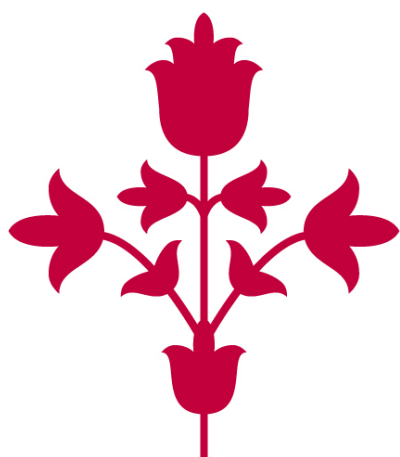




STATUTORY SCHOOL POLICY • 2026–27

Prevent Duty Policy

Safeguarding pupils from radicalisation while promoting critical thinking, respectful dialogue, international-mindedness and fundamental British values at Earlscliffe.

Headteacher	Dr N Robinson
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Deputy Headteacher & DSL / Prevent lead	Mr L Connolly
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Effective	1 September 2026
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DRAFT FOR GOVERNANCE APPROVAL

Document control

Policy title	Prevent Duty Policy
School	Earlscliffe
Policy owner	Mr L Connolly, Deputy Headteacher & Designated Safeguarding Lead / Prevent lead
Accountable leader	Dr N Robinson, Headteacher
Approval authority	Governing Body
Version	2026.1
Prepared	17 August 2026
Effective from	1 September 2026
Next formal review	Before 1 September 2027, or earlier following statutory/local risk change
Applies to	All pupils, boarders, staff, governors, volunteers, contractors and relevant visitors.
Related risk assessment	Appendix A — Earlscliffe Prevent Risk Assessment and Action Plan

Approval and review record

Control	Record
Approved by	Dr N Robinson
Approval date	01 Sept 2026
Review completed by	Mr L Connolly
Date of next review	Before 1 September 2027

Changes in this edition

- Rebuilt around The National College Prevent Duty Policy published in July 2026, with responsibilities and processes adapted to Earlscliffe.
- Updated for KCSIE 2026 and current Home Office Prevent Duty Guidance, with Prevent explicitly embedded within safeguarding.
- Adds an Earlscliffe-specific Prevent Risk Assessment and Action Plan.
- Strengthens controls for online radicalisation, boarding, personal devices, visiting speakers, use of premises and filtering/monitoring.
- Addresses Earlscliffe's international context, including geopolitical tensions and pupils arriving with differing cultural and political experiences.
- Clarifies that legitimate belief, political opinion, religious observance, criticism of governments and cultural difference are not in themselves indicators of radicalisation.
- Updates referral practice to Notice-Check-Share, current Kent Prevent routes and parallel safeguarding pathways where required.
- Introduces explicit annual review of local risk, Prevent training, curriculum coverage and implementation actions.

Prevent at a glance

IMMEDIATE DANGER

Call 999 if there is an immediate risk of harm, suspected terrorism-related offending or an imminent threat. Inform the DSL as soon as it is safe to do so.

A PREVENT CONCERN

Share the concern immediately with the DSL or a deputy. Record facts, context and the pupil's own words. Do not investigate, interrogate, stereotype or promise confidentiality.

ONLINE CONCERN

Extremist or terrorist content, closed groups, grooming, hateful narratives, fixation on mass violence or attempts to bypass school controls may require safeguarding assessment.

CORE PRINCIPLE

Prevent is safeguarding. Earlscliffe protects pupils from radicalising influences while preserving lawful expression, critical enquiry, respectful disagreement and international-mindedness.

DO NOT STEREOTYPE

Faith, nationality, political opinion, dress, cultural identity, criticism of the UK or another government, or interest in controversial issues is not by itself evidence of radicalisation.

