

# High Grange

**Adaptive thinking, Communication, Emotional wellbeing, Independence**

Supporting learning & growth

## Preventing Radicalisation and Extremism Policy

Last Update: November  
**2025**

Responsible: **Principal**

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This policy promotes ACE because;



The High Grange School **ACE ethos (Adaptive Thinking, Communication, Emotional Wellbeing → Independence)** plays a crucial role in how we deliver the Preventing Radicalisation Policy. Because many of our pupils have SEND and may have experienced trauma or adverse childhood experiences, ACE ensures that Prevent is delivered through a trauma-informed, relationship-focused approach.

**A** teaches pupils to think critically, analyse information and recognise when content or people are trying to influence them. This builds resilience and reduces vulnerability to extremist narratives.

**C** empowers pupils to express worries, ask for help and engage in respectful discussion. Staff use communication scaffolds, visuals, and reduced language to ensure Prevent concepts are accessible to all learners.

**E** promotes safety, belonging and emotional regulation. By understanding behaviour through a trauma-informed lens, we reduce the likelihood of pupils seeking identity or connection in unsafe online groups.

Through ACE, Prevent becomes proactive safeguarding—supporting pupils to feel safe, valued, confident and independent.

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## **1. Statement of intent**

High Grange School recognises that some pupils – particularly those with SEND and/or a history of adversity – may be more vulnerable to grooming, extremist ideology, and radicalisation. Safeguarding pupils from these risks is a core duty and is delivered through our trauma-informed culture and ACE ethos: we teach Adaptive Thinking (critical literacy and safe decision-making), ensure Communication is accessible for every learner, and prioritise Emotional Wellbeing, so pupils feel safe, regulated, and able to seek help. This foundation supports growing independence and resilience.

We collaborate proactively with external partners (Local Authority, Prevent/Channel, police, and wider agencies) and take early, proportionate action when concerns arise. We actively promote fundamental British values so pupils can recognise, question, and safely challenge extremist narratives, and we expect respect and tolerance for people of all faiths, races, and cultures across our community.

This policy concerns the risk of radicalisation; procedures for dealing with an actual security incident are set out in our Invacuation, Lockdown and Evacuation Policy.

Our approach reflects current statutory guidance. Under Section 26 of the Counterterrorism and Security Act 2015, the school must have due regard to preventing people from being drawn into terrorism; updated Home Office Prevent Duty Guidance (in force from 31 December 2023) clarifies expectations for education settings, including risk assessment, staff training, partnership working and appropriate IT filtering/monitoring.

We follow Channel Duty Guidance (2023) and use multi-agency early-help pathways where appropriate, recognising Channel as a voluntary, confidential safeguarding support for individuals susceptible to radicalisation.

We implement Keeping Children Safe in Education (KCSIE) 2025 in full. KCSIE treats radicalisation as a contextual safeguarding risk, emphasises early identification, regular staff training (including online safety), and robust systems for reporting and reviewing concerns—particularly for pupils with repeated suspensions/exclusions or heightened online exposure.

Practically, this means:

- All staff are trained to notice early indicators (including online) and to respond via the DSL; pupils have accessible routes to share worries (keyworker time, alternative/augmentative communication, safe-space check-ins).
- The curriculum (PSHE/RSHE, Citizenship, online safety, and wider SMSC) explicitly builds critical thinking, identity, belonging and respectful dialogue, with SEND adaptations (clear language, visuals, processing time, over-learning).
- Filtering and monitoring systems are in place and reviewed for effectiveness and proportionality.

By integrating ACE, trauma-informed practice and SEND inclusion with statutory duties, High Grange aims to protect, educate and empower every pupil to participate safely and positively in modern Britain.

## **2. Legal Framework**

This policy is written with due regard to all relevant legislation, statutory guidance, and national safeguarding requirements. It reflects High Grange School's duty to protect pupils from the risks of radicalisation and extremist influence within a trauma-informed, SEND-inclusive and safeguarding culture, ensuring all pupils can access learning safely and without fear.

