

# Prevent Statement and Policy

Newfield Primary School



|                     |            |                             |
|---------------------|------------|-----------------------------|
| <b>Approved by:</b> | Sarah Bolt | <b>Date:</b> September 2025 |
|---------------------|------------|-----------------------------|

|                          |                |
|--------------------------|----------------|
| <b>Last reviewed on:</b> | September 2024 |
|--------------------------|----------------|

|                            |                |
|----------------------------|----------------|
| <b>Next review due by:</b> | September 2026 |
|----------------------------|----------------|

## Newfield Prevent Statement and Policy

**CONTEST** is the name of the UK's Counter-Terrorism Strategy.

CONTEST is split into four work streams that are known within the counter-terrorism community as the "four P's": **Prevent, Pursue, Protect and Prepare.**

### **What is the Prevent strategy?**

The Prevent duty requires specified authorities such as education, health, local authorities, police and criminal justice agencies (prisons and probation) to help prevent the risk of people becoming terrorists or supporting terrorism.

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

It sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms, such as substance abuse, involvement in gangs, and physical and sexual exploitation. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

### **How does the Prevent strategy apply to schools?**

- From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.
- This means we have a responsibility to protect children from extremist and violent views the same way that we protect them from any other harm.
- Importantly, we can provide a safe place for pupils to discuss these issues, at an appropriate level so they better understand how to protect themselves.

**Extremism: the national threat-** see the extract in Appendix 2 taken from the Prevent Duty

**Extremism: the local threat-** Brent is a Prevent priority area. See [strongercommunitiesstrategyapp1v2.pdf \(brent.gov.uk\)](#) in Appendix 3

### **Preventing extremism at Newfield Primary School**

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy. These include:

- Having a **culture of vigilance** where **safeguarding** is prioritised.
- Having clear **school values** which direct all aspects of school life.
- Having a clear **school vision** which creates an inclusive, nurturing school culture.
- Having clear **school rules** focused on safety and respect.
- A commitment to **Anti-Racist** practices in all aspects of school life.
- A strong **Anti-Bullying** culture.

- Promoting the **spiritual, moral, social and cultural** development of pupils, as well as the core **British Values**.
- Exploring other cultures and religions and **promoting diversity**.
- Developing a **strong, positive sense of identity and belonging**.
- A commitment to the **Equalities Act** and a determination to fulfil our equalities objectives and **challenge discrimination** in all forms.

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect.

The school will make sure any discussions are suitable for the age and maturity of the children involved.

### **School Values**

Ambition, Achievement, Belonging, Enjoyment, Kindness, Resilience, Respect, Tolerance

### **British Values**

Democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

### **School Rules**

- Be Kind
- Be Ready
- Be Respectful
- Be Safe

### **The Curriculum**

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.

The elected School Council is a key representation in the school of the importance of democracy and of the need for whole school and small group discussion about actions, values and beliefs. Assembly themes also celebrate and explore the school's key values and their relevance to being a part of modern-day Britain. 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.

The Personal, Social, Health Education (PSHE) curriculum is also central in promoting concepts around creating a sense of identity and belonging as well as learning about democracy and citizenship; there are progressive units taught on discussing and

celebrating the differences between people in our community. The PSHE curriculum also promotes good mental health; at Newfield we provide pupils opportunities to be physically and mentally healthy. The Religious Education curriculum, assemblies and enrichment opportunities educate pupils (and parents) about different religions and faith traditions, as well as learning about those of no faith. This promotes the tolerance and respect for the beliefs of others whilst not threatening pupils' own religion, culture and traditions.

In History and Geography pupils learn about Britain but also the wider world; in History pupils learn about the development of major faiths within empires in Britain and beyond.

In English our choice of texts is deliberate. We promote reading, quality texts and significant authors as well as reflecting home backgrounds and authors from different cultures and faiths.

In Singing and Music we select songs and composers from a range of backgrounds.

We are an Anti-Racist school and this ethos is threaded throughout the curriculum in our promotion of the home backgrounds of all pupils and our challenge of discrimination in any form.

### **Information Technology: Online 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 blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored. Senso monitoring alerts senior staff when material that is deemed to be inappropriate has been accessed on school devices. Where there are concerns and prevent further access when new sites that are unblocked are found

### **Roles and Responsibilities**

#### **Role of the Governing Board**

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

The governing body has a nominated person who will liaise with the Headteacher and other staff about issues to do with protecting children from radicalisation.

#### **Role of the Headteacher**

It is the role of the headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

### **Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

### **Role of staff**

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

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

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

The Online Safety and Acceptable Use (ICT) Policy refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.