Key Prevent contacts

Prevent route	Name / role	Contact
Prevent / safeguarding lead	Mr L Connolly Deputy Headteacher & DSL	safeguarding@earlscliffe.co.uk +44 (0)7716 097 487
Headteacher	Dr N Robinson	headteacher@earlscliffe.co.uk
Deputy DSL Health / wellbeing	Ms M Cordell School Nurse	nurse@earlscliffe.co.uk +44 (0)7515 884 467
Deputy DSL Boarding	Ms K Taylor Boarding Lead	karentaylor@earlscliffe.co.uk +44 (0)7955 314 179
Emergency	Police / emergency services	999

Prevent concerns are safeguarding concerns. Staff should use the same immediate internal reporting route as for any other safeguarding concern. Current operational contact details and referral links are maintained by the DSL and checked at least annually.

Kent and emergency routes

Immediate danger	999
Police non-emergency	101
Kent Prevent advice	prevent@kent.gov.uk
Kent Prevent referral	Use the current Kent Police Prevent referral route confirmed by the DSL
Kent professional safeguarding referral	Kent Integrated Children's Services Portal - professional Front Door
ACT Early support line	0800 011 3764
Internal reporting	DSL / deputy DSL under the Safeguarding & Child Protection Policy

If the DSL is unavailable

Prevent action must never wait for a particular person. Contact a deputy DSL. If there is immediate danger, contact police directly. Any member of staff may make a safeguarding or Prevent referral where necessary, then inform the DSL as soon as practicable.

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Statement of intent

Earlscliffe recognises that pupils can be susceptible to radicalisation and that protecting them from being drawn into terrorism is part of the school's wider safeguarding responsibility. The school will identify concerns early, respond proportionately and work with families and statutory partners where appropriate.

As a small international boarding school for pupils aged 15–19, Earlscliffe also recognises the importance of context. Pupils arrive from many countries, cultures, faiths and political environments and may have direct or family experience of conflict, discrimination, displacement or geopolitical tension. Difference of belief, criticism of governments, strong political opinion, religious observance or cultural practice is not in itself evidence of extremism or radicalisation. Staff consider behaviour, context, vulnerability, intent and potential harm and avoid stereotyping.

The school actively promotes fundamental British values and creates safe opportunities for pupils to question, debate and understand difficult issues. Our ACE ethos – Ambition, Connection and Excellence – supports pupils to become thoughtful, responsible and compassionate people who can participate positively in their local, national and global communities.

1. Legal framework

- Counter-Terrorism and Security Act 2015, particularly section 26 (the Prevent duty).
- Terrorism Act 2000 and subsequent counter-terrorism legislation, as applicable.
- Children Act 1989 and Children Act 2004.
- Education Act 1996 and the Education (Independent School Standards) Regulations 2014.
- Equality Act 2010.
- Data Protection Act 2018 and UK GDPR.
- Home Office Prevent Duty Guidance: England and Wales (2023), in force from 31 December 2023.
- DfE Keeping Children Safe in Education 2026, effective from 1 September 2026.
- DfE The Prevent duty: safeguarding learners vulnerable to radicalisation.
- Home Office Channel Duty Guidance and current DfE Prevent referral guidance.
- DfE guidance on political impartiality in schools, where applicable to the school's teaching and activities.

This policy operates alongside the Safeguarding & Child Protection Policy, Online Safety arrangements, Filtering and Monitoring procedures, Staff Code of Conduct, Whistleblowing Policy, Behaviour Policy, Equality arrangements, Visiting Speakers/Visitors procedures and emergency/lockdown procedures.

2. Definitions

For this policy, the school uses the terminology and definitions in current statutory Prevent and safeguarding guidance. In particular:

- Radicalisation: the process of a person legitimising support for, or use of, terrorist violence.
- Terrorism: conduct falling within the statutory definition in terrorism legislation, including specified serious violence, damage or disruption where the required purpose and influence/intimidation tests are met.
- Extremism: for Prevent purposes, the school applies the definition used in current Prevent guidance, including vocal or active opposition to fundamental British values and relevant divisive or intolerant narratives reasonably linked to terrorism.
- Susceptibility: vulnerability or circumstances that may make a person more open to radicalising influences. There is no single profile of a person susceptible to radicalisation.
- Channel: a voluntary, multi-agency safeguarding programme providing support to people assessed as susceptible to being drawn into terrorism.

