Prevent Policy

Key Document Details

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This Prevent Policy forms part of Braunton Academy's commitment to safeguarding and promoting the welfare of children. Since the Education and Inspections Act 2006, schools have had a duty to promote community cohesion. Schools play an important role in both educating young people about extremism and recognising when pupils may be vulnerable to radicalisation. The Counter-Terrorism and Security Act 2015 placed a statutory duty on schools to have due regard to the need to prevent people from being drawn into terrorism. Safeguarding children from all forms of harm includes protecting them from radicalisation and extremist influences.

Terminology:

Extremism is defined by the UK Government 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 is the process of a person legitimising support for, or use of, terrorist violence. (Keeping Children Safe in Education 2026)

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

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

Ethos

Braunton Academy, ensures that through our vision, values, curriculum and wider culture we promote tolerance, respect and understanding of different cultures, faiths, protected characteristics and lifestyles. We prepare pupils for life in modern Britain through the active promotion of British values, equality, diversity and inclusion.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter-Terrorism and Security Act 2015
- Prevent Duty Guidance for England and Wales (Revised 2023)
- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)

Non-statutory Guidance

- Promoting Fundamental British Values as part of SMSC in Schools (DfE)
- Educate Against Hate resources and guidance

Braunton Academy values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, 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. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Braunton Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Braunton Academy seeks to protect children and young people against the messages of al violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk

The Principal, Designated Safeguarding Lead (DSL), Prevent Single Point of Contact (SPOC) and Trustees will assess the level of risk within the academy and implement proportionate measures to mitigate identified risks. Risk assessment may include consideration of:

- Curriculum content
- Relationships, Sex and Health Education
- SEND provision
- Online safety arrangements
- Use of academy premises by external providers
- Visiting speakers
- Community context and local safeguarding intelligence

The Prevent Risk Assessment will be reviewed biannually whenever significant changes occur.

How children and young people become vulnerable to radicalisation

There's no single way of identifying whether a child, young person is likely to be susceptible to an extremist ideology or vulnerable to radicalisation. The process of radicalisation is different for every individual. It can take place over a long period, or it can be very quick. Children, young people and adult learners who are vulnerable to grooming for sexual exploitation, criminal exploitation or county lines, may also be vulnerable to radicalisation. Factors could include things like being a victim or witness of crime, abuse or bullying, or having personal or emotional difficulties. Adverse childhood experiences, combined with specific influences from family and peers or online connections, may make someone more vulnerable to radicalisation.

Extremist influences could include, but are not limited to:

● family members having direct contact or involvement with extremist or terrorist groups

● staff members of an education or community setting promoting an extremist ideology

● peers promoting an extremist ideology or sharing extremist material

● access or exposure to online extremist material via social media or the internet for example, propaganda including pictures, videos, blogs and fake news

● exposure to extremist, terrorist or other violent activity in overseas settings

● access or exposure to extremist leaflets, magazines or stickering

● exposure to extremist groups hosting marches, protests or stalls

Risk factors

Push and pull factors can make a child, young person or adult learner at risk of extremism or radicalisation. Often there are several risk factors present that, seen together, can cause concern

Push factors- Push factors may include a child, young person or adult learner feeling:

● isolated

● they do not belong

● they have no purpose

● low self-esteem

● their aspirations are unmet

● anger or frustration

● a sense of injustice

● confused about life or the world

● real or perceived personal grievances

Pull factors- Pull factors could include an extremist or terrorist group, organisation or individual:

● offering a sense of community and a support network

● promising fulfilment or excitement

● making the child, young person or adult learner feel special and part of a wider mission

● offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms

● offering inaccurate answers or falsehoods to grievances

● encouraging conspiracy theories

● promoting an 'us vs. them' mentality

● blaming specific communities for grievances

● encouraging the use of hatred and violent actions to get justice

● encouraging ideas of supremacy

Recognising Extremism Early indicators of radicalisation or extremism may include:

● showing sympathy for extremist causes

● glorifying violence, especially to other faiths or cultures

● makingremarksorcommentsaboutbeingatextremisteventsorralliesoutside 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

