PREVENT STRATEGY AND RISK ASSESSMENT POLICY

Previous Date of Policy	September 2024
Reviewer(s)	Vice Principal and Director of Safeguarding, Mental Health and Wellbeing (DSL)
Approved by	Principal September 2025
Review by Date	January 2027

Roles & Responsibilities:

Principal	Dr Ian Gross
Vice Principal	Ms Liz Jennings
Director of Safeguarding, Mental Health and Wellbeing (DSL)	Mr Martyn Rogers
IT/Data Manager	Mr David Harmer

Inspire   Empower   Achieve

Contents

AIM

The Worthgate School believes that protecting students from the risk of radicalisation is part of our safeguarding duties. Due to the international nature of our School, we recognise that whilst it will be rare that our students will become involved in terrorist activity, they can or may have been exposed to terrorist and extremist influences and prejudiced views. This strategy document must be read in conjunction with the School's Safeguarding Policy and the Prevent Risk Assessment.

RATIONALE

For young people, a key part of growing up is exploring new ideas and critically questioning the world around them, and this should be encouraged in order to help them develop their understanding of the world and learn the values of tolerance and acceptance. However, this needs to be balanced against the need to protect them from risk of harm. Working together to Safeguard Children (2023, latest update February 2024) and Keeping Children Safe (KCSIE 2025) identify children at risk of becoming radicalised as potentially being in need or at risk of harm; children may also be put at risk where their parents hold extremist views. *Preventing radicalisation* in KCSIE (2025) is under review following the publications of a new definition of extremism (New definition of extremism (2024) - GOV.UK (www.gov.uk) March 14 2024):

'Extremism' is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
1. Negate or destroy the fundamental rights and freedoms of others:
   Behaviour against a group, or members of it, that seeks to negate or destroy their rights to live equally under the law and free of fear, threat, violence, and discrimination. Including: Using, threatening, inciting, justifying, glorifying or excusing violence towards a group in order to dissuade them from using their legally defined rights and freedoms.
   or
2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights. Including:
   Attempts to undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights. Including:
   - Advocating that the UK's parliamentary democracy and democratic values and rights are not compatible with their ideology, and seeking to challenge, overthrow, or change our political system outside of lawful means

- Using, threatening, inciting, justifying, glorifying or excusing violence towards citizens, in order to dissuade them from participating freely in the democratic process
- Subverting the way public or state institutions exercise their powers, in order to further ideological goals, for example through entryism, or by misusing powers or encouraging others to do so
- Using, threatening, inciting, justifying, glorifying or excusing violence towards public officials including our armed forces, police forces and members of local, devolved or national legislatures, in order to dissuade them from conducting their obligations freely and fearlessly, without external interference
- Establishing parallel governance structures which, whether or not they have formal legal underpinning, seek to supersede the lawful powers of existing institutions of state

3. Intentionally create a permissive environment for others to achieve the results in (1) or (2) above. Including:
   - Providing an uncritical platform for individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2
   - Facilitating activity of individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2, including through provision of endorsement, funding, or other forms of support
   - The dissemination of extremist propaganda and narratives that call for behaviour in either aim 1 or aim 2
   - Attempts to radicalise, indoctrinate and recruit others to an ideology based on violence, hatred or intolerance, including young people
   - Consistent association with individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2 without providing critical challenge to their ideology or behaviour
   - If any behaviour listed in aim 1 or aim 2 has occurred previously, a refusal by the individual, group or organisation that conducted the behaviour to rescind, repudiate or distance themselves from the behaviour

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system (Terrorism Act 2000 (legislation.gov.uk)).The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Radicalisation' is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremists will try to attract people to their cause by persuading them that their view of the world is the correct view and encouraging them to

take action to change the world to fit these extremist views. ([Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)](#)).

Most individuals, even those who hold radical views, do not become involved in extremism and many young people can be exposed to extremist views without becoming radicalised. However, some children and young people may be more vulnerable to radicalisation due to personal circumstances such as:

- feelings of loss, bereavement, social isolation and confusion over identity
- experience of discrimination, inequality or harassment leading to a sense of grievance
- family breakdown or community tensions
- having family members or friends who are already radicalised

Reasons why children and young people may be attracted to the extremist narrative and may become radicalised include the following:

- they are trying to make sense of world events
- they feel that their culture or religion is under threat
- it makes them feel a sense of identity or belonging or being part of something
- they are looking for adventure or excitement; young people who exhibit risk taking behaviour may be attracted to the sense of danger
- they have a personal grievance or experience of racism or discrimination and feel they want to change things
- they are under pressure from their peers who have links with these groups

Exposure to extremist ideas may be through the influence of family members or friends, direct contact with extremist groups and organisations or, increasingly, through the internet. Young people may encounter adults and peers with extremist views both on-line and in everyday life and the radicaliser may be a friend or relative or maybe a stranger they meet on-line.