3. Roles and responsibilities

3.1 Governing Body

- Ensures Prevent is embedded within the school's safeguarding arrangements and that appropriate measures protect pupils from radicalisation.
- Ensures a suitably senior Prevent lead is identified, staff are trained, the risk assessment is reviewed and significant actions are completed.
- Receives proportionate assurance on Prevent risks, referrals, training, online safety and action-plan completion without unnecessary disclosure of personal information.

3.2 Headteacher

- Has overall accountability for implementation of this policy and for ensuring the school's approach is proportionate to its size, age range, international boarding context and local risk.
- Ensures curriculum, visiting-speaker, premises-use, IT and staff arrangements support the Prevent duty while protecting lawful expression and political impartiality.
- Ensures sufficient resources and competent advice are available to the DSL/Prevent lead.

3.3 DSL / Prevent lead

- Mr L Connolly, Deputy Headteacher, is the school's DSL and operational Prevent lead.
- Receives and assesses concerns; uses Notice–Check–Share; seeks advice and makes Prevent referrals where appropriate; and ensures other safeguarding pathways continue where required.
- Maintains awareness of local and national risk, current referral routes, Channel processes and relevant extremist/terrorist narratives. Works with Kent Prevent partners, police, children's social care, parents and other agencies as appropriate. Ensures Prevent records are confidential, proportionate and integrated with safeguarding records.
- Works with the school's IT/technology support to review filtering and monitoring alerts and the annual filtering and monitoring review.

3.4 All staff

- Complete required Prevent/safeguarding training and know how to report a concern.
- Remain alert to concerning changes, grooming, hateful or violent narratives, online activity and other contextual indicators, without relying on stereotypes.
- Share concerns immediately with the DSL or deputy and record factual information.
- Create safe space for lawful discussion and challenge prejudice, discrimination, dehumanising language and advocacy of violence appropriately.

4. Promoting fundamental British values

Earlscliffe promotes democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are developed through curriculum, PSHE/RSE, Personal Tutor work, assemblies, student voice, boarding life, enrichment and everyday relationships.

- Pupils are encouraged to express and test ideas, distinguish evidence from misinformation and propaganda, and listen respectfully to different perspectives.
- Teaching includes appropriate opportunities to understand democratic institutions, law, rights, responsibilities, equality and participation in civic life.
- The international curriculum and school community deliberately broaden perspectives and help pupils understand both the UK context and global interdependence.
- Staff challenge discriminatory, hateful or dehumanising language while avoiding the suppression of legitimate debate or lawful belief.
- Political issues are taught in a balanced and age-appropriate way; staff do not promote partisan political views to pupils.

5. Community links

The school maintains effective links with local safeguarding and Prevent partners, Kent Police and relevant local-authority services. The DSL keeps current local referral and advice routes under review and draws on local threat/risk information where available.

Earlscliffe also uses its local and international community links to strengthen belonging, cultural understanding and responsible participation. Engagement with parents, guardians and agents is used where appropriate to explain UK safeguarding expectations and support pupils, while information is shared only where lawful and necessary.

6. Safeguarding from extremism and radicalisation

Prevent is implemented as part of safeguarding, not as a disciplinary label. The school remains alert to violent and non-violent extremist narratives that may reasonably be linked to terrorism, while protecting freedom of expression, religion and lawful political discussion.

6.1 International and boarding context

- Boarding staff understand that pupils may encounter radicalising influences outside teaching hours, through personal devices, online communities, visitors, peers or contact overseas.
- Pupils may arrive with strongly held views shaped by home-country politics, conflict or social norms. Staff respond through education, dialogue and safeguarding assessment rather than assuming risk from nationality, faith or political background.
- Geopolitical events or diplomatic tensions can create peer conflict, hate incidents, isolation or grievance. Staff intervene early, protect affected pupils and refer safeguarding concerns where appropriate.
- International pupils receive clear explanations of UK law, safeguarding, equality, respectful debate, reporting routes and online safety.

