Prevent Policy

Ethos Statement

TAO Independent School provides a nurturing, relational, and therapeutic learning environment where every child is known, valued, and supported. We believe that safety, trust, and belonging are the foundations of growth.

Our curriculum and culture are shaped by outdoor learning, trauma-informed practice, and compassion. This policy reflects those principles and sets out how we meet statutory requirements while maintaining the high levels of care and personal understanding that define TAO

Principles

The Counter-Terrorism and Security Act (July 2015) requires the proprietors of schools to "have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism". This is known as the 'Prevent Duty'.

This policy has therefore been developed in accordance with the principles established by the Counter-Terrorism and Security Act July (2015) and also the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications “Prevent Duty Guidance: for England and Wales" (March 2015), “The Prevent Duty: Departmental Advice for schools and childminders" (June 2015), “The Use of Social Media for on-line radicalisation" (July 2015), “Working Together to Safeguard Children" (2024), Revised Safeguarding Statutory Guidance 2 “Framework for the Assessment of Children in Need and their Families"(2000) and “What to do if you are worried a Child is being Abused"(2003).

The guidance also reflects Keeping Children Safe in Education (2025) and our responsibilities regarding the Prevent Strategy.

This policy should be read in conjunction with the school s Safeguarding (Child Protection) Policy and Prevent Duty should be seen as part of our existing safeguarding framework.

This policy is reviewed annually or in response to national changes in the Prevent Duty or safeguarding legislation

Definition

For the purposes of this policy the definition of radical or extreme ideology is “a set of ideas which could justify vilification or violence against individuals, groups or self”.

Extremism is defined in the 2011 Prevent Strategy as vocal or active opposition to

fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Aims

To ensure all staff understand the risks of radicalisation within our school and how this risk may change from time to time.

To ensure staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised. Whilst following the Prevent Strategy the school also maintains its mission for diversity to be a core part of all that it does. The school places a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance, and the sanctity of life. Young people are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

Prevent Leads

Daniel Giblin, Proprietor (Designated Prevent Lead)

Chris Lloyd, Operations Director for TAO

Vulnerability to Radicalisation or Extreme View Points from the Internet

The school recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the electronic information available through the internet.

The school will therefore aim to do the following:

- Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material, including that which is illegal under the Counter Terrorism Act.

- Ensure that pupils are unable to access any inappropriate internet sites whilst using the school s computers / laptops using appropriate filtering, firewalls and security settings.

- Although due to the nature of the school electronic information isn't a part of the sessions and therefore access to any internet/sources is extremely limited, and what access there is, is highly and closely monitored by staff.

- Educate pupils through lessons and assemblies on the concepts of radicalisation and extreme ideology.

Inform Pupils on the Importance of Internet Safety

Visitors to the school

In order to safeguard pupils from visitors to the school who may have extreme or radical views the school will:

Ensure all visitors to the school are carefully vetted and take immediate action if any individual or group is perceived to be attempting to influence members of the school community, either physically or electronically. Open source" check any organisations which wish to have relationships with the school, particularly those in the voluntary sector.

Staff Training

In order to fulfil the requirements of the Prevent Duty the school will:

- Ensure staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the DSL which may suggest a young person, another staff member or a visitor is expressing opinions which may cause concern. Staff should follow the usual reporting procedures as for any other safeguarding concern as laid out in the school's Safeguarding (Child Protection) Policy.
- Ensure staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absences with parents and / or carers.
- Ensure staff are aware of how to identify and respond to risks to children from extreme or radical views.
- All staff receive Prevent awareness training as part of induction and annual safeguarding refresher training.

Curriculum

TAO ensures its young people are offered a broad and balanced bespoke curriculum delivered by skilled teachers who aim to prepare them for life, encouraging them to be inquisitive learners who are enriched, understand and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalized.

Prevent awareness is embedded throughout the PSHE, Outdoor Learning, and Citizenship Curriculum, empowering pupils to identify manipulation, build critical thinking skills, and value community diversity

Session practices include:

- Developing questioning techniques to open safe debate.
- Building confidence to promote honesty about plurality of views.
- Ensuring freedom of expression and freedom from threat.
- Debating fundamental moral and human rights principles.
- Promoting open respectful dialog and affirming multiple identities.

Personal, Social, Health and Citizenship are embedded in all sessions and are an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations.

TAO ensures that embedded within the curriculum are opportunities for young people to build resilience to extremism and enabling them to develop a positive sense of identity through the development of critical thinking skills.

TAO values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning society's values. Young People regularly participate in discussion, with speaking and listening being embedded in all sessions. Young people and tutors speak freely and voice their opinions. However, there is an understanding that freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Curriculum Content Includes:

- Promoting knowledge, skills and understanding to build the resilience of pupils.
- Exploring controversial issues.
- Recognising local needs.
- Promoting Online Safety
- Challenging extremist narratives.
- Promoting universal rights.
- Promoting British values.
- Promoting critical analysis and promoting pro-social values.

Managing Referrals & Working in Partnership

Any pupil who is deemed to be at risk of being radicalised or extremism will be referred by the DSL as appropriate through the Local Authority Channel Referral and Intervention processes.

The school will then work in partnership with the relevant agencies to seek advice, support and guidance drawing on multi-agency expertise, to support pupils at risk of harm.

Roles and Responsibilities

Role of the Proprietor is 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 is 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 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.

Role of staff is:

- To understand the issues of radicalisation, can recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

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.

Legal & Statutory Framework

This policy has been developed with reference to the following legislation and guidance:

- Children Acts 1989 and 2004
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Education (Independent School Standards) Regulations 2023 – Part 3
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE) 2025
- Prevent Duty Guidance: England and Wales (2015)
- The Use of Social Media for Online Radicalisation (Home Office, 2015)
- Working Together to Safeguard Children (2024)

Version Updates

Version	Date	Author	Review / Changes	Approved By
1.0	01/10/2025	Daniel Giblin	Published	Headteacher / Proprietor