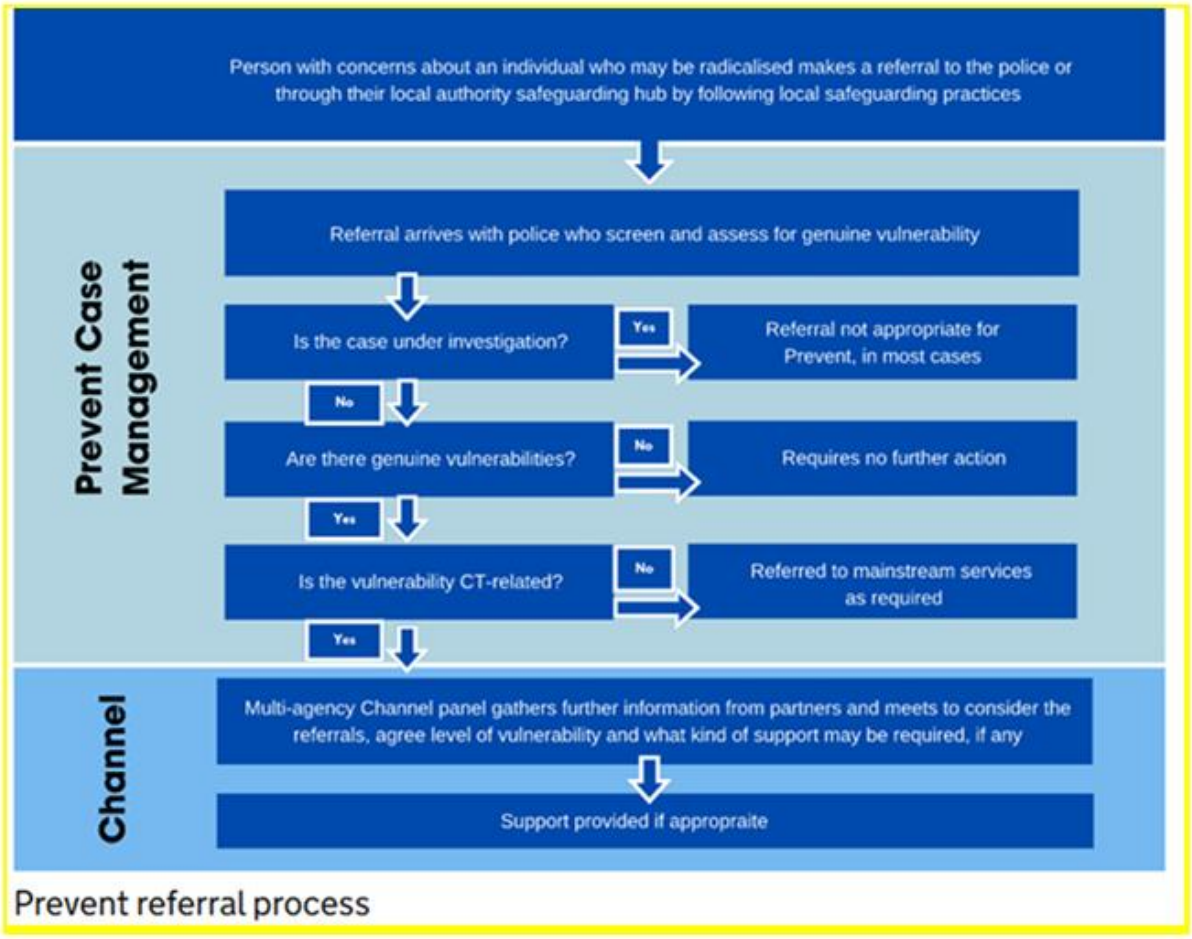
● graffiti, artwork or writing that displays extremist themes

● attempts to impose extremist views or practices on others

● verbalising anti-Western or anti-British views

● advocating violence towards others

What we do when we are concerned



Radicalisation risk indicators

There is no single route to radicalisation. However, there are some behavioural traits that could indicate that a child, young person or adult learner is vulnerable to radicalisation.

Radicalisation is not a linear process. Children, young people and adult learners may express a combination of behaviours at different times. Designated safeguarding leads (DSLs) should consider an individual's behaviour in the context of wider influencing factors and vulnerabilities.

In most cases, you should speak with the child, young person or adult learner and their parents or carers (if under 18). You should also consider contextual, vulnerability and protective factors to make a comprehensive assessment of risk and harm.

Keep a written record of al concerns, discussions and decisions made, and the reasons for those decisions.

Tel the police immediately if you think a child, young person or adult learner:

● is about to put themselves or others in immediate danger

● appears to be involved in planning to carry out a criminal offence

What are our responsibilities and the system school to prevent and deal with this risk?