6.2 Online safety and filtering/monitoring

- Filtering and monitoring arrangements cover school networks and relevant school-controlled devices and are reviewed in accordance with KCSIE 2026.
- The DSL receives or can access relevant alerts and works with IT support to investigate safeguarding significance.
- The school recognises risks from encrypted/closed groups, gaming communities, algorithmic amplification, conspiracy narratives, violent material and attempts to bypass filtering.
- Pupils are taught critical media literacy and how extremist grooming and propaganda can exploit identity, grievance, belonging, anger or fascination with violence.
- Online harmful behaviour is treated with the same safeguarding seriousness as offline behaviour.

6.3 Visiting speakers, visitors and use of premises

- All visiting speakers are subject to proportionate due diligence and approval before access to pupils.
- The purpose, content, audience, supervision and safeguarding risks of the event are considered; materials may be reviewed in advance where appropriate.
- Speakers are appropriately supervised and staff may intervene or end an event if safeguarding, equality, Prevent or other legal concerns arise.
- Pupil-invited speakers are subject to the same controls.
- Any letting or third-party use of premises is subject to appropriate due diligence so that school facilities are not used to promote terrorism, radicalisation, hatred or unlawful extremism.

7. Identifying concerns

There is no checklist or single profile that reliably identifies radicalisation. Staff consider patterns, context, change over time and the interaction of vulnerabilities and influences. Possible indicators may include:

- Exposure to or active seeking of terrorist or extremist propaganda, imagery or networks.
- Justifying, glorifying or advocating terrorist violence or mass violence.
- Attempts to recruit, groom or pressure others into extremist beliefs or closed groups.
- Increasingly dehumanising, hateful or intolerant narratives linked to extremist ideology.

- Marked secrecy about online activity, attempts to evade monitoring, or sudden engagement with closed extremist communities.
- Fixation on massacre, mass violence or violent grievance, including where no coherent ideology is apparent.
- Conspiracy narratives, 'us versus them' thinking or grievance that appears to be escalating towards hatred or violence.
- Significant isolation, identity crisis, discrimination, bereavement, trauma, family/community conflict or unmet need that may increase susceptibility.
- Changes in friendship groups, behaviour or interests alongside other concerning evidence.

DO NOT STEREOTYPE

A pupil's faith, nationality, political opinion, dress, cultural identity, criticism of the UK or another government, or interest in controversial issues is not by itself evidence of radicalisation. Staff assess the whole context and seek DSL advice.

8. Making a referral

Any member of staff with a Prevent concern must share it immediately with the DSL or a deputy. The DSL will consider the information using the school's safeguarding procedures and the current Notice–Check–Share approach.

- Notice: identify what has caused concern and record factual information, including context and the pupil's own words where relevant.
- Check: consider other safeguarding information, speak with the pupil where appropriate, consult relevant staff and seek specialist advice if needed. Do not conduct an investigative interview.
- Share: where the concern indicates susceptibility to radicalisation, use the current national/local Prevent referral process and record the decision and rationale.
- If there is immediate danger or suspected imminent terrorist activity, call 999. Police non-emergency routes may be used where appropriate.
- Children's social care or other safeguarding referrals may be required alongside or instead of Prevent; Prevent does not replace ordinary safeguarding pathways.

Parents will normally be involved where it is safe and appropriate to do so. Parental involvement will not be allowed to increase risk or delay necessary safeguarding action. Consent is not a precondition for making a lawful Prevent referral where information sharing is necessary and proportionate; participation in Channel support is voluntary.

A Prevent referral is a safeguarding referral, not a punishment or a finding that a person has committed an offence. The DSL will ensure records are handled in accordance with data-protection and safeguarding requirements.

9. Training

- All staff receive Prevent awareness within safeguarding induction and regular refresher/update activity.
- Training includes Notice–Check–Share, online radicalisation, current narratives, contextual safeguarding, avoiding bias and stereotyping, internal reporting and referral routes.
- The DSL/Prevent lead completes role-specific Prevent and Channel training and maintains current knowledge through government and local partnership resources.
- Governors receive sufficient Prevent training to provide strategic oversight and challenge.
- Boarding, admissions, pastoral, curriculum and IT staff receive role-relevant briefing where their responsibilities create particular Prevent exposure.
- Training effectiveness is checked through staff knowledge, case review, risk-assessment review and safeguarding quality assurance.

