Rokeby Prevent Duty Policy

Member of Staff Responsible	**Designated Safeguarding Lead (DSL)**
Date of Policy	**October 2026**
Date for review	**October 2027**
Approved By Governors	**n/a**
Distribution:	**All Staff**

Promoting British Values

At Rokeby we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths, and lifestyles. Please see our full *Promoting British Values at Rokeby School* document.

Statutory Duties

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

- Counter-Terrorism and Security Act 2015
- Keeping Children Safe in Education (current version)
- Prevent Duty Guidance: England and Wales (current version)
- Working Together to Safeguard Children (current version)
- Understanding and Identifying Radicalisation Risk in Your Education Setting (DfE)
- Channel Duty Guidance: Protecting People Susceptible to Radicalisation

Basis of Prevent

The school follows the Home Office Prevent Duty Guidance and Channel Duty Guidance, which form part of the UK Government's counter-terrorism strategy, CONTEST. Prevent aims to safeguard vulnerable individuals from being drawn into terrorism or supporting extremist ideologies. The four strands of CONTEST are Prevent, Pursue, Protect and Prepare.

Related Policies

The school's approach to meeting its responsibilities under the Prevent Duty is embedded within the school's safeguarding culture, curriculum, staff training and related policies and procedures. The school's responsibilities under the Prevent Duty are reflected in the following documents:

- Safeguarding and Child Protection Policy
- Behaviour, Conduct and Discipline Policy
- ICT Student Acceptable Use Policy
- Staff Code of Conduct
- Online Safety Policy
- Social Media Policy
- Recruitment and Selection Policy
- Whistleblowing Policy
- Promoting British Values Statement
- PSHE Policy

Roles and Responsibilities:

Role of the Governing Body

It is the role of the governing body to ensure that the school meets its statutory duties **with regard to preventing radicalisation.**

Role of the Designated Safeguarding Lead (DSL)

The DSL has lead responsibility for Prevent within the school and will:

- ensure all staff receive appropriate Prevent training and updates;
- act as the first point of contact for concerns related to radicalisation;
- assess concerns and determine whether a referral to Prevent, Channel, Children's Social Care or the police is required;
- maintain accurate safeguarding records regarding concerns of radicalisation;
- work with external agencies where appropriate;
- ensure that Prevent is embedded within the school's wider safeguarding culture and curriculum.

Role of staff

It is the role of staff to understand the issues of radicalisation, recognise the signs of vulnerability to radicalisation and know how to refer concerns appropriately.

All staff, including activities coaches and peripatetic staff, are trained to ensure that they understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. The DSL and DDSLs have received specialist training regarding The Prevent Duty to ensure that any child who may be vulnerable to the risk of radicalisation or showing signs of radicalisation is identified and referred to appropriate agencies.

Staff Training

All staff receive Prevent awareness training as part of safeguarding induction and receive regular updates thereafter.

Training ensures staff understand:

- the Prevent Duty;
- indicators of radicalisation;
- local risks;
- online radicalisation;
- how to identify children who may be susceptible to extremist influences;
- procedures for recording and reporting concerns.

The DSL and Deputy DSLs remain up to date with national and local developments.

Curriculum

At Rokeby, 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. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

Embedding Prevent Across the Curriculum

Prevent is not taught in isolation but is embedded throughout our curriculum to build pupils' resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views.

PSHE Programme:

Year 7: Bespoke lessons focus on understanding identity, belonging, and diversity. Pupils explore what makes communities cohesive and learn to recognise stereotyping and prejudice. They are introduced to the risks associated with influences, both online and offline.
Year 8: Pupils build on Year 7 learning by developing critical thinking skills to challenge extremist narratives.

Across the Wider Curriculum:

English: Through the study of literature and media texts, pupils analyse propaganda techniques, bias in reporting, and how language can be used to manipulate opinion. They develop critical literacy skills to evaluate sources and identify misinformation and disinformation. In Year 6, they study radicalisation and fundamentalism through the study of a text set in Afghanistan.

History: Lessons equip pupils to recognise how extremist ideologies have emerged, gained support and affected communities across different periods and cultures. Through critical analysis of evidence and historical interpretation, pupils develop the intellectual resilience to question propaganda, challenge misinformation and resist simplistic or divisive narratives.

Religious Studies: Lessons provide pupils with opportunities to explore a wide range of religious and non-religious worldviews while fostering respect for diversity and freedom of belief. By developing critical thinking and encouraging informed discussion, the subject helps pupils identify and challenge extremist interpretations, intolerance and prejudice in all their forms.