The school Trustees, the Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE/PSHE curriculum, SEND policy, the use of school premises by external agencies, integration of pupils by gender and SEND, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Schools are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will be the Designated Safeguarding Lead. The SPOC for Braunton Academy is Elise Woodhead (DSL). The responsibilities of the SPOC are described in appendix 2.

Any member of staff who has concerns that a pupil may be vulnerable to radicalisation must immediately report concerns through CPOMS and speak directly with the DSL/SPOC. Concerns will be assessed through safeguarding procedures and referrals made to The Front Door, Prevent Team or Channel where appropriate.

Internet Safety

The internet provides children and young people with access to a wide range of content, some of which may be harmful. Extremist groups actively use the internet and social media to promote extremist narratives and recruit vulnerable individuals.

Academy filtering and monitoring systems are designed to identify, block and report access to inappropriate or extremist material.

Searches and web activity are monitored and concerns are reported to safeguarding staff. The IT Services Team will remove access to newly identified inappropriate websites where necessary.

Pupils and staff understand how to report online content that causes concern.

Staff remain vigilant regarding the use of devices and online activity both within and beyond the academy environment.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. **Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.**

Pupils and staff know how to report internet content that is inappropriate or of concern.

Staff Training

All staff receive Prevent awareness training as part of safeguarding induction and regular safeguarding updates.

Staff are trained to:

- Recognise indicators of vulnerability to radicalisation.
- Understand local and national extremist risks.
- Report concerns appropriately.
- Understand the Prevent referral process.

Appropriate safeguarding staff will receive advanced Prevent and Channel awareness training in addition to WRAP training.

Safer Recruitment

Braunton Academy follows safer recruitment procedures in accordance with Part 3 of Keeping Children Safe in Education (2026). Appropriate vetting and barring checks are undertaken for employees, volunteers, contractors and Trustees.

Visitors

Braunton Academy undertakes due diligence checks on visiting speakers and external organisations to ensure content is appropriate and promotes British values.

Where appropriate, presentation materials may be reviewed prior to the visit.

Visitors will be supervised at all times and will not be permitted to engage with pupils unsupervised.

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

Monitoring and Review

This policy will be reviewed at least every two years, or sooner where changes to legislation, guidance or local safeguarding procedures require amendment.

The effectiveness of the Prevent arrangements will be monitored through:

- Safeguarding audits
- Safeguarding reviews
- DSL reporting
- Prevent risk assessments
- Local Governing Board safeguarding oversight

Any Prevent or Channel referrals will be reported through safeguarding governance arrangements as appropriate.

Appendix 1 Risk assessment framework taken from the Department for Education Prevent guidance

This guidance is designed to help you consider indicators of risk for radicalisation and decide what response is appropriate. These indicators are a guide to help you make professional judgements.

If in doubt, make a Prevent referral. The levels of risk are:

● low risk

● at-risk

● medium risk

● high-risk

A young person can move very quickly between the risk categories. You should deal with any escalation of risk immediately and record this in their file.

If you're unsure about the level of need, you should ask for advice from:

● your local children's social care team

● your local authority Prevent team

● other Prevent partners

If you're in doubt, you must share your concerns and make a Prevent referral.

Low risk

Low risk means there's no evidence to suggest the young person is vulnerable to radicalisation. Low risk behaviours, when seen alone, would not necessarily need to be explored further. Low risk behaviours include:

● holding strong opinions or values (non-violent or non-extremist)

● criticising government policies

● adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging

● being active on social media

● taking a keen interest in national and international affairs

● taking a stand and supporting causes, for example animal rights (non-violent)

● showing new interest in a political ideology or religion

● holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation)

Low risk: what to do

Where there is low risk, you should think about:

● talking informally to the child, young person or adult learner about the changes in their behaviour

● providing an opportunity to debate controversial issues in a safe space

● offering information about how to keep safe online- Educate Against Hate has resources for schools to safeguard students

The Prevent duty guidance says that schools should be safe spaces in which young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and to learn how to challenge these ideas. Regular Prevent training will help staff understand what radicalisation means and why young people may be vulnerable to being drawn into terrorism.

At risk

A young person at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation. If a young person is showing at risk

behaviour, you should explore this further to see if you need to make a Prevent referral.