10. Monitoring and review

This policy and the Prevent Risk Assessment and Action Plan are reviewed at least annually and sooner where the local or national threat picture changes, a significant incident occurs, statutory guidance changes, the school's operations change materially, or monitoring identifies a weakness.

The DSL and Headteacher review Prevent implementation through safeguarding assurance, filtering and monitoring review, training records, pupil voice, curriculum review, speaker/visitor controls, boarding practice and any Prevent-related concerns or referrals. Significant themes and outstanding actions are reported to governance.

Appendix A – Earlscliffe Prevent Risk Assessment and Action Plan

This risk assessment is specific to Earlscliffe's 15–19 international boarding context in Folkestone. It adapts useful risk domains from other similar international-school assessments and the DfE Prevent risk-assessment approach. Risk ratings are professional judgements and must be reviewed against current local/national information and school evidence.

Location	Earlscliffe, Folkestone, Kent
Activity	Prevention of radicalisation and terrorism
Assessor	Deputy Headteacher / DSL, with Headteacher and relevant operational leads
Distribution	SLT, safeguarding team, governing body; relevant actions communicated to all staff
Review	At least annually and following material change or significant incident

Prevent risk assessment

Risk area	Hazard	Individuals at risk	Initial risk	Control measures / Earlscliffe context	Residual risk
Welfare & safeguarding	Staff, agency/contracted staff or boarding staff do not recognise or report Prevent concerns.	Pupils	High	Prevent included in induction and safeguarding updates; DSL/DDSL routes are explicit; contractors are told how to report; concerns recorded and reviewed; boarding cover includes out-of-hours safeguarding.	Low
Welfare & safeguarding	A pupil is influenced by radicalising factors inside or outside school.	Pupils	Medium	Strong pastoral/Personal Tutor system; safeguarding assessment; PSHE/RSE and critical-thinking education; pupil voice; accessible trusted adults; external agency support where needed.	Low
Partnership working	The school does not understand local risk or fails to share concerns appropriately with statutory partners.	Pupils	Medium	DSL maintains Kent Prevent/police links, current referral routes and local threat awareness; referrals use current forms/routes; children's social care pathways remain available.	Low
International context	Pupils arrive with views or experiences from home countries that may conflict with UK law, equality or fundamental British values, or may have been exposed to extremist narratives.	Pupils / staff	High	International induction; explicit UK safeguarding/equality expectations; culturally informed staff practice; safe debate; staff challenge harmful narratives without stereotyping; DSL assessment where risk indicators exist.	Low
Geopolitical tensions	Conflict or diplomatic tension between pupils' home countries leads to hostility, hate incidents, grievance, isolation or attempts to recruit others to extreme positions.	Pupils / staff	High	ACE/international-minded ethos; behaviour and safeguarding response to hate incidents; Personal Tutor/boarding oversight; facilitated discussion; early intervention; parent/guardian engagement where safe; DSL escalation when indicators exceed ordinary conflict.	Low
Curriculum	School staff, providers or resources expose pupils to unbalanced extremist messaging or fail to provide appropriate challenge.	Pupils	Medium	Curriculum quality assurance; political impartiality; balanced treatment of political issues; whistleblowing and safeguarding routes; staff empowered to challenge inappropriate content; PSHE provides structured debate.	Low