ICT: Pupils develop digital literacy skills, including how to identify fake news, deepfakes, AI-generated content, and extremist material online. They learn about online safety, including the risks of radicalisation through social media, gaming platforms, and messaging services.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's 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.

Internet Safety

The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school block inappropriate content, including extremist content. The filters are tested regularly by our ICT Manager.

We also filter out social media, such as Facebook. Searches and web addresses are monitored, and the Smoothwall filter system will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found see our *Social Media* policy. The Impero system also monitors keystrokes on laptops, computers, and alerts senior staff to any extremist concerns.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

The *ICT Student Acceptable Use Policy* refers to acceptable online behaviour. All boys receive age-appropriate safer internet training.

The school maintains an appropriate filtering and monitoring system in accordance with Keeping Children Safe in Education. School leaders regularly review the effectiveness of filtering and monitoring arrangements and ensure concerns are responded to in a timely manner through safeguarding procedures.

We regularly send information to parents and guardians about online safety, including guidance on parental controls and monitoring.

Online Radicalisation

The school recognises that children may be exposed to extremist and radicalising content through online platforms, gaming environments, messaging services, social media, video-sharing sites, and AI-generated content.

Online risks may include:

- exposure to extremist narratives and propaganda;
- conspiracy theories that encourage harmful beliefs;
- misinformation and disinformation;
- content promoting hatred towards protected groups;
- encouragement towards violence or criminal activity;
- contact from individuals seeking to exploit vulnerabilities.

Staff should remain vigilant to changes in behaviour, online activity, language, interests, or social groups that may indicate vulnerability to radicalisation.

The school's filtering and monitoring systems form part of a wider safeguarding strategy and are regularly monitored and reviewed.

Safer Recruitment

The school is committed to ensuring that all adults working with pupils are suitable to do so. Recruitment procedures are carried out in accordance with Part Three of *Keeping Children Safe in Education* (current version) and relevant employment legislation.

Appropriate pre-employment checks are undertaken for all staff, governors, volunteers, and other individuals working in regulated activity, including identity, right to work, qualification, prohibition, vetting and barring checks where required.

The school's safer recruitment procedures form an important part of its safeguarding arrangements and contribute to meeting its responsibilities under the Prevent Duty. Further information can be found in the school's Recruitment and Selection Policy.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be always supervised and will not be allowed to speak to children without a member of staff being present. All content is vetted prior to delivery.

To assess the risk, the following may be helpful:

Some young people may appear to be at risk or susceptible to radicalisation into terrorism without showing a clear ideology. Individuals increasingly adopt a mix of ideas from different ideologies into their grievance narratives.

This could include individuals who:

- show an interest in multiple extremist ideologies at the same time.
- switch from one ideology to another over time
- target a 'perceived other' of some kind (based on gender or another protected characteristic), but do not otherwise identify with one particular terrorist ideology or cause - for example, involuntary celibates (incels) who direct their anger mainly at women.
- are obsessed with massacre, or extreme or mass violence, without specifically targeting a particular group - for example, high school shootings.
- show an interest in conspiracy theories which can act as gateway to radicalised thinking, common themes include:
    - religious or ethnic superiority
    - antisemitism
    - misogyny
    - anti-establishment and anti-LGBT grievances
- may be susceptible to being drawn into terrorism out of a sense of duty, or a desire for belonging, rather than out of any strongly held beliefs.

Emerging Risks

The school recognises that not all individuals vulnerable to radicalisation will subscribe to a single ideological belief system.

Concerns may relate to:

- mixed, unstable, or unclear ideologies;
- fixation on violence or mass casualty events;
- misogynistic extremist beliefs;
- incel-related ideology;
- antisemitic beliefs;
- conspiracy theories that may act as gateways to extremist narratives;
- grievances focused on identity, race, gender, faith, or sexuality.

These concerns should be considered within safeguarding processes even where a clear ideological position is not immediately apparent.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups, or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- making remarks or comments about being at extremist events or rallies outside school
- 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 (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race, or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views

Local Context

The school recognises the importance of understanding local safeguarding risks and maintains awareness through:

- Kingston and Richmond Safeguarding Children Partnership updates;
- Prevent briefings;
- DfE guidance;
- Metropolitan Police updates;
- local authority safeguarding forums.

Risk assessments are reviewed regularly and updated where emerging risks are identified.

The Referral Process

All concerns regarding radicalisation, extremist behaviour or vulnerability to radicalisation must be reported immediately to the Designated Safeguarding Lead through the school's safeguarding reporting procedures.