At risk behaviour includes:

● being drawn to conspiracy theories

● beginning to isolate themselves from family and friends

● viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet

● expressing concerns about being victimised, for example feeling under attack

● discriminating against other individuals or groups of people

● sudden change in behaviour

● showing interest in extremists or extreme groups

● expressing views that divide us, for example talking about 'us' and 'them'

<u>At risk: what to do</u>

If you think a young person is at risk, you should look at their behaviour and gather all the information you need to make a full assessment of risk and harm.

You should ask yourself:

● if you have enough information to make a comprehensive assessment

● what's happened in the past to trigger the incident

● if this is an isolated incident or a pattern of behaviour

● what else you know and if there any relevant vulnerability factors

● if there are any relevant contextual factors- for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing

● if there are any protective factors- for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or homelife

You should:

● talk to the child, young person or adult learner in a safe space- see how to speak to a child, young person or adult learner vulnerable to radicalisation

● talk to the parents or carers (if under 18) about your concerns- see 'informing the child, young person, parents or carers' in making a referral to Prevent

● make holistic assessment of vulnerability, examining risk and protective factors as set out on page 15 of working together to safeguard children

If you need to make a Prevent referral, you can ask Prevent partners for advice and support. When asking for advice, you do not need to identify the young person. Keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions. If you're in any doubt, make a Prevent referral.

The best person to speak to a young person is any professional, parent or professional who has a good relationship with them.

If you think the risk is escalating, follow your Prevent referral procedures and read the guidance for medium or high-risk cases.

Medium risk

Medium risk means a young person is at heightened risk of radicalisation. There may be several indicators of risk. If the young person is at risk of harm, you must make a Prevent referral immediately.

Medium risk behaviour includes:

● legitimising the use of violence to defend ideology or cause

● accessing extremist or terrorist websites, forums and publications

● expressing dehumanising views

● expressing an interest to travel to a conflict zone

● being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life

● targeting a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), but not otherwise identifying with one particular terrorist ideology or cause

● being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

Medium risk: what to do

You should ask yourself:

● if there's reasonable cause to suspect that the young person is suffering or likely to suffer significant harm

● what the risks are and what would happen if these needs are not met- what the impact will be on the young person - what you're worried about

● what else you know and if there are any relevant vulnerability factors

● if there are any relevant contextual factors- for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing

● if there are any protective factors- for example, supportive personal relationships with peers and family, environmental factors such as school or homelife

If the young person is suffering from or is at risk of harm, you must make a Prevent referral immediately. This is a statutory requirement. Your Prevent partners may give you advice or forward the referral on to Channel as appropriate. Channel is a multi-agency partnership that supports people identified as at risk of being drawn into terrorism. Channel focuses on early intervention to provide support at an early stage.

You should also carry out an assessment to identify whether any needs should be met by more than one agency, for example CAMHS.

When you share information about young person under 18, you should try to get parental consent but only if it is safe to do so. Do not put the young person in more danger.

High risk

High risk means a young person is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety. If they're showing high risk, criminal behaviour, tell the police immediately.

High risk, criminal behaviour includes:

● verbally or physically attacking someone due to their race, religion, sexuality and so on

● committing violent acts guided by a violent extremist ideology or group

● taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)

● having a kill list' or detailed plan to carry out mass violence

● producing or sharing terrorist material offline or online

● recruiting others to a proscribed terrorist group or organisation

High risk: what to do

You should ask yourself if the young person:

● needs support from more than one agency

● is about to put themselves or others in danger

● is at risk due to actions of their parents or carers, or wider family members

● has made violent threats to your setting

Tell the police immediately if you suspect a young person:

● is about to put themselves or others in danger by travelling to join a proscribed organisation, or appears to be involved in planning to carry out a criminal offence

If you suspect a young person is likely to commit an attack on your setting, contact the police and local authority for immediate support.

How to speak to a child, young person or adult learner vulnerable to radicalisation

If you've received concerns about a young person's behaviour, in most cases you should speak to them as soon as possible.

Create a safe space- The Prevent duty states that having a safe space to discuss controversial topics is crucial to give young people a chance to share their views and understand the views of others. Speaking about these issues can help build resilience to challenge extremist narratives. It may also prompt them to raise concerns that staff may not otherwise be aware of. The Educate Against Hate and Let's Talk About It websites have resources to support with this.

Focus on the young person - When recording the conversation, make sure you use the young person's own words and describe any actions clearly. If you're speaking to the young person alone, reassure them that you want to clarify something they said or did.

Be responsive- and inclusive. Ask open and specific questions. Do not add details to your report, but ask the young person to clarify if you need to. For example, you could say: 'Can you explain what you mean by that as I did not understand?' Do not make assumptions about the young person's behaviour based on any aspects of their background or identity.

