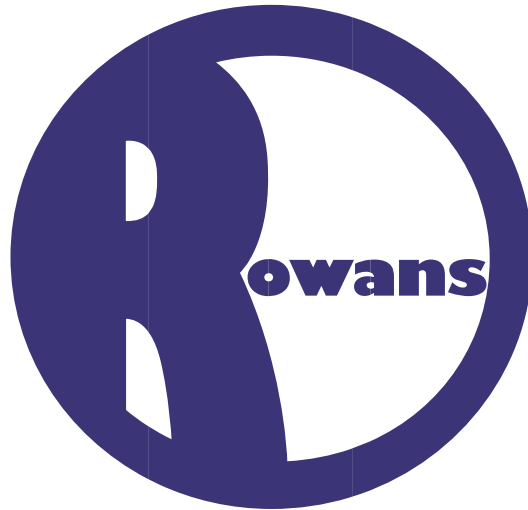




PREVENT Policy and Risk Assessment

Policy Written/Reviewed by	Fiona May Reviewed: Lacey King
Date of Review	September 2026
Date of Next Review	September 2027

Aims and Principles

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. The principal objectives are that:

- All Staff and Governors will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school. We have due regard to the need to prevent people from being drawn into terrorism.
- All Staff and Governors will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

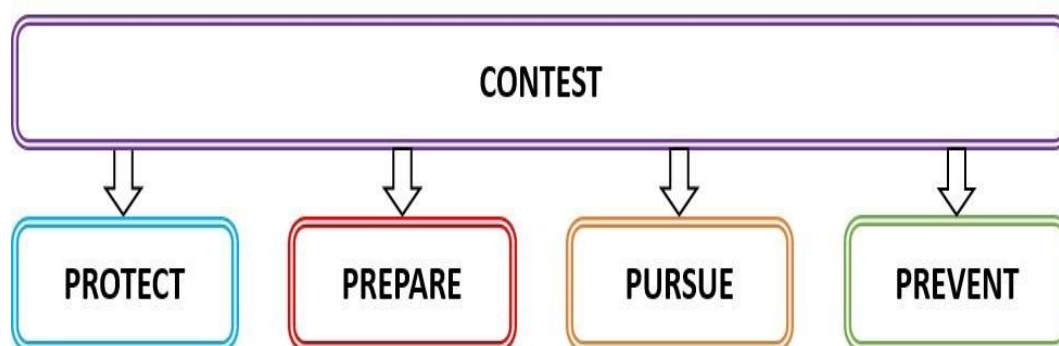
Context

Prevent is one strand of the Government's Counter Terrorist Strategy

Context which includes four strands:

- Protect – To strengthen protection against a terrorist attack
- Prepare – To mitigate the impact of a terrorist attack.
- Pursue – To stop terrorist attacks.
- Prevent – Prevent people becoming terrorists or supporting terrorism.

As well as supporting the above strategy The Rowans also takes steps to ensure that all pupils and staff are aware of the dangers of extremism and are able to protect themselves or seek support to ensure they are safe.



Early intervention is at the heart of Prevent. It aims to stop people becoming terrorists or supporting terrorism and sits alongside the school's wider safeguarding duties. It includes early support for people who may be susceptible to radicalisation, before criminal activity occurs.

The Prevent Strategy has three significant objectives:

- 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

Channel is a key element of Prevent. It is a voluntary, confidential, multi-agency safeguarding programme that provides support to people who are susceptible to becoming terrorists or

supporting terrorism. Channel panels are chaired by the local authority and include relevant partners such as the police, education, health, housing and social care.

- Consider referrals and information shared by partner agencies;
- Assess susceptibility, risk, vulnerabilities and support needs; and
- Where appropriate and with consent, agree a tailored package of support.

Channel provides early safeguarding support to reduce a person's susceptibility to radicalisation. Consent is required before Channel support is provided. For a pupil under 18, consent is provided by a parent, guardian or the agency responsible for their care. Prevent addresses all forms of terrorism, and concerns must be considered proportionately and in context.

Definitions and Indicators

Radicalisation is a personal and individual process and may look different from person to person. There is no single profile or pathway. Staff should use professional curiosity and consider behaviours, changes and circumstances in context, rather than relying on a checklist. They should understand the terms radicalisation, terrorism and extremism and know how to report a concern.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.

Extremism is defined as the support or promotion of an ideology based on violence, hatred or intolerance that aims to:

- Deny or destroy the fundamental rights and freedoms of others
- Undermine or overturn the UK's system of democracy and democratic rights
- Intentionally create an environment that permits or enables others to achieve either of the above.

Procedures for Referrals

Staff must remain vigilant, maintain a culture that "it could happen here", and report concerns promptly to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead through CPOMS. Concerns must be considered in context and handled in line with the school's safeguarding procedures.

Early intervention can protect and support people who may be susceptible to radicalisation. Staff should follow the Notice, Check, Share approach, use professional curiosity and seek advice from the DSL or Prevent lead where they are unsure whether a concern meets the Prevent referral threshold.