Contact on-line may be through social media such as Facebook, Twitter, TikTok, Instagram or YouTube, but young people may be invited to join discussions on less well-known sites/apps such as Discord, Kik, Whisper, Messenger, Yik Yak, Omegle, Reddit or Gaming Platforms. Extremists often use these sites because they are harder to monitor, and they can hide their identity.

Extremists often manipulate and "groom" young people by using emotional triggers to engage with them, often targeting them when they are experiencing difficulties such as bereavement, emotional trauma, mental health issues or social isolation.

The NSPCC acknowledge radicalisation can be difficult to spot. They suggest the following may be signs a child is being radicalised:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views

- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.
- out of character changes in dress, behaviour and beliefs
- changes in their friendship group or associating with people who hold extremist beliefs
- losing interest in previous activities
- changes in use of social media with increased secrecy
- owning several mobile phones or devices
- showing sympathy for extremist causes
- advocating extremist messages
- glorifying violence
- accessing extremist literature and imagery
- misogynistic views

However, when assessing risk, it is important to bear in mind that some of the signs of radicalisation could be indicative of other issues, for example bullying, substance misuse or mental illness. It is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatizing individuals because they possess a characteristic or fit a specific profile.

SCHOOL STRATEGY

In order to fulfil our Prevent Duty and have due regard to the need to prevent our young people from being drawn into terrorism, we will:

- Build capabilities in our staff and students by developing an awareness and understanding of radicalisation, and why people may be drawn to terrorism
- Enable staff to identify children who may be vulnerable to radicalisation though:
- Complete staff raining covering Prevent and Channel[1]
- Provide staff Safeguarding Training through INSET and the use of relevant National College material to enable them to be alert to changes in children's behaviour which could indicate that they may need help or protection from radicalisation
- Provide staff and student Safeguarding Updates
- Hold discussions with the DSL and the Safeguarding team
- Help students in building resilience to radicalisation through

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[1] Channel is a key part of the *Prevent* strategy that places a duty on local authorities to set up at a specialist Channel Panel in order to provide a mechanism for safeguarding children, young people and adults who are at risk of being drawn into terrorist activity.

Under the Channel duty, all local authorities must set up a Channel Panel in co-operation with partner agencies in order to:

- identify individuals at risk of being drawn into terrorism;
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

- o Our School ethos of respect for other cultures
- o PSHE/RSE Curriculum
- o Promoting British Values
- o The academic curriculum and super-curriculum (e.g. Worthgate Futures Electives)
- o Providing a safe environment where our students feel they can approach any adult and discuss their concerns
- Cooperate with other agencies such as:
  - o The Kent Children Social Services
  - o Integrated Children Services
  - o KSCMP Prevent - Kent Safeguarding Children Multi-Agency Partnership
  - o KCC Prevent team
  - o Kent Police
  - o Our parents
- Check the suitability of all external speakers that come into the school by ensuring:
  - o A policy of due diligence is in place
  - o All speakers are accompanied by staff at all times
  - o Staff are empowered to stop a speaker should their view contradict our values, protected characteristics or British values

PRINCIPLES

- Create an atmosphere where young people can understand and discuss sensitive topics, including terrorism and extremist ideas, and teach them how to challenge these ideas
- Share knowledge of Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs at any opportunity
- Share knowledge of institutions and services in England and encourages students to respect them
- Report extremist concerns with regards to a student/staff at the School immediately to the DSL or Principal (who are aware of the Report radicalisation or extremism (Prevent) - Kent County Council of if an immediate threat to contact the Police directly on 999)
- Use the visiting Speakers' policy
- Use the whistleblowing policy
- Use the safeguarding policy to report incidents

RELATED POLICIES

Safeguarding and Child Protection Policy
Worthgate Whistleblowing Policy

Online Safety Policy
Staff Guest and Visitor Policy
Visiting Speakers Policy

RISK ASSESSMENT (EXTREMISM AND RADICALISATION)

The Prevent Duty

The Worthgate School is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" , also known as the Prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

This Risk Assessment is designed to assess the risk of our students being drawn into terrorism and to highlight the measures that have been out in place to mitigate the risks. It should be read in addition to the safeguarding policy which contains further advice, as well as contact details for referring suspected cases of radicalisation.