Be proactive- Do not promise confidentiality. Be clear with the young person about your next steps or actions. If you see, hear or are worried about anything, think about making a Prevent referral.

Build a rapport- Build on your knowledge of the young person by asking about some neutral topics.

Get them talking- Use TED:

- T-tell
- E-explain
- D-describe

For example: 'Tell me what happened in maths today.'

Avoid direct confrontation of opinions or attitudes- Do not say: 'You're wrong.' The young person could become defensive, agitated or withdrawn. Instead, you could ask: 'What made you feel like this?'

Redirect them- If you're finding it hard to discuss the young person's behaviour because they feel angry or emotional, try to redirect them. You could say: 'Tel me something funny that happened last week.'

Start by raising concerns about their behaviour, not their beliefs- Do not say: 'You've been expressing some concerning beliefs and ideas.' Do say: 'I'm concerned because I've noticed you've become [angry or disengaged]. What's going on?'

Make observational comments about their emotional or behavioural state- For example, you could say: 'You look exhausted or agitated or angry. What are you doing to relax?' This may lead to: 'Where do you go? Who do you see?'

Do not ask leading questions- Do not ask questions like: 'Did you hear this at home?' Instead, start your questions with who, what, when, where, how. For example: 'How do you feel about…?', 'What do you understand by…?', 'Where did you hear…?', 'What would you do if…?'

Ask questions- Get them to explain. Ask them: 'What made you think about these things?' or 'Can you give an example of that?', 'Can you explain that further?', 'Is there another point of view on that issue?' The young person might not be able to see other points of view and have a fixed view of the world.

Get them to think about what they're saying- You could ask: 'I still don't understand. Explain it differently for me', 'What is fact and opinion in this statement?', 'How do you know that….? What are you basing your judgement on?'

Ask them to clarify- If you're not sure what the young person has said, ask them to clarify and check their understanding of certain words. You could ask: 'What does X mean?'

Find ways to understand the concerns- Handling difficult or controversial discussions can be challenging. You could say: 'I don't know much about this. Shal we research it together?' or 'Shall we find someone who does know more about this? I would like to learn more.' Or could say: 'I need to speak to someone to see if we can find anyone who knows a lot about this. They could talk to you and help you understand more about X.'

Communication difficulties- Special provision should be put in place to support conversations with young people who:

- have communication difficulties
- are too young
- are unable to communicate
- cannot or will not explain

You should refer to the young person's plan. This may include visual cues to help facilitate discussion, such as picture exchange communication cards.

Appendix 2 Roles and responsibilities of the Single Point of Contact SPOC

DSL/ Prevent SPOC	Elise Woodhead
Email	ewoodhead@braunton.academy
Telephone	01271 812221

The SPOC is responsible for:

● Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;

● Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

● Raising awareness about the role and responsibilities of Braunton Academy in relation to protecting students from radicalisation and involvement in terrorism;

● Monitoring the effect in practice of the school's RE, PSHE curriculums to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

● Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;

● Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;

● Collating relevant information from in relation to referrals of vulnerable students into the Channel process;

● attending Channel meetings as necessary and carrying out any actions as agreed;

● Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

● Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

● Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and

● Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix 3 Channel Prevention Process

The Channel panel

The Channel panel is a multi-agency panel, which includes the police. Channel works in a similar way to existing multi-agency partnerships for vulnerable people.

If the case is passed to a Channel panel, the members will assess the risk to the young person and decide whether to adopt the case. Statutory interventions could take place alongside the Channel process.

Channel panels work with local partners to develop an individualised support package to reduce:

● broader risks to the young person

● the risk of extremism or radicalisation

Channel is a voluntary process. Parents and carers can turn down the support offered. If this happens, the young person will be signposted to other services, if appropriate. For more information, see:

● Channel and Prevent Multi-Agency Panel (PMAP) guidance

● Let's Talk About It

● Act Early

Channel decisions

No support

If the Channel panel decides the referral is not appropriate for Channel support or other safeguarding services, it will signpost it back to the education setting.

The Channel panel will list the areas of concern and the young person's vulnerabilities. It may suggest how you might deal with them but it will be up to you to choose how you support the young person. The local authority or Prevent policing teams can offer advice.

Support from other safeguarding services

If the Channel panel decides the referral is not appropriate for Channel support but thinks the young person can best be supported through other services, it will signpost it to other safeguarding services.

