



**CALTHORPE
ACADEMY**
Skills for the life we want

Prevent Policy

*All policies are electronically signed and available on Governor Hub

Ratified by the Local Governing Body

Signed by the LGB

Date: Nov 2025

To be reviewed every 2 years

Date: Nov 2027

Contents

1. Introduction	3
2. Statement of intent	3
3. Definitions	3
4. Training:.....	4
5. Risk indicators:.....	4
6. Making a judgement:	5
7. Referrals at Calthorpe Academy:	7
8. Preventing radicalisation through learning and sharing the Academy values with staff and our community:.....	8
9. British Values:.....	8
10. External speakers:.....	9
11. Appendix A - Link to internal policies:	11
12. Appendix B - Useful guidance links.....	11
13. Changes	12

1. Introduction

- 1.1. Calthorpe Academy's Prevent Policy will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is in accordance with the requirements of section 78 of the Education Act 2002 and set out on page 41 of the Home Office's Prevent guidance [Home Office guidance](#). Actively promoting these values means challenging any opinions or behaviours in the academy that are contrary to fundamental British values. This policy is not targeted to any specific group but rather to any extreme and radical views.

2. Statement of intent

- 2.1. Protecting Learners from the risk of radicalisation is part of the Academy's wider safeguarding duties. The Prevent duty requires all schools to "have due regard to the need to prevent people being drawn into terrorism", under the [Counter-Terrorism and Security Act 2015](#). In line with this we will actively assess the risk of learners being drawn into terrorism. Staff will be alert to changes in learners' behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify learners who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme through the Academy SPOC (single point of contact – Head Teacher). Staff could also raise concerns about members of staff or parents who are sharing extreme views with other members of staff or learners. The Academy will work with the Local Children's Safeguarding Board, external agencies and parents/carers as appropriate.

3. Definitions

- 3.1. As set out in Prevent duty guidance 2023:
- 'Radicalisation - Is the process of a person legitimising support for, or use of, terrorist violence'
 - 'Terrorism - The use or threat of serious violence against a person or serious damage to property where that action is: designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and for the purpose of advancing a political, religious, racial or ideological cause.'

4. Training:

- The Academy SPOC will undertake Preventing Violent Extremism Managers training in order to be able to provide advice and support to other staff on how to protect learners against the risk of radicalisation. The SPOC is also a WRAP trainer accredited by the home office and this training will be delivered to all staff yearly.
- The Academy has an induction policy with a training programme for all new staff. All new staff will receive safeguarding training with a specific element covering the essential points from the Prevent duty.
- Existing staff will receive annual safeguarding training with a specific element covering the essential points from the Prevent duty.
- All staff will carry out an annual online PREVENT Awareness course.
- It is the responsibility of all staff to develop their PREVENT awareness and seek clarification on the topic.

5. Risk indicators:

5.1. Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society.
- Changing style of dress or personal experience to accord with the group.
- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause

5.2. Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging

5.3. Indicators of vulnerability through personal circumstances:

- Migration

- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

5.4. Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

5.5. Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers/adults requests
- Condoning or supporting engagement with extremist ideologies or groups

6. Making a judgement:

6.1. When making a judgement, staff will ask themselves the following questions:

- Does the learner have access to extremist influences?
- Does the learner access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the learner has been, or is likely to be, involved with extremist organisations?
- Is the learner known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the learner sympathise with or support illegal/illicit groups?
- Does the learner support groups with links to extremist activity?

- Has the learner encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the learner?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the learner?
- Has there been a significant shift in the learner's outward appearance that suggests a new social, political or religious influence?
- Has the learner come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the learner vocally support terrorist attacks; either verbally or in their written work?
- Has the learner witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the learner travelled for extended periods of time to international locations?
- Does the learner have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the learner display a lack of affinity or understanding for others?
- Is the learner the victim of social isolation?
- Does the learner demonstrate a simplistic or flawed understanding of religion or politics?
- Is the learner a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the learner have insecure, conflicted or absent family relationships?
- Has the learner experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the learner's life has extremist views or sympathies?

6.2. **Critical indicators include where the learner is:**

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing 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

7. Referrals at Calthorpe Academy:

- 7.1. We are committed to protecting our learners from radicalisation through a process of early intervention. All staff are encouraged to raise any concerns they might have about a learner or an adult with the SPOC. The SPOC will then assess the situation and decide whether further action is required. If so, they will then discuss any concerns with the DSL head teacher and decide the best course of action regarding a referral to external agencies. Any decisions made will be made on a case-by-case basis and staff must be made aware that if they disagree with a decision not to refer, they are entitled to make a referral themselves where they harbour genuine concerns that a learner is at risk using the Channel contact (To contact your local co-ordinator - Email: Prevent@west-midlands.pnn.police.uk or Call: 0121 251 0241).

8. Preventing radicalisation through learning and sharing the Academy

values with staff and our community:

- 8.1. In addition to a vigilant programme of awareness of risk indicators and referrals where necessary, Calthorpe Academy is dedicated to protecting our learners by engaging them in activities which help them to be more resilient to radical influences. The following exercises are part of the academy's strategy to encourage tolerance and moderation of views in all learners. The Academy will also engage with the community to share our values beyond our Academy and reach partners and members of the public in contact with our learners.

9. British Values:

9.1. The government originally set out its definition of British values in their 2011 Prevent Strategy and British values were introduced in schools and early years settings in 2014 when the Department for Education (DfE) published its British values guidance, stating the purpose as: 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.' The guidance states that all independent and state-maintained schools have a duty to promote British values.