Location:	The Worthgate School, Canterbury	Risk Assessment No:	4	Assessor:	Liz Jennings (Vice Principal) and Martyn Rogers (DSL)
Signed:		Date of Assessment:	September 2025	Distribution:	All Staff
Signed:					
Activity:	Prevention of Extremism and Radicalisation	Date of Review:	September 2025	Next review Date:	September 2026

Risk Area	Hazard	Individuals at risk	Risk: High, Medium, Low	Control Measures	Notes/Additional controls	Residual Risk: High, Medium, Low
Welfare and Safeguarding	Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally.	Students	High	- Designated Safeguarding Lead to disseminate 'Prevent' awareness training through National College and salient points to all staff, Governors and other regular contracted staff in the setting as part of staff induction, INSET, safeguarding updates and safeguarding bulletins. - Contracted staff are made aware of the person to whom concerns are to be reported. - Preventing students from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & E-safety. - Staff have received appropriate training and are familiar with our Child Protection Policy and Safeguarding procedures. - Concerns are reported to the DSL or the DDSLs. - Records are held of any referrals– regular monitoring by the DSL takes place.	Part of staff induction, INSET, safeguarding updates and safeguarding bulletins/ procedures	Low
Welfare and Safeguarding	Students are radicalised by factors internal or external to the school.	Students	Medium	- We have a range of activities to promote the spiritual, moral, social and emotional needs of students aimed at protecting them from radical and extremist influences in Personal Tutor time. - Staff deliver training to help students develop critical thinking around influence, social media and other on-line safety in Personal Tutor time or in	Part of staff induction, INSET, safeguarding updates and safeguarding bulletins/ procedures.	Low

Risk Area	Hazard	Individuals at risk	Risk: High, Medium, Low	Control Measures	Notes/Additional controls	Residual Risk: High, Medium, Low
				lessons. • Staff and other adults working with students are challenged if opinions or language expressed are contrary to community cohesion or 'British values'. • Staff are able to challenge students, parents or governors if opinions expressed are contrary to community cohesion or 'British values'. • Staff are aware of local factor i.e. political views etc. which might have an influence on students. • There is a visiting speakers' policy which ensures that due diligence is undertaken for all visiting speakers invited into the school by staff or students.		
Welfare and Safeguarding	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	Students	Medium	• We communicate regularly with statutory partners and agencies regarding a range of concerns. • All staff are aware that concerns are reported to the DSL. • We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies.	Part of staff induction, INSET, safeguarding updates and safeguarding bulletins/ procedures. Staff bulletins utilized to disseminate information	Low

Curriculum and learning	Students are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'	Students	Medium	• We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers & regular contracted staff. • Staff and other adults working with students are challenged if opinions or language expressed are contrary to community cohesion or 'British values'. • Opportunities to promote 'British values' are identified within all curriculum areas. • Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies. • We have appropriate filters in place which reduce the risk of students being able to access inappropriate information via the school IT system	Part of staff induction, INSET, safeguarding updates and safeguarding bulletins/ procedures.	Low
Curriculum and learning	Student come with views from their own country/homes which are seen in the UK as extremist.	Students and Staff	High	• Being an international school, staff are made aware of this and are particularly sensitive to cultural, political, and national differences; • We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers, and regular contracted staff; • Staff challenge students if opinions or language expressed are contrary to community cohesion or 'British values'; • Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion	Part of staff induction for staff and students, assemblies, the student handbook, staff INSET, safeguarding updates and safeguarding bulletins/ procedures	Low

			■	on radical or extreme issues and ideologies; • If an issue is raised by a member of staff, training for students in particular Programme of Studies. or whole school can be arranged.		■
Curriculum and learning	Students whose home countries may face diplomatic tension get into an argument or insult each other.	Students and Staff	High	• Being an international school, staff are made aware of this and are particularly sensitive to cultural, political and national differences; • We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers and regular contracted staff; • Staff are trained for student-on-student abuse, what to do and how to report it; • Students know that the School's ethos of acceptance and respect for other cultures is paramount; • During the admissions process, agents and admissions staff make it clear to students that they are joining an international community with a diverse community and nationalities; • Staff challenge students if opinions or language expressed are contrary to community cohesion or 'British values'; • Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies; • If an issue is raised by a member of staff, training for students in particular Programme of Studies, or whole-school can be arranged.	Part of staff induction for staff and students, assemblies, the student handbook, staff INSET, safeguarding updates and safeguarding bulletins/ procedures	Low