The DSL will consider:

- the nature of the concern;
- the child's vulnerabilities;
- whether other safeguarding concerns are present;
- whether the threshold for early help, Children's Social Care involvement, Prevent or Channel referral has been met.

Advice can be sought from the local authority Prevent Lead, Children's Social Care, Prevent officers or the police.

Where appropriate, referrals will be made to:

- SPA (Single Point of Access);
- Prevent;
- Channel;
- Children's Social Care;
- the Police.

All decisions and actions will be recorded on MyConcern and retained in accordance with safeguarding record-keeping procedures.

Prevent Risk Assessment – September 2026

Risk Scoring			
Likelihood		**Severity**	
Almost Certain	5	Catastrophic	5
Very Likely	4	Major	4
Likely	3	Moderate	3
Unlikely	2	Minor	2
Improbable	1	None or Trivial	1

NO	Risk Title	Summary of Risks	Gross Score	Existing Controls	Residual Score	Further Action Needed	RAG Rating
1	Online Safety	▪ Pupils may be exposed to extremist, radicalising or harmful content through websites, social media, gaming platforms, messaging services, and AI-generated content. ▪ Pupils may encounter misogynistic, antisemitic, racist, or other extremist narratives, including those linked to mixed or unclear ideologies. ▪ Conspiracy theories, misinformation, and disinformation may	Like: 4 Sev: 4	▪ Smooth wall firewall ▪ Impero classroom & wellbeing managed software. Alerts to DSL and DDSL. Pupils' devices monitored at school & at home by Smooth wall ▪ Pupil online safety awareness talks. ▪ Staff online safety training. ▪ Police talks ▪ PHSE programme ▪ Smooth wall filtering and monitoring regularly reviewed by IT Manager and DSL. ▪ Online safety curriculum includes misinformation, disinformation, and conspiracy theories.	Like: 2 Sev: 3	▪ Ongoing pupil awareness ▪ Ongoing staff training.	GREEN

		contribute to vulnerability to radicalisation. ▪ Online algorithms may increase exposure to increasingly harmful content. ▪ Staff or pupils may access material that promotes terrorism, violence, or hatred towards protected groups.		▪ AI and digital literacy education delivered through PSHE and Computing. ▪ Regular safeguarding updates to staff regarding emerging online harms.			
2	Partnership	▪ The organisation does not establish effective partnerships with organisations such as the Local Authority, Police Prevent Team, DfE Regional Coordinator, and others. ▪ The result is that the organisation is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks.	Like: 4 Sev: 2	▪ DSL signed up to Met Engage ▪ DSL receives Kingston & Richmond Safeguarding Children Partnership updates. ▪ DSL maintains awareness of local Prevent concerns through local authority and police briefings. ▪ Prevent updates are considered as part of safeguarding audits and policy reviews. ▪ DSL has links with the school community police officer ▪ All staff are aware of the name of the KRSP LADO. ▪ DSL attend termly forums and receives updates ▪ Safeguarding Audit complete	Like: 2 Sev: 2		GREEN

3	Leadership	▪ Leaders within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level. ▪ The result is that the organisation does not attach sufficient priority to Prevent Action Plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not affective.	Like: 4 Sev: 4	▪ Prevent Duty Gov training for all staff, including any updates annually. DSL and DDSL's completed Gov Prevent referral training ▪ Gov Prevent training completed as part of onboard process for all new staff. ▪ Senior staff continual CPD. ▪ ISBA updates	Like: 2 Sev: 2	▪ Ongoing staff training. ▪ Protect Duty training once implemented	GREEN
4	Staff training and Awareness	▪ Staff are not aware of the factors that make people vulnerable to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns. ▪ Leaders and staff feel unable or unwilling to challenge extremist narratives or	Like: 4 Sev: 4	▪ New staff receive Prevent training at induction. ▪ Prevent Duty Gov training for all staff, including any updates so all staff understand how to record and report concerns regarding risk of radicalisation. ▪ Temporary, peripatetic, and extracurricular staff receive safeguarding information. ▪ Annual safeguarding training.	Like: 2 Sev: 2	▪ Continue with safeguarding briefings on termly basis, during INSET ▪ Continue to encourage a safeguarding culture throughout all areas of the school	GREEN