We recognise that some pupils may have additional vulnerabilities due to SEND, communication differences, adverse childhood experiences (ACEs), or emotional regulation needs. Therefore, the statutory duties listed below are enacted through a trauma-informed approach, placing relationships, emotional safety, and accessible communication at the centre of all Prevent activity.

### Legislation and Statutory Guidance

This policy has due regard to, and should be read in conjunction with, the following:

- Children Act 1989 – duty to safeguard and promote welfare.
- Education Act 1996 – requirement to provide a broad and balanced curriculum.
- Counter-Terrorism and Security Act 2015 (Section 26 – Prevent Duty) – duty to prevent individuals from being drawn into terrorism.
- Childcare Act 2006 – safeguarding and welfare requirements.
- Equality Act 2010 – duty to eliminate discrimination and advance equality of opportunity; applicable to pupils with SEND or protected characteristics.
- Data Protection Act 2018 & UK GDPR – requirements for lawful, transparent, and proportionate information sharing in safeguarding cases.
- Home Office (2024) – *Prevent Duty Guidance: England and Wales* – updated statutory expectations for education settings, including risk assessment, partnership working, staff training and filtering/monitoring.
- DfE (2025) – *Keeping Children Safe in Education* – radicalisation identified as a safeguarding risk; requires contextual safeguarding and early help for pupils at risk, including those with SEND or repeated suspensions/exclusions.
- DfE (2023) – *The Prevent Duty: safeguarding learners vulnerable to radicalisation* – reinforces the need for proactive identification of vulnerability and early intervention.
- DfE (2023) – *Working Together to Safeguard Children* – sets out multi-agency working expectations.
- Home Office (2021) – *Channel Duty Guidance* – explains the multi-agency safeguarding programme supporting individuals vulnerable to extremist influence.

### Related School Policies

This policy operates alongside, and should be applied consistently with, the following:

- Invacuation, Lockdown and Evacuation Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Online Safety Policy

## **3. Purpose**

The Preventing Radicalisation Policy forms a key part of High Grange School's commitment to safeguarding and promoting the welfare of every pupil. In line with the Education and Inspections Act 2006, we actively promote community cohesion, recognising that global and national events have increased the visibility and accessibility of extremist viewpoints, including the advocacy of violent extremism.

Schools have a statutory and moral duty to educate pupils about extremism and identify early signs of radicalisation. Under the Counterterrorism and Security Act 2015, Section 26, all schools must have "*due regard to the need to prevent people from being drawn into terrorism.*" This duty requires schools to understand the Prevent guidance (issued under Section 29 of the Act), assess risk, and take appropriate action.

Safeguarding against radicalisation is not separate from safeguarding against other harms. It sits within the school's wider approach to protecting pupils from exploitation, abuse, criminality, online harm, peer influence, and coercion.

As a SEND and trauma-informed school, we recognise that some pupils may be more vulnerable due to communication differences, regulation needs, or adverse childhood experiences (ACEs). Therefore, our approach is rooted in the ACE ethos, ensuring pupils are supported to:

- Use Adaptive Thinking to question information, think critically and recognise persuasion techniques.
- Develop Communication, ensuring every child has a voice and accessible methods to express concerns or seek help.
- Maintain Emotional Wellbeing, so pupils feel safe, regulated, and able to make safe choices — supporting their growing Independence.

#### **4. Preventing Radicalisation**

Preventing radicalisation is a core safeguarding responsibility. The Principal/Headteacher ensures that staff respond to risks proactively and daily, that the curriculum explicitly teaches pupils how to recognise and challenge extremist narratives, and that staff conduct aligns with Prevent expectations.

Staff follow the Home Office CONTEST Strategy, using the four pillars:

CONTEST Pillar	Purpose
Prevent	Stop people becoming terrorists or supporting terrorism.
Pursue	Stop terrorist attacks.
Protect	Strengthen protection against a terrorist attack.
Prepare	Reduce the impact of an attack if it occurs.

Our approach is educational, relational, and supportive — not punitive. Staff are trained to recognise *vulnerability*, not ideology, and to respond through safeguarding pathways.