Curriculum and learning	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Students and Staff	High	• Students are taught about respect for other cultures and gain an understanding of community cohesion; • Opportunities are created both within the environment and the curriculum to promote the setting's ethos and values; • Displays and other literature available in school reflects and encourages diversity and community cohesion; • Whole School Behaviour Policy includes information on anti-bullying strategies and preventative measures	Assemblies, student handbook, personal tutor time, lessons	Low
Organisational Culture	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Students and Staff	High	• Senior Leadership Team are aware of the 'Prevent' Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the 'Prevent' duty; • Clear awareness of roles and responsibilities regarding; • 'Prevent' exist across the school; • Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school. (See Safer Recruitment, KCSIE 2025 and Staff Code of Conduct policies.)	Part of induction, INSET, safeguarding updates and safeguarding bulletins/ procedures.	Low
Organisational Culture	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure.	Students and Staff	High	• Appropriate whistleblowing procedures are in place and adults working with students are made aware of them. • Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred to the appropriate agency	Part of induction, INSET, safeguarding updates and safeguarding bulletins/ procedures.	Low

Visiting speakers	Students/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'	Students and Staff	Medium	• We have a policy in place which ensures staff have carried out due diligence before inviting a speaker into school. • This policy would also be applied if a student invited a speaker into school. • Where applicable and necessary, materials to be delivered by external speakers are discussed with the speaker prior to delivery. • Visiting speakers are never left alone with students.	Part of induction, INSET, safeguarding updates and safeguarding bulletins/ procedures	Low
Visiting speakers	Extremist or terrorist related material is displayed within the setting.	All premises users	Medium	• The appropriateness and relevance of all materials or literature are considered prior to display; • Staff concerns are discussed with the DSL before materials are used; • Requests for externally provided materials to be displayed are made prior to the event.		Low
Visiting speakers	School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics.	All premises users	Low	• We sometimes hire or let The Worthgate School buildings. • We often will host staff training and development events at the College but all speakers' training sessions are discussed in advance with the Training Officer and are vetted by the training association they work for. • We sometimes host events with private individuals	Business Manager and DSL will coordinate and discuss any concerns with lettings	Low
IT	Students access extremist or terrorist material whilst using school networks.	Students	High	• The ICT network has appropriate filters and monitors which block sites which are deemed to be inappropriate; • School has robust acceptable use procedures for both students and staff	• Part of induction for staff and students, assemblies, the student/staff handbook/ INSET; NOS	Medium

| | | | | which include advice on inappropriate attempts to subvert the network;
• Web usage data is shared with and available to the DSL, highlighting the most blocked users/categories/sites, enabling the school to direct PSHE/RSE teaching accordingly Students are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable.
• DSL has access to blocked sites through filtering and monitoring and takes appropriate action when required through blocking, education and reporting | (National College) online safety training; Safeguarding updates and safeguarding bulletins procedures, staff handbook, INSET.
• All students will only be able to log on to the school Wi-Fi using their school email accounts (enabling the school to have a better oversight on actual users accessing unacceptable material online, so more direct action can be taken);
• Proxy avoidance increases the risk of students bypassing internet restrictions/ blocks set up by the school.
• Download of Securly Certificate is required to | |

			<td style="background:red"></td>		access the Wi-Fi at Worthgate ensuring students and staff use the facility appropriately and within the confines of filtering and monitoring	<td style="background:orange"></td>
IT	On-line/social media communications relating to extremist or terrorist materials feature the school's branding.	Students and Staff	<td style="background:red">High</td>	• We have oversight of, or administration rights for, all social media accounts set up by us.	Securly filtering and monitoring in place for both students (DSL) and staff (Principal)	<td style="background:green">Low</td>
IT	Students access extremist or terrorist materials out of the school setting	Students	<td style="background:red">High</td>	• Staff and Boarding Staff are provided with advice on where they can access information and support in relation to on-line extremism and radicalisation and how to help keep their children safe on-line. • Information sharing sessions are provided to students and staff on staying safe on-line. • In addition to school staff and support services, students are aware of a range of online websites and support services where any concerns they have can be reported confidentiality to the appropriate agency.	Part of induction for staff and students, assemblies, the student/staff handbook/ INSET; NOS (National College) online safety training; Safeguarding updates and safeguarding bulletins procedures, staff handbook, INSET.	<td style="background:green">Low</td>