Support from Channel

If the Channel panel decides the referral is appropriate for support through Channel, it will design a support package for the young person based on the risks and vulnerabilities identified.

Channel support

Channel support is tailored to the young person based on their identified needs.

The DSL can attend the Channel panel to be part of this process. The DSL can pass on any relevant information from the setting's point of view and liaise with parents or carers and panel members to understand the decisions and discuss how the education setting could support them.

Participation in the Channel programme is confidential and parents and carers need to give their consent before Channel support is provided.

Many types of support are available, addressing educational, vocational, mental health and other vulnerabilities. Ideological mentoring is common.

The Channel panel will decide what is appropriate and proportionate for the case, then either:

● coordinate new activity through statutory partners and intervention providers that it has commissioned

● oversee existing activity

Channel support could include:

● family support programmes

● family therapy or child and adolescent mental health services (CAMHS) programmes

● targeted youth support

● crime prevention programmes

● focused theological or educational programmes

● parenting programmes

● one-to-one or group counselling

● behaviour support or anger management programmes

One-to-one ideological support or mentoring is often delivered by a Home Office approved intervention provider. They can build a rapport with the young person to discuss their views and understanding.

The Channel panel will review the progress of the young person each month. When the panel decides there is no more risk of radicalisation, the young person will leave the programme.

In some cases, the young person could still be supported to address concerns not related to radicalisation. This would be managed outside of the Channel programme.

Young people who drop out of Channel support may be offered alternatives by the local authority or other providers. In these cases, the police will continue to manage any risk of terrorism that they might present.

After a young person has left the Channel programme, their progress will be reviewed after 6 and 12 months and they may re-enter the programme. If they show further concerns relating to radicalisation, they can re-enter the Channel programme and receive further support at any point.

Parents or carers turn down Channel support

Parents and carers can turn down the voluntary Channel support. If this happens, the members of the Channel panel should suggest alternative services to provide support, such as early help or another agency. In some, the young person may meet the threshold for a child in need service (section 17) from children's social care. If the parents or carers refuse Channel support but there is still a terrorism risk, the police may progress the referral outside of the Channel framework.

Appendix 4- Support without Channel

If the local authority or police decide that the concern does not meet the threshold for early help or child protection services, you may need to think about what general services the young person has access to and assess what additional support can be put in place.

Education settings may put in place protective interventions to support a vulnerable young person. This might be when no further action is taken by the police or local authority, or it could be wider work delivered by the education provider when a learner is in receipt of Channel support.

Whole school and individual interventions can support a young person while they are in the Channel programme or after they have left.

Interventions can include:

- mentoring
- counselling
- theological support
- encouraging civic engagement

● developing support networks (family and peer structures)

● providing mainstream services (education, employment, health, finance or housing)

Whole school interventions

Whole school interventions can help to address concerns that other learners may also experience without singling out an individual.

Whole school interventions can include:

● reviewing the curriculum for relationships, sex and health education, spiritual, moral, social and cultural development and British values

● embedding online safety and digital literacy within the curriculum

● providing opportunities for safe place debates to discuss controversial issues

● building lessons on resilience to exploitation, grooming and radicalisation

● supporting parents with parental controls and online safety advice

● promoting emotional wellbeing and mental health initiatives

● having an effective safeguarding policy and staff training policy for Prevent
● educating staff about vulnerability to radicalisation and current extremist risks, individuals and narratives

● reducing risk, especially for the most vulnerable- thinking about how to reduce vulnerability among at risk students

Individual interventions could include:

● discussions and support to family- parental programmes

● mentoring or buddy up systems

● preventing bullying at school, which can reduce victimisation

● diversionary activities such as extracurricular clubs or sports

● improving social skills- communication, leadership, conflict solving, social problem solving

● cognitive behavioural training- managing anxiety or anger, problem solving and coping strategies

● establishing a positive and supportive relationship with the young person

● using emotional wellbeing and mental health initiatives, counselling or toolkits

- careers guidance
- behavioural or attendance support
- engagement with community groups or organisations

Appendix 5- Prevent Contacts

Role	Contact
DSL and Prevent SPOC	Elise Woodhead
Deputy DSLs	Fay Bowler (Principal) Jenna Swain
Front Door (MASH)	0345 155 1071 main number 0345 6000 388 out of hours
Devon and Cornwall Prevent Team	01392 225130
National Prevent Advice Line	0800 011 3764
Emergency	999