#### **5. Ethos**

To fulfil the Prevent Duty, staff must be able to identify vulnerabilities to radicalisation and know how to report concerns. At High Grange School, we view radicalisation risk

through a safeguarding and trauma-informed lens — similar to how we respond to grooming, exploitation, involvement in gangs or sexual exploitation.

We build resilience by:

- Actively promoting fundamental British values across the curriculum.
- Providing structured but safe opportunities to discuss and debate challenging topics.
- Ensuring pupils are emotionally regulated and supported to make safe, informed decisions.

We are committed to ensuring that Prevent:

- does not limit free thought, curiosity, or discussion.
- does not stigmatise any faith, culture, or political identity.
- promotes inclusion, respect, and critical literacy.

Our school offers a safe space where pupils can explore world events, ask questions, express uncertainty, and learn the skills to challenge extremist thinking — with appropriate emotional and SEND support.

## 6. Duties and Responsibilities

Under Section 26 of the Counterterrorism and Security Act (2015), High Grange School — as a specified educational setting — must *“have due regard to the need to prevent people from being drawn into terrorism.”*

As a trauma-informed SEND provision, we recognise that pupils with additional needs and pupils who have experienced adverse childhood experiences (ACEs) may be more vulnerable to manipulation, exploitation, or online grooming, including radicalisation. Our approach balances safeguarding with emotional safety, ensuring support is delivered without fear, shame, or punitive responses.

To fulfil our statutory, Prevent duty, we will:

- Know about and identify early indicators in pupils, recognising that signs may present differently for pupils with communication differences, sensory needs, anxiety, or trauma histories.
- Use the ACE ethos — supporting pupils to build Adaptive Thinking, develop Communication (having a voice), and maintain Emotional Wellbeing so they can make informed, regulated choices that lead to Independence.
- Develop staff confidence to challenge and intervene, using curiosity-led and non-confrontational trauma-informed questioning.
- Assess the risk of pupils being drawn into terrorism, extremist ideology or online radicalisation — considering individual SEND profiles and personal circumstances.
- Maintain clear protocols and secure records, following safeguarding recording systems and data protection legislation.
- Work transparently with pupils, parents and external agencies where risk is identified.
- Be monitored by Ofsted on how we exercise Prevent duties, including curriculum content, staff training and safeguarding actions

Statutory Prevent guidance identifies four core operational themes, all of which High Grange School adheres to:

Prevent Duty Theme	How High Grange School Meets Requirement
Risk assessment	Identifying vulnerable pupils, using trauma-informed practice and ACE ethos.

Prevent Duty Theme	How High Grange School Meets Requirement
Working in partnership	Referrals and collaboration with LA Prevent teams, police, safeguarding partners, and parents/carers.
Staff training	All staff complete Prevent, KCSIE and safeguarding training with SEND/trauma focus.
IT policies	Robust filtering and monitoring; explicit teaching of safe online behaviour.

## 7. Definitions

For the purpose of this policy:

**Extremism**

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.

(Also includes calling for harm to members of the armed forces.)

**Radicalisation**

A process by which a person comes to support terrorism or extremist ideology. For pupils with SEND or those affected by trauma, radicalisation may be linked to unmet belonging needs, social isolation, or online grooming.

**Terrorism**

Actions designed to influence the government or intimidate the public, for political, religious, or ideological reasons, where the action involves violence, threats, serious harm, or serious interference with systems (including electronic systems).

## 8. Risk Assessment - Safeguarding from Extremism

High Grange School is committed to protecting every pupil — especially those with SEND or who have experienced adverse childhood experiences (ACEs) — from being drawn into extremism or terrorism. We recognise that vulnerability may be linked to difficulties with social communication, emotional regulation, trauma history, social isolation, or a desire for belonging. Therefore, radicalisation risk is assessed within a trauma-informed safeguarding culture that prioritises *emotional safety, connection, and protective relationships*.

We protect pupils without restricting their right to explore ideas or engage in healthy debate. Radicalisation prevention is not about limiting discussion; it is about ensuring that exploration happens safely, respectfully, and critically.

