



**ST. BART'S**  
MULTI-ACADEMY TRUST

## Prevent Duty Policy

March 2025



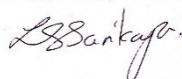
**ST. BART'S**  
MULTI-ACADEMY TRUST

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LICHFIELD  
GOING FOR GROWTH

**BTSA**

## St. Bart's Multi-Academy Trust

### Prevent Duty Policy

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| 16/02/2023 | TSB Policy Adopted – v5  | S. Cope   |
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## St. Bart's Mission

Our mission is to **ADVANCE EDUCATION** and to provide the best curriculum in all our academies, enabling every child to realise their full potential.

## St. Bart's Vision and Values

Releasing Potential together through



We have a **Passion** for releasing potential in all our children and staff through the **Encouragement** and development of **Ambition**, aspiration and excellence in all aspects of our work. Our commitment is to place children at the centre of everything we do. Working in **Collaboration**, we strive to provide the highest quality of educational experiences and outcomes for young people in an inclusive environment. Through the **Enjoyment** of learning, we live life together in all its fullness through **PEACE**.

We believe this vision empowers children with the skills to make a positive impact on the future of the communities they serve.

Our Trust Christian ethos is also captured by the **PEACE** values and all schools work in close partnership (whether C of E or community) to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 –

*"I have come that they may have life, and have it to the full."*

## St. Bart's Sustainability

We are committed to educating our pupils about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that pupils are prepared for a world impacted by climate change through learning and practical experience.

We encourage both pupils and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment.

We will ensure pupils are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the Trust itself is as sustainable as it can be.

# Prevent Duty Policy

## Statement of intent

St Bart's Multi-Academy Trust recognises that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the Local Authority 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 pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the potential radicalisation of pupils in our academies.

## 1. Legal framework

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

- Children Act 1989
- Education Act 1996
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006
- Equality Act 2010
- Data Protection Act 2018
- UK GDPR
- Home Office (2023) 'Prevent duty guidance: England and Wales – updated March 2024'
- DfE (2024) 'Keeping children Safe in Education 2024'
- DfE (2023) 'The Prevent duty: safeguarding learners vulnerable to radicalisation'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'

## 2. Definitions

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

## 3. Prevent Objectives

The objectives of Prevent are to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation

- enable people who have already engaged in terrorism to disengage and rehabilitate

## 4. Prevent Terminology

**Extremism** – is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This includes calling for the death of members of the armed forces.

**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 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.

## 5. Roles and responsibilities

The **Local Governing Committee** will be responsible for:

- Ensuring the appropriate measures are in place to protect pupils from radicalisation.
- Ensuring the Prevent duty is seen as part of the academy's wider safeguarding duties.

The **Principal** will be responsible for:

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

The **Designated Safeguarding Lead (DSL)** will be responsible for:

- Handling any referrals to the Channel programme and supporting staff who make referrals to Channel
- Following up any referrals made to the Channel programme
- Providing advice and support to staff on protecting pupils from the risk of radicalisation
- Working with external agencies to support pupils at risk of being drawn into terrorism
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism
- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate

- Considering if it would be appropriate to share any information with a new school in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives
- Undertaking specific prevent awareness training and providing advice and support to other staff on protecting pupils from the risk of radicalisation
- Maintaining an awareness of the risks relating to extremism in the local area
- Maintaining a clear understanding of prevent reporting and referral mechanisms.

**All staff members** will be responsible for:

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

## 6. Safeguarding from extremism

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

The academy has strong relationships with our local safeguarding partners, and will involve them at the earliest opportunity if safeguarding issues arise.

The academy will encourage any pupil, parent, staff member or member of the wider school community to speak to the DSL if they have concerns about:

- Pupils becoming radicalised
- Groups, clubs or societies with extremist or radical views
- Friends and/or families of pupils becoming radicalised or involved in extremism
- Pupils planning to visit known areas of conflict
- Members of the academy and wider community attempting to draw young and/or vulnerable pupils into extremism.

