LAND OF LEARNING
NURSERY & PRIMARY SCHOOL

Prevent Policy

2026–2027

Safeguarding pupils from radicalisation and being drawn into terrorism

Our safeguarding principle
Prevent is part of safeguarding. Concerns about radicalisation are approached in the same child-centred, proportionate and professional way as other safeguarding concerns. Staff remain alert, avoid stereotypes and assumptions, and act when something causes concern.

Prevent lead	Designated Safeguarding Lead (DSL)
Approved by	Governing Body
Effective from	September 2026
Review cycle	At least annually and following significant changes to risk or guidance
Next review	September 2027
Applies to	All pupils, staff, volunteers, visitors and use of school premises

1. Purpose and statutory framework

Land of Learning Nursery & Primary School is committed to safeguarding and promoting the welfare of every pupil. The Prevent duty forms part of our wider safeguarding responsibilities and is not a separate system.

This policy explains how the school identifies and responds to concerns that a pupil may be susceptible to radicalisation or being drawn into terrorism, how we reduce relevant risks, and how our curriculum and ethos help pupils develop resilience.

This policy has been written with regard to:

- the Counter-Terrorism and Security Act 2015, including the Prevent duty;
- Prevent duty guidance: England and Wales (2023);
- Keeping Children Safe in Education 2026;
- Department for Education practical Prevent guidance for designated safeguarding leads, updated September 2026;
- Channel guidance and current Prevent referral arrangements;
- the Education (Independent School Standards) Regulations 2014 and current DfE guidance for independent schools;
- the Equality Act 2010; and
- local Prevent information and safeguarding arrangements in Leicester.

It should be read alongside the Child Protection and Safeguarding Policy, Online Safety Policy, Behaviour Policy, Anti-Bullying Policy, Equality arrangements, SEND Policy, Staff Code of Conduct, visitor/speaker arrangements and relevant curriculum policies.

2. What Prevent means

The Prevent duty requires specified authorities, including schools, to have due regard to the need to prevent people from becoming terrorists or supporting terrorism. Prevent is delivered through safeguarding approaches and focuses on early identification and support.

Term	Meaning in this policy
Prevent	Early safeguarding activity intended to stop people becoming terrorists or supporting terrorism.
Radicalisation	The process of a person legitimising support for, or use of, terrorist violence.
Susceptibility	Circumstances may make someone more open to radicalising influences. Susceptibility must never be assumed from identity, faith or background.
Channel	A voluntary and confidential multi-agency programme providing tailored support to people assessed as susceptible to being drawn into terrorism.

3. Islamic ethos, equality and avoiding stereotypes

Land of Learning is an Islamic faith school. Our Islamic ethos supports safeguarding through justice, mercy, responsibility, respect, good character, the sanctity of life and care for others. Pupils are taught to reject hatred, violence, injustice and the harming of innocent people.

Faith is not an indicator of radicalisation
Islamic belief, religious observance, modest dress, discussion of faith, increased interest in religion or strongly held lawful religious or political views do not in themselves indicate radicalisation. Staff must not make assumptions based on faith, ethnicity, family background, identity, SEND or neurodivergence. Concerns are assessed objectively, proportionately and in context.

Prevent applies to all forms of terrorism. The school responds consistently to relevant concerns regardless of the ideology, cause, group or individual involved.

4. Local and contextual risk assessment

The school maintains a written Prevent risk assessment appropriate to an independent primary school. It is reviewed at least annually and sooner where significant local, national or school circumstances change.

The assessment considers:

- the current local and national threat and risk picture;

- information and advice from Leicester City Council, Leicestershire Police and relevant Prevent partners;
- the age, developmental stage and needs of pupils;
- online radicalisation, social media, gaming and exposure to harmful content;
- visitors, speakers, external organisations and use of school premises;
- curriculum opportunities to build resilience, critical thinking and online safety;
- staff knowledge, training and confidence;
- school safeguarding, behaviour, attendance and pastoral intelligence; and
- emerging concerns or patterns within the school community.

The school does not rely on historic labels such as a particular ward or area being 'high risk'. Current evidence and professional advice inform the assessment.

5. Recognising a concern: no single profile

There is no single profile of a person who may be susceptible to radicalisation and no checklist can determine risk. A concern may arise from a combination of behaviour, language, relationships, online activity or contextual information.

Examples that may warrant further professional consideration, particularly where there is a pattern or concerning context, include:

- expressing support for terrorism, terrorist groups or terrorist violence;
- justifying or glorifying terrorist attacks or violence against others;
- accessing, sharing or becoming fixated on terrorist or extremist propaganda connected to terrorism;
- attempting to recruit, pressure or influence others towards terrorist or violent extremist ideas;
- concerning contact with individuals or groups linked to terrorism or radicalising influences;
- significant behavioural, language, relationship or online changes alongside other relevant concerns;
- expressing an intention to travel, act or prepare in a way that raises terrorism-related concerns.