We encourage any pupil, parent/carers, or member of staff to speak to the DSL immediately if they have concerns about:

- Pupils becoming radicalised or expressing extremist views.
- Groups, clubs, online communities, or individuals promoting extremist ideology.
- Friends, family or outside influences encouraging extremist behaviour.
- Pupils discussing travel to areas of conflict or extremist gatherings.
- Any attempt to groom or recruit a young or vulnerable pupil.

All visitors and external speakers are subject to safeguarding and due diligence checks, including:

- Purpose of visit validated in advance.

- All materials reviewed by the Headteacher/DSL.

As a trauma-informed SEND provision, staff assess whether behaviour that appears concerning may instead reflect:

- Dysregulation linked to trauma.
- Literal thinking or misunderstanding of online content.
- Attempts to belong or connect socially.

We use the ACE ethos to build protective factors, including teaching pupils to:

- Think adaptively and critically (Adaptive Thinking).
- Seek help and communicate worries (Communication).
- Regulate emotions and understand influences (Emotional Wellbeing → Independence).

Filtering and monitoring systems are used across all school technology to limit exposure to extremist content. The DSL works closely with the ICT team to ensure concerns raised through monitoring systems are recorded, tracked, and acted upon.

## **9. Preventing Radicalisation**

The school continually assesses the risk of pupils being drawn into terrorism by:

- Understanding local and national contextual risks.
- Recognising individual vulnerability, particularly relating to SEND needs, social exclusion, trauma history, or online exploitation.
- Considering patterns such as isolation, sudden behaviour change or increased secrecy online.

All concerns relating to radicalisation are taken seriously. Staff act proportionately in line with KCSIE (2025), which may include making a Prevent or Channel referral. Radicalisation concerns are treated as safeguarding concerns — not behaviour issues.

High Grange School actively promotes:

- Fundamental British values.
- A strong sense of personal and cultural identity.
- Respect, tolerance and curiosity about others.

Through PSHE, online safety lessons, and our trauma-informed curriculum, pupils are taught how to:

- Stay safe online.
- Recognise manipulation and extremist messaging.
- Question information rather than accept it as fact.

We work closely with parents and families, recognising that they are often the first to notice worrying changes. The school strives to build belonging, celebrate diversity, and remove barriers to participation so every pupil feels connected and valued.

Incidents indicating risk or vulnerability are monitored, recorded, and reviewed through safeguarding systems. Where a pupil is identified at risk, intervention and support will be proportionate, centred around the pupil's needs, and rooted in trust, connection, and relationship — consistent with trauma-informed safeguarding.

## **10. Working in Partnership**

High Grange School recognises that preventing radicalisation is most effective when done in partnership. Many of our pupils have SEND and specific emotional or

communication needs linked to adverse childhood experiences (ACEs). Their safety and resilience are strengthened when school, families, and professionals work together.

The Prevent duty builds upon existing safeguarding partnerships. We will:

- Follow the Derby and Derbyshire Safeguarding ( or Local Authority Pupil Resides in ) Children's Partnership procedures regarding children at risk of violent extremism.
- Work with the Local Authority Prevent team, Police, NHS, and specialist agencies where concerns are identified.
- Engage with parents/carers early, respectfully, and collaboratively, recognising that parents are protective partners, especially where a child may lack emotional regulation or understanding of extremist manipulation.
- Communicate concerns using language that is sensitive to the needs of SEND learners and trauma-informed practice (i.e., we ask *what has happened to this pupil* before asking *what is wrong with them*).

High Grange School uses the ACE ethos (Adaptive thinking, Communication, Emotional wellbeing → Independence) to underpin this work. This means we teach pupils to:

- Think adaptively when exposed to persuasive or extremist messaging.
- Communicate worries and seek help early.
- Develop emotional literacy to regulate feelings of anger, injustice, or exclusion that extremist narratives may target.

We recognise that some pupils may be drawn to extremist content due to loneliness or a desire for belonging. Our trauma-informed approach ensures that connection, safety, and belonging come first.