		exemplify British Values throughout the organisation. ▪ Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked.		▪ Safeguarding policy ▪ Safeguarding issues permanent agenda item in weekly SLT meetings ▪ Safeguarding Audit			
5	Speakers and Events	▪ Extremist organisations are given a platform to radicalise young people because the organisation has ineffective processes in the place for vetting speakers and events. ▪ Inappropriate or extremist materials are shared with learners (face to face or via weblinks) as insufficient checks are made of external speakers and materials that they promote or share.	Like: 3 Sev: 4	▪ Visiting speaker risk assessment is completed before any visit. ▪ Material is checked by organising member of staff. ▪ Visiting speaker policy, all staff aware of this policy as highlighted in annual safeguarding training.	Like: 2 Sev: 2		GREEN
6	Welfare & Pastoral Care	▪ The organisation does not provide effective welfare and pastoral support which results in learners (and staff) being unsupported and the risk of	Like: 4 Sev: 4	▪ Onsite ELSA support for children ▪ Form teachers and SLT have a positive rapport with families at the school	Like: 2 Sev: 2		GREEN

		vulnerabilities being exploited		▪ Contacts in the local area such as Family Treatment Services and KRSP and Police. ▪ Open conversations with SLT and staff line managers ▪ Flagged concerns are managed in a supportive and educational way to avoid over-punitive practice, which could create fear. ▪ Effective relationship and communication with parents to discuss any Smoothwall flags that occur.			
7	Prayer & Faith Facilities	▪ Requirements of learners (or staff) requiring faith support or the use of facilities are not met by the organisation resulting in individuals seeking external support of unknown suitability. ▪ Facilities (either prayer rooms or quiet space type facilities) provided are not effectively managed or supervised and become ungoverned spaces where radicalising, inappropriate or dangerous activities can take place.	Like:3 Sev: 2	▪ Staff and families can request time off for religious celebrations/festivals taking place during term time. ▪ If asked, a space for prayer requirements can be put in place	Like: 3 Sev: 2		GREEN

8	Promoting British Values and Protected Characteristics	▪ The school does not have a culture and ethos where British Values and Protected Characteristics are celebrated, which leads to a culture of disrespect and intolerance and where tensions are allowed to flourish. ▪ Staff and learners do not understand BV, PC (or feel confident about), and extremist views and narratives are allowed to flourish unchallenged.	Like: 4 Sev: 4	▪ BV and PC are promoted and talked about with everyday learning and during assembly times ▪ Often topical debates in class lead to the BV and PC being discussed ▪ Children are encouraged to express and respect others' opinions. ▪ Pupils are able to explore political, religious, and social issues in a safe and respectful environment. ▪ Pupils are taught about the diverse national, regional, and ethnic identities in the Uk and the need for mutual respect. ▪ Staff are aware of the importance of promoting fundamental British values ▪ The school takes a democratic approach to decision-making where possible, allowing the children to have their say/vote ▪ The school organises multicultural talks and events.	Like: 2 Sev: 2		GREEN
9	Site Security	▪ The organisation does not have sufficient security of its premises and learners are targeted by individuals or groups	Like: 5 Sev: 4	▪ All visitors enter via Reception entrance or are signed in ▪ The school site has a controlled entrance and exit gates.	Like: 2 Sev: 3		GREEN

		seeking to share their extremist views or endanger their personal safety. ▪ Charities are allowed on campus without effective checks or charitable collections are inadvertently diverted to inappropriate or unlawful causes. ▪ On site dangerous or hazardous substances are not kept secure and are allowed into the possession of individuals or groups seeking to use them unlawfully.		▪ CCTV on entrance/exit gates by a member of staff for events. ▪ Effective Safeguarding control for anyone entering the building, which includes a clear lanyard ▪ All visitors enter via Reception entrance. ▪ Visitor-reception policy ▪ Effective safeguarding controls for anyone entering the building. ▪ All dangerous substances are locked away under adult supervision. ▪ Lockdown procedures are regularly reviewed and practised. ▪ Visitor identity is checked before access to site is granted			
10	Emerging Radicalisation Pathways	▪ Pupils may become vulnerable to radicalisation through mixed, unstable, or unclear ideologies. ▪ Pupils may demonstrate a fixation with violence, mass casualty events, or grievance narratives without identifying with a specific extremist group.	Like: 4 Sev: 4	▪ DSL and DDSL Prevent training. ▪ Annual staff safeguarding and Prevent updates. ▪ MyConcern recording system. ▪ Close pastoral monitoring. ▪ ELSA support. ▪ Strong home-school communication. ▪ Safeguarding discussions within SLT. ▪ Prevent discussed as part of safeguarding updates.	Like: 2 Sev: 3	▪ Annual review of emerging Prevent risks. ▪ Updates provided to staff through safeguarding briefings. ▪ Continue liaison with Prevent and safeguarding networks.	GREEN

		▪ Vulnerable pupils may be influenced by misogynistic, anti-authority or conspiracy-based content. ▪ Warning signs may be missed because they do not fit traditional extremist profiles.					