The safeguarding team will respond promptly to concerns and decide the most appropriate action on a case-by-case basis. This may include further safeguarding support, advice from the local authority Prevent lead or police, or a Prevent referral.

Notice – identify a concerning change, behaviour or circumstance that may indicate susceptibility to radicalisation.

Check – consider the concern in context, record relevant information and speak to the DSL or Prevent lead. Do not investigate independently.

Share – where the concern may relate to radicalisation into terrorism, share it through the appropriate safeguarding or Prevent referral route.

How does radicalisation happen?

The process of radicalisation may involve:

- being [groomed](#) online or in person
- exploitation, including [sexual exploitation](#)
- psychological manipulation
- exposure to violent material and other inappropriate information
- the risk of physical harm or death through extremist acts.

Radicalisation can take place gradually or more quickly, online, offline or through a combination of influences. There is no single profile or checklist. Factors that may be relevant, alone or in combination and when considered alongside concerning behaviour or ideological influence, can include:

- Exposure to radicalising content or influences, including online;
- Real or perceived grievances, injustice or discrimination;
- A need for identity, meaning, status or belonging;
- Social isolation, significant change, loss or trauma;
- Exploitation, coercion, grooming or manipulation;
- Personal vulnerabilities or unmet needs, where relevant; and
- Changes in behaviour, language, relationships or online activity that cause concern when considered in context.

Making a Referral to PREVENT

[Prevent-National-Referral-Form.pdf](#) The current Prevent national referral form and guidance are available on GOV.UK.

preventreferrals@kent.police.uk Staff must pass concerns to the DSL or a Deputy DSL without delay and record them on CPOMS. The DSL will apply Notice, Check, Share and, where a Prevent referral is appropriate, submit the national referral form through the current Kent and Medway referral route. Immediate risks must be reported to the police through 999.

- Feedback following a referral may be limited because of confidentiality, data-protection requirements and operational sensitivities.
- [advice for members of the public](#) If the DSL is unsure whether the concern meets the Prevent threshold, advice should be sought from the local authority Prevent lead or police. Other safeguarding or support referrals should continue where appropriate.
- Members of the public can seek confidential advice through ACT Early. For an immediate threat, call 999.
- [report online material promoting terrorism or extremism](#) Terrorist or extremist material online should be reported through the GOV.UK online reporting service and through the school's safeguarding procedures.
- [View guidance on reporting hate crime](#) Hate crime or hate incidents should be reported through the appropriate police or local reporting route.

The Role of the Curriculum

Our curriculum promotes respect, tolerance, equality and diversity. 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. Pupils are encouraged to share their views and recognise that they are entitled to

have their own different beliefs which should not be used to influence others. Our PSHE (Personal, Social and Health Education), provision is embedded across the curriculum, and underpins the ethos of the school. 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. Pupils 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.

Role of Governors

The Governors of the provision will undertake appropriate training so they understand their role and statutory safeguarding responsibilities. They will support the ethos and values of the school and hold leaders to account for the effective implementation of this policy. In line with Keeping Children Safe in Education 2026, governors will ensure that appropriate safeguarding arrangements, including Prevent, filtering and monitoring, staff training and referral pathways, are in place and reviewed.

Staff Training

Through induction, safeguarding training and continuing professional development, the school will ensure that staff understand the Prevent duty, the current national and local risk picture, how radicalisation may present, the Notice, Check, Share approach, and how to record and escalate concerns. Training will be proportionate to staff roles and the school's assessed risk.

The Rowans AP Academy has a Prevent Risk Assessment

The Prevent risk assessment considers how pupils may be susceptible to radicalisation into terrorism and identifies proportionate controls to reduce and manage that risk. It is reviewed in response to changes in national guidance, the local threat picture, incidents and the needs of the school community.

The risk assessment reflects the national threat picture and information about risks in Medway. Risk can change, and no area, institution or body is risk free.

At The Rowans AP Academy, our leaders and staff have an understanding of:

- The national terrorism and extremism threat picture;
- The risks that may affect pupils and young people, including online risks;
- Local risks and their potential impact on pupils; and
- A proportionate response based on the school's context, pupils and level of risk.

All staff are encouraged to:

- Be vigilant and professionally curious, recognising that there is no single profile or pathway to radicalisation.
- Understand potential indicators in context and follow Notice, Check, Share when a concern arises.
- Keep Prevent training up to date and know the school's DSL/Prevent lead, recording and referral procedures.
- Use current GOV.UK Prevent duty training and seek advice from the Kent and Medway Prevent team when needed.

Prevent is a shared responsibility. Staff report any concerns immediately.

We work with local partners, including the local authority Prevent lead, police, safeguarding partners and the Department for Education regional Prevent coordinator. This partnership supports an up-to-

date understanding of local risk, protects pupils online and strengthens pupils' resilience to radicalising influences.