### **11. Role of the Designated Safeguarding Lead (DSL)**

The DSL (and Deputy DSLs, Prevent Safeguarding lead) will:

- Understand local Prevent referral routes and follow the Prevent/Channel flowchart (see Appendix).
- Support staff to use professional judgement when identifying pupils at risk and act proportionately — including Prevent or Channel referrals where appropriate.
- Explain that Channel is voluntary, supportive, and centred on early help, not punishment.
- Ensure all staff understand signs of radicalisation, as well as how SEND needs, communication challenges, or trauma responses may mask distress or vulnerability.
- Receive, log and act upon all Prevent-related safeguarding concerns and maintain accurate records via the school's safeguarding system.
- Share relevant local and contextual risk information with staff to support vigilance.
- Report Prevent concerns to the senior leadership team and Trustees.

The DSL ensures that every concern is seen through the lens of *connection and understanding*, not blame or sanction.

### **12. Training**

- All staff; governors and volunteers will receive Prevent training as part of mandatory safeguarding induction and ongoing updates in line with KCSIE (2025).
- Training will cover signs of vulnerability, extremist grooming methods, online radicalisation, and contextual safeguarding.
- Staff will be trained to recognise when behaviours linked to radicalisation may actually be expressions of trauma, dysregulation, or SEND-related communication needs.

### **13. Visitors and School Premises**

- All visitors and contractors will be ID checked and their purpose verified.
- External speakers, resources, and presentations will be approved by senior leaders and checked for alignment with British values.
- The school premises will not be used to platform extremist views, intentionally or unintentionally.

### **14. Role of the Curriculum**

High Grange School provides a broad, flexible, and enriched curriculum that:

- Promotes fundamental British Values (democracy, rule of law, individual liberty, mutual respect, and tolerance).
- Supports pupils to express themselves confidently and respectfully, aligned to the ACE ethos of communication and emotional wellbeing.
- Uses PSHE, SMSC and Citizenship to develop identity, belonging, evaluative thinking and resilience to manipulation.
- Provides explicit teaching on online safety, risky online subcultures, and extremist grooming (e.g., incel ideology, misinformation, echo chambers).

Through a trauma-informed curriculum, pupils learn:

- *Adaptive thinking*: How to analyse information and resist persuasion.
- *Communication*: How to voice concerns, debate safely and disagree respectfully.
- *Emotional wellbeing*: How to regulate emotions that extremists may exploit.
- *Independence*: Making safe, informed choices as they prepare for adulthood.

Our goal is to grow empowered, resilient, compassionate individuals who can challenge harmful ideologies and contribute positively to society.

#### High Grange School Curriculum

High Grange School delivers a robust and spiral PSHE curriculum that is carefully structured to build knowledge gradually over time. This enables Prevent-related education to be taught at a pace appropriate to each learner, recognising that many of our pupils have SEND, communication differences, or emotional regulation needs. Content is differentiated to ensure accessibility, reduce anxiety, and maintain emotional safety.

We recognise that pupils who may have experienced trauma or who struggle socially are sometimes more vulnerable to online grooming and extremist messaging. Therefore, teaching is delivered through a trauma-informed approach, ensuring:

- Emotional safety before challenge
- Clear boundaries and predictable routines
- Opportunities for reflection and discussion that are scaffolded through visual supports or reduced language demands where needed.

High Grange School has a responsibility to acknowledge the increasing influence of online subcultures, including extremist or harmful echo chambers. Pupils are explicitly taught how algorithms and targeted online content can shape thinking and reinforce extreme ideas. This includes education on emerging online risks, such as incel ideology, which is already included in our curriculum and will continue to be developed.

The curriculum aligns closely with the school's ACE ethos:

ACE Component	Curriculum Impact
Adaptive Thinking	Pupils learn to analyse online information critically, recognise manipulation, and question harmful narratives.
Communication	Pupils are supported to express their views safely and confidently, including when seeking help or challenging unsafe ideas.
Emotional Wellbeing Independence	→ Pupils learn strategies to regulate emotions, manage peer or online pressure, and build resilience to external influences.