Visitors and speakers coming into the academy will be vetted prior to them having access to pupils. All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the Principal. Due diligence checks will also be carried out on those hiring and using the academy premises,

The academy will incorporate appropriate filtering and monitoring systems to limit pupils' exposure to online risks, including extremist content.

The DSL and Trust ICT team will work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or prevent-related concerns.

## 7. 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 academy will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to challenge extremism if it arises. This includes identifying pupils to whom any of the following criteria applies:

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

Referrals made to Prevent will first be handled by Prevent Case Management, which will screen for genuine vulnerabilities. The Prevent Case Management will decide whether further action is required and, if so, will either refer the issue to mainstream services as required or carry the investigation forward to a Channel panel which will gather further information from partners and agree on the support required. The academy will ensure that information is shared as required.

### 7.1. Channel

The gateway assessment should determine the most appropriate forum to discuss the referral. Those who are appropriate for consideration at Channel are subject to a further, more detailed Prevent assessment led by the Channel case officer. This assessment is informed by information sharing with wider Channel partners.

Once the gateway assessment and multi-agency information gathering is complete, where appropriate, and where the Channel panel agrees, the person may be adopted into Channel and receive tailored support to reduce their susceptibility to being radicalised into terrorism.

The academy will cooperate with local panels involved in the Channel process. A representative of the academy 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.

Channel panels are chaired by the local authority, and attended by multi-agency partners such as police, education professionals, health services, housing and social services. They will meet to discuss the referral, assess the risk, and, if appropriate, agree a tailored package of support to be offered to the person. Channel is a voluntary process, and the person must give their consent (or, where appropriate, their parent's or guardian's consent should be obtained) before they receive support.

Where Channel is not considered suitable, alternative options will be explored where appropriate. The person may be offered alternative support, such as by mental health services or children's social care services. Where consent for Channel has not been given or the level of risk posed makes it unsuitable, the person can be considered for Police-led Partnerships. Police-led Partnerships cover the management of people, groups or institutions that are not suitable for Channel, but which have identified Prevent-relevant issues requiring support or mitigation. Police-led Partnerships are led by police but work in partnership with other agencies and employ many of the same type of approaches used within the multi-agency processes of Channel.

## 8. Preventing Radicalisation

The academy will assess the risk of pupils 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, pupils will be helped to channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online – the academy will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society.

The academy recognises that pupils' parents and families are best placed to identify 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**, pupils will be taught about the importance of staying safe online through Computing and PSHE lessons.

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

The academy will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a pupil has been identified as at risk of radicalisation, the academy will act proportionate to the incident or risk.

## 9. Making a judgement

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

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of the academy
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which is counter to the academy's **Equality Information and Objectives Policy**

- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil's work
- Disassociation from existing friendship groups
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

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

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise with, or support, extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
- Has the pupil previously been a victim of discrimination or a religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil is:

- In contact with extremist recruiters.

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

All staff will undergo annual Prevent awareness training, delivered through FLICK, in order to ensure that they are up-to-date to recognise indicators of radicalisation. The academy will also encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

Staff will be encouraged to be vigilant toward the push and pull factors that could make a pupil vulnerable to being drawn into extremism or radicalisation.

Staff will look out for 'push factors' including where a pupil may be feeling:

- Isolated
- That they do not belong
- That they have no purpose
- Low in self-esteem
- That their aspirations are unmet
- Angry or frustrated
- A sense of injustice
- Confused about life or the world
- Real or perceived personal grievances

In conjunction with these push factors, staff will be aware of the 'pull factors' that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings.

Staff will be aware that pull factors can include where extremist or terrorist groups:

- Offer a sense of community and a support network
- Promise fulfilment or excitement
- Make the pupil feel special and part of a wider missions
- Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- Offer inaccurate answers or falsehoods to grievances
- Encourage conspiracy theories
- Promote an 'us vs. them' mentality
- Blame specific communities for grievances
- Encourage the use of hatred and violent actions to get justice

- Encourage ideas of supremacy.