None of these should be considered in isolation. Ordinary childhood behaviour, lawful disagreement, religious practice or protected characteristics are not evidence of radicalisation.

6. Staff procedure: NOTICE - CHECK - SHARE

Step	Staff action	Key message
NOTICE	Notice something that causes concern. Record what was seen, heard or disclosed, using the pupil's own words where possible.	Do not label or diagnose.
CHECK	Consider context and whether this is a one-off or part of a wider pattern. Check relevant information with the DSL; do not conduct your own investigation.	Be curious, not assumptive.
SHARE	Report the concern without delay to the DSL or a Deputy DSL through the school's normal safeguarding procedure.	Prevent is safeguarding.
Immediate danger		
If a child or another person is in immediate danger, or there is an immediate terrorism-related threat, call 999. Inform the DSL as soon as possible.		

7. DSL assessment and Prevent referral

The DSL or Deputy DSL will consider a Prevent concern using the school's normal safeguarding framework and current Prevent guidance. The assessment will be child-centred and proportionate.

- clarify the concern and distinguish fact from opinion;
- speak with the pupil in an age-appropriate and non-leading way where appropriate;
- review relevant safeguarding, attendance, behaviour, wellbeing and online-safety information;
- consult staff who know the pupil well;
- consider family, peer, online and environmental influences;
- consider vulnerabilities and protective factors;
- avoid assumptions based on background, faith, ethnicity, identity, SEND or neurodivergence;
- seek advice from local Prevent partners or police where appropriate;

- record the concern, actions, decisions, rationale and outcome.

Where there is a concern that a pupil may be susceptible to radicalisation or at risk of becoming involved in terrorism or supporting it, the DSL will consider a Prevent referral in line with current national and local arrangements. A referral is a safeguarding action and does not itself mean that a child has committed an offence.

8. Channel and early support

Where a Prevent referral is assessed as appropriate for Channel, the case may be considered by a multi-agency Channel panel. Channel is voluntary and confidential and aims to provide early, tailored support.

Support depends on individual circumstances and may involve education, family support, wellbeing, mentoring or other appropriate services. The DSL or Deputy DSL will attend Channel meetings when requested and contribute relevant safeguarding information.

The school will continue appropriate pastoral and safeguarding support whether or not a case progresses to Channel.

9. Curriculum, resilience and online safety

Our curriculum and wider school culture help pupils develop the knowledge, character and confidence needed to stay safe from manipulation and harmful influences. Teaching is age-appropriate and sensitive to the developmental needs of primary-aged pupils.

- think critically about information, images and messages they encounter;
- recognise misinformation, manipulation, pressure and unsafe online contact;
- understand that online content and people may not be what they appear to be;
- disagree respectfully and listen to different viewpoints;
- reject prejudice, hatred, violence and dehumanising language;
- understand rights, responsibilities, democracy, the rule of law, individual liberty and mutual respect;
- develop belonging, self-worth, resilience and responsibility; and
- identify trusted adults and seek help when something worries, pressures or frightens them.

Our Islamic ethos complements this work through justice, mercy, respect, responsibility, good character and peaceful conduct. Pupils are not expected to engage with age-inappropriate terrorist material in order to learn about Prevent.

10. Fundamental British Values and political impartiality

The school actively promotes democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, while remaining rooted in its Islamic ethos.

Where political issues are discussed, staff take steps to ensure a balanced presentation of opposing views and do not promote partisan political views. Pupils learn to discuss difficult issues respectfully and distinguish disagreement from hatred, intimidation or violence.

11. Visitors, speakers and use of premises

Visitors and speakers can enrich pupils' learning, but the school takes proportionate steps to ensure external activity does not expose pupils to extremist or inappropriate material.

- identity and organisation;
- purpose, proposed content and suitability for pupils' age;
- available information about the speaker or organisation;
- whether content could undermine Fundamental British Values or promote terrorism, hatred or unlawful discrimination;
- appropriate supervision and safeguarding arrangements.

Not every visitor requires a DBS check. The school applies safeguarding and safer-working arrangements according to the visitor's role, level of contact with pupils and supervision.

Where premises are hired or made available to external groups, appropriate checks and contractual safeguards are used. Permission may be refused or withdrawn where proposed activity presents a safeguarding, Prevent or other serious risk.

12. Staff training

All staff receive Prevent awareness through safeguarding induction and regular updates. Training enables staff to understand that Prevent is safeguarding, recognise possible concerns, avoid stereotypes, follow NOTICE - CHECK - SHARE and know how to report concerns.