Through PSHE, SMSC, Citizenship and wider curriculum experiences, we aim to equip pupils with the cultural awareness, critical thinking skills and emotional security needed to navigate modern online environments safely. Our goal is to foster *independent thinkers* who are resilient to extremist influence and confident in their own identity and values.

#### **14. Internet Safety**

High Grange School recognises that the internet provides pupils with valuable learning opportunities but also exposes them to risks, including extremist influence, online grooming, and radicalisation. Extremist groups and individuals deliberately target vulnerable young people online, particularly those who may feel isolated, misunderstood or seeking belonging — which can be heightened in pupils with SEND or those who have experienced trauma.

As part of our ACE ethos, we teach pupils how to:

- Think adaptively and critically about online content.
- Communicate worries or concerns to trusted adults.
- Regulate emotions and online reactions, increasing emotional wellbeing and independence.

To safeguard pupils:

- The school uses robust filtering and monitoring systems to block extremist or harmful content on school devices and networks.
- If staff, pupils, or visitors encounter unfiltered extremist content, they must report it immediately to the Senior Leadership Team / DSL.
- We understand that pupils may access unfiltered internet on personal devices; staff are vigilant during break times, and any mobile phone use is monitored in line with the Online Safety Policy.
- Our E-Safety and Acceptable Use Policy explicitly references extremist content and Prevent as part of safeguarding.
- Pupils are taught, through PSHE and digital citizenship lessons, how algorithms, echo chambers, and online subcultures (including incel groups or misogynistic / extremist influencers) can manipulate thinking.

Online safety is taught in a trauma-informed and SEND-aware way, ensuring that:

- Emotional safety is prioritised when exploring sensitive content.
- Vocabulary and concepts are scaffolded according to communication needs.
- Pupils know that mistakes online are learning opportunities, not punishable failures.

## 15. Safer Recruitment

High Grange School only appoints staff who are suitable to work with children and who understand the needs of pupils with SEND, trauma histories, and vulnerabilities associated with radicalisation risk.

We follow Keeping Children Safe in Education (KCSIE) 2025 and statutory Prevent duty expectations. Our safer recruitment procedures include:

1. Pre-employment checks: ID verification, qualifications, right to work, enhanced DBS and barred list checks.
2. Online digital footprint searches (as recommended in KCSIE 2025) to identify possible extremist affiliation, discriminatory attitudes, or safeguarding concerns.
3. Prohibition checks through the Teacher Services' system for teaching and classroom roles.
4. Employment history screening including exploring gaps and obtaining references specifically about suitability to work with vulnerable pupils.
5. Safer recruitment training for anyone involved in interviewing.
6. Single Central Record (SCR) maintained and audited in line with statutory requirements.
7. Ongoing vigilance — safeguarding responsibility continues beyond the point of appointment.

Recruitment prioritises staff who demonstrate emotional regulation, empathy, and alignment with our trauma-informed ACE ethos.

## 16. Signs of Vulnerability

There is no single indicator of vulnerability to radicalisation. For some pupils, behaviours associated with SEND or trauma (e.g., isolation, sensory shutdown, literal language interpretation) may mask or mimic vulnerability. Staff consider behaviour through a curious and compassionate lens — asking *what has happened to this pupil?* not *what is wrong with them?*

Potential signs include:

- Feeling isolated or rejected by peers
- Change in behaviour, withdrawal, or secrecy.
- Confusion over personal identity or belonging.
- Exposure to traumatic or global/national events
- Possession of extremist material
- Conflict at home or sudden lifestyle changes
- Increased interest in ideology, conspiracy content, or extremist groups
- Intolerance, discriminatory language, or glorifying violence

Early indicators:

- Expressing extremist sympathy
- Sharing extremist content online
- Attempting to impose views on others
- Graffiti, artwork or writing displaying extremist themes.
- Speaking positively about attending extremist events

## 17. Referral Process

All concerns must be reported to the DSL within one working day using the school's safeguarding system.