Pupils and staff know how to report internet content that is inappropriate or of concern.

### **Staff Training**

Staff will be given training to help them understand the issues of radicalisation so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated about Prevent and extremism as necessary throughout the academic year, but also have targeted Prevent training. All staff at Newfield can access National Online Safety training.

### **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable. Our recruitment procedures are rigorous and we follow the statutory guidance published in *Keeping Children Safe in Education (2024)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

### **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.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised

at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Headteacher.

### **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
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- 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
- glorifying violence, especially to other faiths or cultures
- 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, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### **Working in Partnership**

At Newfield we work in line with the Brent Safeguarding Partners to prevent pupils and families who are vulnerable to extremism and terrorism.

## **Sharing Information: Referral Process**

### **In School**

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

If you are concerned about the welfare of a child please speak to Ms Bolt; contact Brent Family Front Door 020 8937 4300 or call the police on 999 if you believe the child is in immediate danger.

### **Brent Council: Reporting a Concern**

If you have concerns about someone being radicalised, please contact the Brent Prevent team. We are here to support you. We work with colleagues in the Police service and safeguarding agencies to assess referrals. In Brent, child related safeguarding concerns are referred to the Family Front Door.

**Call:** 020 8937 4300

**Email:** [family.frontdoor@brent.gov.uk](mailto:family.frontdoor@brent.gov.uk)

If your concern is regarding a vulnerable adult, this should be reported to:

Call: 020 8937 4098 or 020 8937 4099

Email@ [safeguardingadults@brent.gov.uk](mailto:safeguardingadults@brent.gov.uk)

### **Prevent Referral Form**

You can [download the Prevent Referral Form](#) and email the completed form to [preventreferrals@met.pnn.police.uk](mailto:preventreferrals@met.pnn.police.uk).

Please also copy this email to [prevent@brent.gov.uk](mailto:prevent@brent.gov.uk).

### **What happens next**

If an individual is assessed to be vulnerable to radicalisation, they may be offered support through the Channel programme.

This is a multi-agency programme designed to safeguard and support vulnerable individuals at risk of being drawn into terrorism, including extreme right-wing and Islamic-related.

You will find full details of Channel on the [Home Office website](#).

### **Monitoring and Review**

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

### **Related Policies**

- Child Protection and Safeguarding Policy
- Online Safety and Acceptable Use (ICT) Policy
- Behaviour for Learning Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Personal, Social And Health Education (PSHE) Policy
- Staff Code of Conduct for Safeguarding (GSWP 2019)

- Teaching and Learning Policy
- Whistle-blowing Policy

**Please also see the Prevent Risk Assessment- Appendix 1**

### **Key Terms**

Extremism – *vocal or active opposition to fundamental British values.*

Ideology – *a set of beliefs*

Terrorism – *a violent action against people or property, designed to create fear and advance a political, religious or ideological cause*

Radicalisation – *the process by which a person comes to support extremism and terrorism*

**External sources - The following sources may also be useful for further information:**

- What is Prevent? Let's Talk About It
- Educate Against Hate
- <https://act.campaign.gov.uk/>
- [strongercommunitiesstrategyapp1v2.pdf \(brent.gov.uk\)](https://www.brent.gov.uk/media/2018/05/strongercommunitiesstrategyapp1v2.pdf)
- [Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/681207/prevent-duty-guidance-guidance-for-specified-authorities-in-england-and-wales.pdf)

### **Appendix 2 taken from Prevent Duty Guidance: Threat and risk**

22. Prevent deals with all kinds of terrorist threats to the UK. Prevent's first objective is to tackle the ideological causes of terrorism. The ideological component of terrorism is what sets it apart from other acts of serious violence. Islamist ideology is resilient and enduring. Extreme Right-Wing ideology is resurgent. Other ideologies are less present, but still have the potential to motivate, inspire and be used to justify terrorism.

23. In the UK, the primary domestic terrorist threat comes from Islamist terrorism. Islamist terrorism is the threat or use of violence as a means to establish a strict interpretation of an Islamic society. For some this is a political ideology which envisions, for example, the creation of a global Islamic caliphate based on strict implementation of shari'ah law, drawing on political and religious ideas developed in the 20th century by Sayyid Qutb and Abdallah Azzam. Many adherents believe that violence (or 'jihad' as they conceive it) is not only a necessary strategic tool to achieve their aims, but an individual's religious duty.