Visiting speakers	A visiting speaker promotes terrorism, extremist ideology, hatred or unlawful intolerance.	Pupils / staff	Medium	Pre-approval and due diligence; content/purpose/audience considered; appropriate supervision; materials checked where necessary; staff can stop the event; pupil-invited speakers subject to same controls.	Low
Use of premises	School premises or school-branded activity are exploited by external groups to promote radicalisation or extremist material.	All users	Medium	Due diligence for lettings/events; clear terms of use; safeguarding/Prevent escalation; responsible senior approval; school branding/social accounts controlled.	Low
Online / school network	Pupils access extremist or terrorist material through school networks or school-controlled devices.	Pupils	High	Filtering and monitoring; DSL oversight of relevant alerts; acceptable-use rules; annual review; online-safety teaching; controls against proxy/VPN circumvention; incidents investigated proportionately.	Medium
Online / personal devices & boarding	Pupils access radicalising content, closed groups or extremist networks on personal devices, mobile data or outside school filtering, including in boarding.	Pupils	High	Boarding online-safety expectations; safeguarding education; trusted reporting routes; staff awareness of closed/encrypted groups and gaming risks; contextual assessment; parent/guardian engagement where appropriate; referral where necessary.	Medium
Organisational culture	Staff or contractors do not understand or support safeguarding, equality, fundamental British values or the Prevent duty.	Pupils / staff	High	Safer recruitment; Staff Code of Conduct; induction; Prevent training; leadership modelling; whistleblowing; low-level concern/allegation routes; proportionate challenge and supervision.	Low
Pupil vulnerability	Isolation, trauma, discrimination, identity difficulty, grievance, bereavement or unmet need increases susceptibility to radicalising influence.	Pupils	Medium	Personal Tutor, boarding and wellbeing support; anti-bullying/equality response; early safeguarding help; reasonable adjustments; referral to external support; emphasis on belonging and connection.	Low
Mass-violence fixation / mixed ideology	A pupil shows fascination with massacre, extreme violence, incel or mixed ideological content without a clear traditional extremist ideology.	Pupils / others	High	Staff trained not to require a single coherent ideology before raising concern; DSL assesses intent, capability, access, leakage, online behaviour and safeguarding context; police/Prevent advice sought where indicated.	Medium

Referral & information sharing	A genuine concern is delayed because staff are uncertain about thresholds, consent or whether Prevent is appropriate.	Pupils / others	High	Immediate internal DSL route; Notice–Check–Share; Prevent does not replace social care/police routes; lawful proportionate information sharing; 999 for immediate danger; decisions and rationale recorded.	Low
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Risk-assessment action plan

Action	Owner	Target date	Evidence / completion	Status
Obtain/record current Kent/local Prevent risk information and confirm whether any risk rating requires adjustment.	DSL	Before governance approval		Open
Confirm current Kent Prevent advice/referral contacts and remove obsolete named-person details from legacy policy.	DSL	Before publication		Open
Complete and record 2026–27 Prevent training/knowledge check for all staff, including boarding and contracted staff as relevant.	DSL / HR	Autumn 2026		Open
Review visiting-speaker and premises-use procedures against this policy and ensure approval/due-diligence records are retained.	Headteacher / DSL	Autumn 2026		Open
Complete annual filtering and monitoring review, explicitly testing extremist-content and circumvention risks across teaching and boarding networks.	DSL / IT lead	Autumn 2026		Open
Map Prevent/British values/critical media literacy across PSHE, Personal Tutor, curriculum and boarding education.	DSL / curriculum leads	Autumn 2026		Open

Appendix B - Earlscliffe reporting and referral routes

Internal concern	Report immediately to the DSL or a deputy under the Safeguarding & Child Protection Policy.
Immediate danger	999.
Police non-emergency	101.
Kent Prevent advice	Use the current Kent Prevent advice route published by the local authority / safeguarding partnership.
Prevent referral	Use the current national/local Prevent referral form and Kent Police referral route confirmed by the DSL.
Other safeguarding need	Use Kent children's social care / professional Front Door where thresholds are met.
Staff concern / unsafe practice	Use the school's safeguarding allegation, low-level concern or whistleblowing route as appropriate.

Operational contact details change more frequently than policy principles. The DSL is responsible for maintaining a current contact sheet/referral link alongside this policy and for checking those details at least annually.

Appendix C - Related policies and assurance checklist

- Safeguarding & Child Protection Policy 2026–27.
- Online Safety / Filtering and Monitoring arrangements.
- Behaviour Policy 2026–27.
- Staff Code of Conduct and Whistleblowing Policy.
- Visitor and Visiting Speaker procedures.
- Equality / anti-bullying arrangements.
- Emergency, lockdown and evacuation procedures.
- Premises lettings / third-party use arrangements.
- Data Protection and information-sharing arrangements.

Before governance approval, the school should confirm: current local Prevent contacts; completion of the local-risk check; staff training arrangements; annual filtering and monitoring review; visiting-speaker controls; and named ownership/timescales for all open actions in Appendix A.