Useful Websites

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://gb.safeguarding.network/content/safeguarding-resources/radicalisation/>

<https://www.gov.uk/government/publications/notice-check-share>

<https://educateagainsthate.com/>

<https://www.gov.uk/government/publications/protecting-pupils-from-radicalisation-the-prevent-duty>

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

<https://www.youtube.com/playlist?list=PL9TuOrxs7DdBrTx5NkghTauw1Cu-KsSwF>

<https://www.kelsi.org.uk/child-protection-and-safeguarding/prevent-within-schools>

Appendix 1 - “Prevent” Risk Assessment and Action Plan

The Rowans AP Academy recognises that it has a duty under section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

Duty	What this means	Action	By whom
Risk assessment			
Assess the risk of pupils being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting pupils and young people	All staff read Keeping Children Safe in Education 2026: Part One and follow the school safeguarding procedures. The DSL/Prevent lead ensures staff understand the Prevent Duty Guidance for England and Wales (2023), the revised Channel duty guidance (2025) and the Notice, Check, Share guidance (2026). The school obtains current local risk information from the local authority Prevent lead, police, safeguarding partners and, where available, the Counter Terrorism Local Profile. The risk assessment considers all forms of terrorism and relevant mixed, unclear or unstable ideologies. Risks are reviewed proportionately and are not based on assumptions about a religion, ethnicity, community or protected characteristic. The DSL reviews the national and local threat picture at least annually and following any significant incident or new guidance.	All staff DSL
	Staff can identify individual pupils who may be at risk of radicalisation and how to support them.	The DSL briefs staff on signs and indicators in context, including online influences and concerning ideological content. Staff understand that there is no single profile or checklist and know how to use Notice, Check, Share. Local risk information is reviewed and shared with staff	All staff

		where relevant. All concerns are recorded and reported promptly.	
	There is a clear procedure in place for protecting pupils at risk of radicalisation.	All staff understand how to record and report concerns about possible radicalisation through CPOMS and directly to the DSL or a Deputy DSL. Prevent training is completed on induction and refreshed in line with the school's assessed training needs and current guidance.	All staff
	The school has identified a DSL, who takes overall responsibility for Prevent.	All staff know who the DSL is and that this person acts as a source of advice and support.	All staff
	All staff are vigilant with parents, carers and members of the community and pass information on appropriately	Staff pass relevant information to the DSL promptly and follow safeguarding procedures during and outside normal working hours. Out-of-hours safeguarding arrangements are shared with staff and are visible in school and on the school website.	All staff
Prohibit extremist speakers and events in the school	The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises.	- All visiting speakers to have a nominated point of contact at the school - Conducting research on the person/organisation to establish whether they have demonstrated extreme views/actions. - Refusal to allow people/organisations to use school premises if they have links to extreme groups or movements. - Visitors to provide ID upon arrival at school and read and adhere to the school's safeguarding procedures. - Ensuring visiting speakers are accompanied and are not left unsupervised with pupils if there could be a risk	DSL

Working in Partnership			
The school is using existing local partnership arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures.	All staff record and report concerns on CPOMS. The DSL maintains links with the Kent and Medway Prevent team, police and safeguarding partners, understands current local risks and shares relevant updates with staff.	All staff
	The DSL will make appropriate referrals to other agencies, including children's social care, the police and Prevent. Referrals suitable for Channel are considered through the statutory multi-agency process.	Records of concerns, decisions, advice and referrals are retained on CPOMS. Referrals are followed up appropriately. The DSL maintains links with local police, the local authority Prevent lead and relevant Medway services so the school remains informed about local trends.	All staff
Staff Training			
Equip staff to identify pupils at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	The school assesses training needs in light of its risk assessment. All staff complete appropriate Prevent training through induction and safeguarding updates. Staff understand Notice, Check, Share, the school's escalation route and the importance of considering indicators in context. The DSL/Prevent lead completes role-appropriate training and can provide advice and support.	DSL
IT Policies			
Endeavour to ensure that pupils are safe from terrorist and extremist material when accessing the internet in schools	The school has policies in place which support the "Prevent" duty.	Safeguarding Policy - Behaviour, Inclusion and Relationships Policy - Policy on Pupils' Use of ICT, Mobile Phones and other Electronic Devices	DSL
	Pupils are taught about online safety, including age-appropriate learning about extremist influence,	The curriculum reflects this duty and develops pupils' critical thinking, media literacy, respectful challenge and confidence to seek help.	ICT teacher and all staff

	manipulation, misinformation and radicalisation.		
	Appropriate filtering and monitoring arrangements reduce the risk of pupils accessing or being exposed to terrorist and extremist material online.	The school uses LGfL filtering and SENSO monitoring. Harmful content categories, including extremist material, are blocked where appropriate; activity is logged and safeguarding alerts are reviewed. The effectiveness of filtering and monitoring is reviewed regularly by the designated safeguarding lead and responsible governor, with regard to KCSIE 2026 and the school's risk assessment.	
Building pupils resilience to radicalisation			
Ensure that pupils have a safe environment in which to discuss controversial issues.	Pupils develop the knowledge, skills and understanding to prepare them to play a full and active part in society.	- Through PSHE and other curriculum activities, pupils are able to explore political, religious and social issues. - 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. Local issues specific to Medway are discussed during PSHE and humanity based subjects.	