## 10. Making a referral

In accordance with the academy's **Child Protection and Safeguarding Policy**, if any member of staff has any concerns about a pupil, 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 pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme. In most cases, the DSL will refer the case to the Channel programme where there is a radicalisation concern, as appropriate.

Staff members may make referrals using the Prevent national referral form if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so.

Following a referral made to Prevent, a Channel panel will meet to discuss the referral, assess the risk and decide whether the person should be accepted into channel. The panel will be chaired by the LA and attended by multi-agency partners including the police, education professionals, health services, housing and social services. Staff members will be notified if they are required to attend a Channel panel following a referral made to Prevent.

The DSL will follow up any referrals and the pupil 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 pupil 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 academy records in accordance with the **Data Protection Act 2018 and the UK GDPR**, as outlined in the **Data Protection Policy**.

The police will be notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence and the academy's emergency procedures will be followed.

## 11. Promoting fundamental British values

Through its age-appropriate teaching approaches, the academy will:

- Teach our pupils a broad and balanced international history
- Represent the cultures of all of our pupils
- Teach a wide range of English and non-English literature
- Commemorate World War 1 and 2
- 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 academy will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils 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

- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures
- Encourage respect for other people
- 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.

The academy will do this by:

- Including material on how democracy and the law work in Britain'
- Ensuring that all pupils within the academy 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 pupils
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

## 12. Education

- Children and young people continue to make up a significant proportion of Channel cases, and in recent years there have been concerns regarding increased numbers of learners being arrested for terrorism-related offences. Educators are often in a unique position, through interacting with learners on a regular basis, to be able to identify concerning behaviour changes that may indicate they are susceptible to radicalisation. Settings should not only be alert to violent extremism but also non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism. [Educate Against Hate](#) and [GOV.UK Prevent duty training](#) provide further information on extremist narratives. [footnote 37] [footnote 38]
- Education settings that are subject to the Prevent duty (as outlined in the specified authorities section) should understand these requirements as part of their wider safeguarding and welfare responsibilities. For schools and colleges, this guidance should be read alongside relevant safeguarding guidance. In England, this includes '[Working together to safeguard children](#)' and '[Keeping children safe in education](#)'.[footnote 39] [footnote 40] In Wales, it should be read alongside '[Keeping learners safe](#)'.<sup>1</sup>
- The Department for Education has also published supporting advice for schools and further education settings on [managing the risk of radicalisation](#) in their education setting. [footnote 42]
- Compliance with the Prevent duty will reflect existing good practice on safeguarding. For example, it will ensure susceptibility to radicalisation is incorporated into safeguarding training, policies and risk assessments. It is not anticipated that compliance will result in additional burdens on settings.
- This guidance uses the term 'setting' to refer to all education providers who are specified authorities subject to the Prevent duty, and the term 'learner' to refer to pupils and students across all phases of education provision.

## 13. Training

All staff will receive safeguarding training including those which concerns preventing people from being drawn into terrorism or extremist groups.

Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism as required. Schools should also engage with Counter Terror Training opportunities, where possible.

Senior Leaders and the DSL will receive additional support from local partnerships and training on local processes for Prevent. When identifying training needs, consideration will be given to the level of knowledge needed for different roles.

Records will be maintained of training provided to ensure that training needs are being met and kept up to date.

Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area.

## **14. Community Links**

The academy will operate an open-door policy for community members to report concerns.

The academy will, where appropriate, partake in community festivals, religious celebrations and other events. The academy will select a range of charities to support across the year which represent its community.

The academy will develop effective partnerships with local prevent leads, the police and the LA through multi-agency forums.

The academy will maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.

## **15. Monitoring and review**

This policy is reviewed **annually** by the Trust.



# ST. BART'S

## MULTI-ACADEMY TRUST

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