Where significant concerns are identified:

1. Police assess whether there is an immediate safeguarding or terrorism risk.
2. If not radicalisation-related, other support may be offered (e.g., Early Help, mental health, social care).
3. If risk is confirmed, referral progresses to the Channel Panel — a voluntary early intervention programme.
4. Channel support may include:
  - o Mentoring
  - o Mental health support
  - o Careers and education support
  - o Parent/carer online safety guidance

Prevent referrals are not criminal investigations, and do not appear on a criminal record.

The DSL records, tracks and stores all referrals in line with UK GDPR.

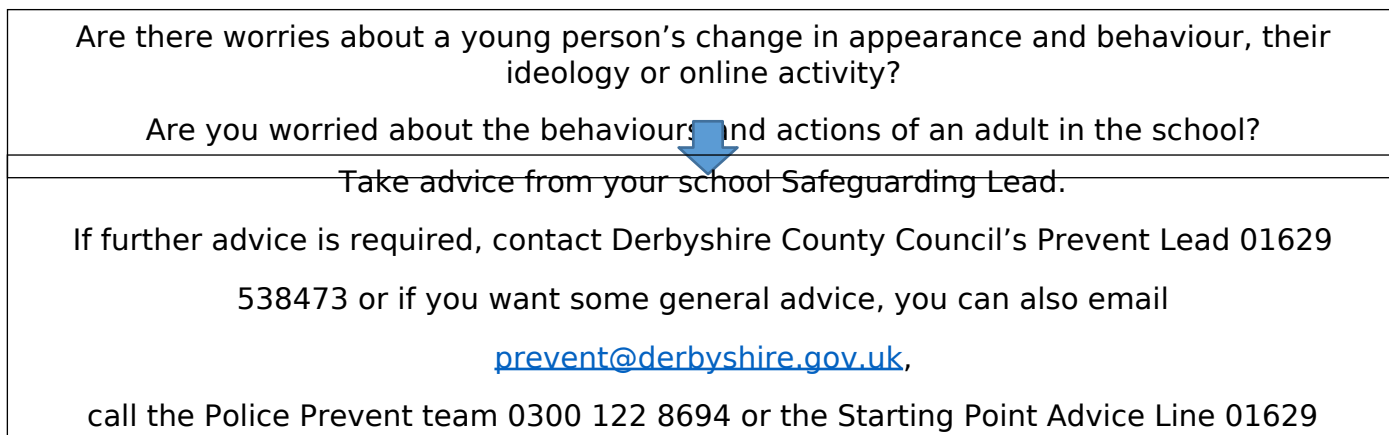
### 18. Useful Contacts

- Anti-Terrorist Hotline: 0800 789 321
- DfE Counter Extremism Helpline: 020 7340 7264
- Channel / Prevent Referral Guidance (Derbyshire): <https://schoolsnet.derbyshire.gov.uk/site-elements/documents/keeping-children-safe-in-education/emerging-school-safeguarding-themes/how-to-make-a-prevent-referral.pdf>

Further guidance:

- *Keeping Children Safe in Education (2025)*
- *Prevent Duty Guidance (2024)*
- *Educate Against Hate* (DfE / Home Office)
- *UK Safer Internet Centre*

### [Appendix 1 Flowchart for referrals. Prevent Referrals - Pathway](#)





If the child is  
  
considered to be at



If the child is not considered to be at immediate risk of harm, start the Early Help Assessment if it has not already been started/completed.  
  
This will help to support the young person/family as well as evidencing actions taken, should additional support be required.



Police receive all Prevent referrals - investigations

A Social Worker will review the presenting information within the referral to determine further actions for Social Care or Targeted Early Help services. An officer from the Police Prevent team will be included in the Strategy discussions if they are required.

*NB - Whilst the Police Prevent Team can recognise vulnerabilities and support the safeguarding process, they are primarily focused on Counter Terrorism and Domestic Extremism risk. Please make sure other safeguarding measures (including Early help Assessments) are progressed in a timely manner.*