The DSL/Prevent lead receives more detailed training appropriate to the role, including current extremist and terrorist ideologies, referral processes, Channel and local risk. The school uses authoritative, up-to-date training resources.

13. Working with parents and carers

The school values partnership with parents and aims to discuss safeguarding concerns openly where it is appropriate and safe to do so.

- talk with their child about safe and responsible online behaviour;
- help children question harmful or manipulative information;
- share relevant concerns or information with the school;
- contact the school if worried that their child is being pressured, groomed or influenced in a harmful way.

The school will not treat a parent's or family's lawful religious belief, political opinion or cultural practice as a Prevent concern simply because it differs from that of others.

14. Pupil voice and age-appropriate expectations

Pupils are not responsible for identifying radicalisation. They are taught, in an age-appropriate way, to:

- stay safe online and offline;
- think carefully about what they see, hear and are told;
- be kind and respectful while understanding that they may disagree with others;
- recognise when something makes them feel worried, pressured or unsafe; and
- tell a trusted adult.

15. Information sharing, confidentiality and record keeping

Prevent concerns are safeguarding information. Staff must not promise confidentiality. Information is shared on a need-to-know basis where necessary and proportionate to safeguard a child or others.

The DSL ensures records include the concern, context, actions, decisions, rationale, referrals/advice and outcomes. Records are stored securely in accordance with safeguarding and data-protection arrangements.

16. Roles and responsibilities

Governing Body / Proprietor

Nominated Safeguarding/Prevent Governor: Mr Dassu

- ensures the school fulfils the Prevent duty and relevant Independent School Standards;
- ensures an appropriate Prevent risk assessment, policy, staff training and referral arrangements are in place;
- provides appropriate challenge and oversight while maintaining confidentiality;
- ensures safeguarding and curriculum arrangements support pupils' resilience to radicalisation.

Headteacher and DSL / Prevent Lead

- maintains oversight of Prevent within safeguarding arrangements;
- keeps the Prevent risk assessment and policy under review;
- ensures concerns are assessed and referrals made where appropriate;
- liaises with local Prevent partners, police and Channel where required;
- ensures staff receive suitable training and updates;
- monitors implementation, emerging risks and curriculum response.

All staff

- read and follow safeguarding procedures and this policy;

- complete required Prevent/safeguarding training;
- remain alert without stereotyping or profiling;
- follow NOTICE - CHECK - SHARE and report concerns without delay;
- do not investigate Prevent concerns independently.

17. Monitoring and review

The Headteacher/DSL reviews implementation of this policy and the Prevent risk assessment at least annually and whenever significant guidance, local intelligence or school circumstances change.

Monitoring considers staff training, referrals and outcomes, online-safety issues, curriculum coverage, visitors/speakers, use of premises, pupil voice and lessons from safeguarding concerns. Appropriate information is reported to the Governing Body/Proprietor without identifying pupils unnecessarily.

18. Related policies and guidance

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality arrangements
- SEND Policy
- Staff Code of Conduct
- Visitor / Visiting Speaker arrangements
- PSHE and Relationships Education curriculum
- Prevent risk assessment

Appendix 1 - Prevent staff quick guide

NOTICE
Something about a pupil's behaviour, language, relationships, online activity or circumstances causes concern. Record what you actually saw, heard or were told. Do not label the pupil.

CHECK
Consider context. Is this a one-off or part of a pattern? Share relevant information with the DSL. Do not conduct your own investigation.

SHARE
Report the concern without delay to the DSL or Deputy DSL through the normal safeguarding route. The DSL decides the next safeguarding steps and whether Prevent advice/referral is appropriate.

URGENT
Immediate danger or immediate terrorism-related threat: call 999, then inform the DSL as soon as possible.

Appendix 2 - Parent-friendly summary

What is Prevent?	A safeguarding duty intended to stop people becoming terrorists or supporting terrorism.
Does Prevent target Muslims?	No. Prevent applies to all forms of terrorism and to people of all backgrounds and faiths.
Is being religious a concern?	No. Religious belief, observance or dress is not in itself an indicator of radicalisation.
What will staff do if worried?	Staff share the concern with the DSL. The DSL considers the full context and decides what safeguarding support or advice is needed.
What is a Prevent referral?	A safeguarding referral for specialist assessment and support. It does not itself mean a person has committed an offence.
What is Channel?	A voluntary, confidential multi-agency programme providing tailored early support where appropriate.
What do children learn?	Age-appropriate online safety, critical thinking, respectful disagreement, belonging, how to recognise pressure and how to seek help.