremism
- Have an understanding of the local context
- Have the skills to recognise those who are potentially vulnerable to all forms of extremism

16. Key contacts and operational information

The school's current DSL, deputy DSLs, designated Prevent lead, Hounslow Prevent lead and police referral contacts must be recorded in the school's controlled safeguarding contact directory and staff handbook. These details must be checked at least termly and whenever a role-holder or local arrangement changes.

Immediate danger: call 999. For non-immediate concerns, follow the school's safeguarding reporting route and the current local Prevent referral procedure.

Appendix A – Staff response at a glance

- Notice a concern: focus on context, behaviour, possible terrorist ideology or support for terrorism, intent and potential harm. Do not rely on stereotypes or a single indicator.
- Record facts promptly: use the student's own words where possible; distinguish observation from interpretation.
- Share internally: report to the DSL/deputy immediately through the school safeguarding system. If unavailable, follow the Headteacher/SLT escalation route.
- Check: the DSL reviews the concern, immediate safety, other safeguarding needs and whether advice is required.
- Refer where appropriate: the DSL uses the current Prevent national referral form and current local police Prevent route.

Prevent Toolkit for schools

Hounslow's Prevent Team have put together a comprehensive new Prevent Toolkit for schools.
This document will support all of Hounslow's education establishments with the teaching and raising awareness of the Government's Prevent Duty and it provides a useful starting point for learning about Prevent. The toolkit can be downloaded here

Download the new document here

Emergency: call 999 if there is immediate danger to life or others, or an immediate threat.

DSL Devesha Singh (PREVENT lead)

dsingh@brentford.hounslow.sch.uk

DDSL Carlie Pennington

cpennington@brentford.hounslow.sch.uk

DDSL Kim Young

kyoung@brentford.hounslow.sch.uk

DDSL Gemma Timms

gtimms@brentford.hounslow.sch.uk

For Channel referrals or for more information, please contact:
PreventCounterExtremism@hounslow.gov.uk

National Referral Form – please complete this form, but only after you have spoken to the Prevent Team in Hounslow to sound out your concerns.
Please email this form to: PreventCounterExtremism@hounslow.gov.uk and also to: preventreferrals@met.pnn.police.uk

Contact details for Prevent and Counter Extremism in Hounslow

- Prevent & Counter Extremism Lead for Hounslow: **Joan Conlon**
  joan.conlon@hounslow.gov.uk
  07976 757104

- Prevent Coordinator: **Najeeb Ahmed**
  najeeb.ahmed@hounslow.gov.uk
  07890 540433
- Prevent Education Officer: **Karmjit Rekhi**
  karmjit.rekhi@hounslow.gov.uk
  07976 721119
- Prevent Duty Training Coordinator: **Alan Murphy**
  alan.murphy@hounslow.gov.uk
  07866 784726

For any issues relating to community cohesion in the borough please contact:
community.cohesion@hounslow.gov.uk
This is monitored 24 hours a day.