24. Extreme Right-Wing Terrorism describes those involved in Extreme Right-Wing activity who use terrorist violence to further their ideology. These ideologies can be broadly characterised as Cultural Nationalism, White Nationalism and White Supremacism. Individuals and groups may subscribe to ideological trends and ideas from more than one category. Unlike Islamist terrorist groups, Extreme Right-Wing terrorists are not typically organised into formal groups with leadership hierarchies and territorial ambitions, but informal online communities which facilitate international links.

25. Prevent also tackles other ideologies and concerns that may pose a terrorist threat. Established terrorist narratives exhibit common themes such as antisemitism, misogyny, anti-establishment, anti-LGBT grievances and religious or ethnic superiority. Left-Wing, Anarchist and Single-Issue Terrorism currently represents a

significantly smaller terrorist threat to the UK than Islamist terrorism or Extreme Right-Wing Terrorism and is not currently present in the UK at any significant scale (although there has been some activity that has met a terrorism threshold in recent years). The majority of related activity in the UK has consisted of lawful protest, and where these have involved violence, it has resulted in offences relating to public order.

26. Conspiracy theories can act as gateways to radicalised thinking and sometimes violence. In some cases, a blurring of ideologies with personal narratives makes it harder to assess the risk that people may pose. The need to understand motivation and intent is why in some cases it can take time for an incident to be declared terrorism or not, and why sometimes it remains unclear.

27. Counter-terrorism efforts encounter a range of personal and ideological motivations to violence, where a traditional terrorist narrative may only be part of a much more complex picture. Terrorists can hold a range of personal grievances alongside the primary ideology for committing an attack. Individuals are increasingly adopting a mix of ideas from different ideologies into their grievance narratives. This contributes to the increasing challenge of assessing the motivation behind an individual's violence, determining the most appropriate mitigations to put in place and judging whether or not that violence constitutes an act of terrorism. It is possible that violent adherents to movements and subcultures, such as Involuntary Celibacy (Incels), could meet the threshold of terrorist intent or action, should the threat or use of serious violence be used to influence the government or intimidate the public.

28. Prevent work should always be aware of the risk presented by the people or group in question and recognise the agency of people in aligning with extremist groups. Encouraging susceptible people to commit acts of terrorism on their own initiative is a deliberate strategy of terrorist groups in their propaganda and is exacerbated by communities who glorify acts of violence against society or specific groups within it.

29. There is rapid proliferation of terrorist content on multiple online services. Research has demonstrated that the internet has become the 'preferred' avenue for those searching for terrorist propaganda or contacts. The internet continues to make it simpler for individuals and groups to promote and to consume radicalising content. Government analysis of the Terrorism Act (TACT) offenders and TACT-related offenders' radicalisation pathways in England and Wales found that online radicalisation had become the predominant pathway for an increasing proportion of TACT offenders. Previously, it had been a hybrid pathway, involving both online and offline influences. This can involve people, including a concerning number of children under the age of 18, committing offences by downloading and disseminating terrorist materials.

30. Prevent continues to monitor emerging radicalisation trends and ideologies to establish whether they represent a terrorism risk or play a role in radicalising people. [Annual statistics on the people referred to Prevent, which includes a breakdown of ideology and type of concern, can be found on GOV.UK.](#) Information and analysis on extremist and terrorist ideologies is available from the [Commission for Countering Extremism](#), the government's 'centre of excellence' on counter extremism.

### Appendix 3

Taken from [strongercommunitiesstrategyapp1v2.pdf \(brent.gov.uk\)](#)

Despite having high levels of community cohesion<sup>2</sup> Brent, and its diverse communities, remains at high risk of incidents of the following challenges:

- Hate crime;
- Extremism and radicalisation;
- Domestic abuse and harmful practices;
- Child sexual exploitation; and
- Gang-related crime.

The approaches to these different issues are specific and tightly focused. All too often, however, those involved are at risk across a number of these headings. Instances in Brent of child sexual exploitation are quite often linked to the activities of local gangs, for instance. Drugs, gang activity and organised crime are also often intertwined.

As well as outlining the contribution of the statutory agencies – the council, the police, the NHS, the Probation Service, schools etc. – this strategy focuses on the central role of the community – not only in identifying these issues, but in constructing effective, community-led approaches.

This strategy sets out a snapshot of the evidence we have on the nature and extent of these issues. It also sets out our partnership vision for tackling these complex challenges by working with communities and residents, alongside professionals within the statutory services, to develop a community-based approach. Finally, this strategy document sets out our strategic objectives and the measures by which we will know how effective we are in addressing these challenges.

The over-arching aim of this strategy is to work with our partners, communities and residents to make Brent stronger, more resilient and cohesive.