9.2. The British Values are defined as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect

9.3. At Calthorpe Academy we are committed to actively promoting British values and this forms part of our wider work in school with learners in relation to their Spiritual, Moral, Social and Cultural education (SMSC) but also across our entire curriculum and extracurricular programmes. Members of staff have the duty to use every opportunity to share these values across any subjects or activities. The Evidence for Learning app is used to collect evidence of learning opportunities created by teachers and provided to individual learners. The recording of these will be upload half termly.

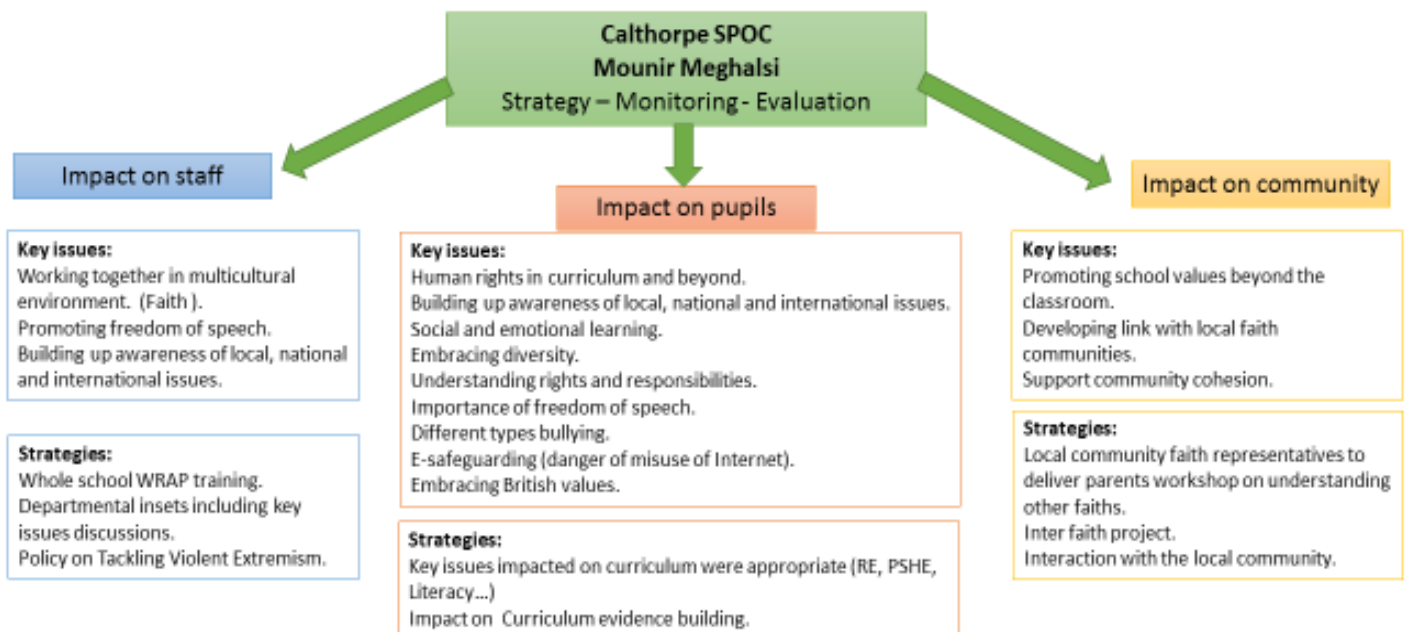
9.4. Much work was already in place to support and embed these values and it is our aim to ensure we effectively share this with learners, staff, governors and the wider community. The British values are integral to our Academy vision and ethos and are reinforced regularly in a variety of ways.

10. External speakers:

10.1. Through hosting external speakers, Calthorpe Academy will provide a safe space for students to engage with a variety of issues and hear and debate different perspectives. Calthorpe Academy has the responsibility to ensure that the people they invite to speak are suitable and that all safeguarding procedures are followed. When inviting speakers, staff are reminded of the following:

- 10.2. The statutory guidance on the Prevent duty makes clear that as part of our safeguarding policy, we should 'set out clear protocols for ensuring that any visiting speakers whether invited by staff, parents or learners themselves are suitable and appropriately supervised'.
- 10.3. When hosting a speaker (either during or outside of school hours), our Academy wish to consider carrying out the following research before agreeing to host:
- The topic of the event (including the purpose of the speaker's visit and the appropriateness for the audience).
 - The speaker's reputation and who may be prompted to attend, particularly whether the speaker or members from the organisation they represent have a reputation for causing disruption at venues.
 - Any risks to the Academy's reputation and ethos.
 - The status of the speaker, including their previous comments, by carrying out checks on internet search engines and across social media sites. When carrying out internet searches, it is good practice to look beyond the first page of results.
 - Whether you consider there to be potential for speakers to use language intended to stir up hatred or incite violence.
 - If necessary the SPOC could seek for the views of the Community safety team/ local police/ LA Prevent co-ordinator if any concerns have been raised.

Calthorpe Academy PREVENT strategy



11. Appendix A - Links to internal policies:

- 11.1. Calthorpe Academy Safeguarding Policy
- 11.2. Calthorpe Academy E-safety Policy
- 11.3. Calthorpe Academy Whistleblowing Policy

12. Appendix B - Useful guidance links

- 12.1. Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism:

[Channel Duty Guidance: Protecting people susceptible to radicalisation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- 12.2. Educate Against Hate:

[Educate Against Hate - Prevent Radicalisation & Extremism](#)

- 12.3. DFE guidance Prevent 2023:

[Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- 12.4. Prevent West midland Police:

[Prevent | West Midlands Police](#)

13. Changes

Description	Date	Page	Section
Dates on cover	November 2025	1	
West Midlands police Prevent Hub telephone number updated	November 2025	7	7.1
Prevent West midland website link updated	November 2025	11	12.4