



SENSES Learning Hub

Prevent Policy

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Dawn Oughtibridge (Director)

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John Fox (Director)

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Protecting children from extremism and radicalisation

Schools and provisions that support young people have a vital role to play in protecting children and young people from the risks of extremism and radicalisation. This role is underpinned by the Counter Terrorism and Security Act (2015) to have due regard to the need to prevent people from being drawn into terrorism.

The Prevent Strategy, published by the Government in 2011 is part of an overall counter terrorism strategy CONTEST updated in July 2023 (CONTEST 2023 refresh). The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism activity. The current statutory Prevent Duty Guidance for England and Wales was issued in 2023 and came into force on 31 December 2023. The Prevent duty requires specified authorities to have due regard to the need to prevent people from being drawn into terrorism.

This has raised a specific need to safeguard children, young people and families from violent extremism and terrorism. Nationally, there have been situations in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views. Such views include justifying political, religious, sexist or racist violence, or to steer individuals into a rigid and narrow ideology that is either vocal or active opposition to fundamental British values including embracing diversity and mutual respect and tolerance of different faiths and beliefs.

In accordance with Keeping Children Safe in Education 2026, children may be susceptible to radicalisation into terrorism and protecting children from this risk forms part of SENSES Learning Hub's wider safeguarding responsibilities.

SENSES Learning Hub is fully committed to safeguarding and promoting the welfare of all children and young people who we work with. As an alternative provision, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

Our staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

SENSES Learning Hub values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Children, young people and all childcare workers 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/or 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. SENSES Learning Hub is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The Prevent duty applies to all forms of terrorism and does not prescribe a particular ideology or type of terrorism as the sole or primary concern. SENSES Learning Hub will respond proportionately to the risks relevant to its students, local area and wider national threat picture.

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

The provision will not make assumptions about vulnerability to radicalisation based on a student's religion, ethnicity, background, political views or other protected characteristic. Concerns will be considered on the basis of the individual child's behaviour, circumstances and safeguarding needs.

Aims and Principles

- To ensure all staff are aware of the Prevent Strategy and are able to protect children and young
- People who are vulnerable or at risk of being radicalised by working alongside other professional bodies and agencies to ensure that individuals are safe from harm.
- To ensure SENSES Learning Hub has due regard to the need to prevent people from being drawn into terrorism in accordance with section 26 of the Counter-Terrorism and Security Act 2015.
- To ensure Prevent is embedded within SENSES Learning Hub's wider safeguarding arrangements and is not treated as a separate safeguarding process.
- To ensure staff understand the risks associated with online radicalisation and the role of appropriate filtering, monitoring and online safety arrangements.
- To ensure concerns are identified, recorded and referred appropriately and proportionately.

All staff working or volunteering within the setting will:

- Have an understanding of what radicalisation and extremism are and why we need to be vigilant.
- Know what the policy is on safeguarding from radicalisation and extremism and will follow the policy should issues arise.
- Know how to identify and respond to concerns about a child who may be susceptible to radicalisation into terrorism.
- Understand that there is no single profile or checklist that reliably identifies a person who may be susceptible to radicalisation and that professional judgement must be applied.
- Know the provision's procedures for reporting a Prevent-related safeguarding concern to the Designated Safeguarding Lead (DSL) or deputy.

- All parents will know that SENSES Learning Hub has policies in place to keep children and young people safe from harm and that regular reviews of systems are done to ensure they are appropriate and effective.

The statutory guidance confirms that Prevent should be embedded within existing safeguarding policies and procedures rather than operating as a standalone safeguarding system.

Definitions

Radicalisation refers to the process by which a person comes to support terrorism and extremism leading to terrorism.

For the purposes of the current Prevent Duty Guidance, radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Extremism is defined by Government in the prevent strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also include in the definition of extremism calls for the death of members of our armed forces.

The Government introduced a new definition of extremism in March 2024. It defines extremism as the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate or destroy the fundamental rights and freedoms of others; undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve those results.

The 2024 definition is a non-statutory Government definition and does not replace the statutory Prevent duty or the thresholds for a Prevent or Channel referral.

Terrorism is defined by Government as *"The use of violence in order to accomplish political, religious or social objectives"*. Terrorism is a criminal act that influences an audience beyond the immediate victim. Effectiveness is not the act itself but the impact on Government and the public.

For the purposes of this policy, SENSES Learning Hub will apply the statutory definition of terrorism contained in the Terrorism Act 2000, as amended.

Procedures for referrals

Keeping children and young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

Although serious incidents involving radicalisation have not occurred at SENSES Learning Hub and although the risk is minimal, it is important for us to be vigilant and remain informed about the



issues which affect risks to the provision. All staff are reminded to dispel belief that instances of radicalisation ‘could not happen here’.

The level and nature of risk will be kept under review. SENSES Learning Hub will have regard to the local and national threat picture and will not assume that the absence of previous incidents means that there is no risk.

If any member of staff has concerns that a child or young person may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead (DSL), or a deputy DSL in their absence, who will be responsible for considering the concern in accordance with the provision’s safeguarding procedures and determining the appropriate action, including seeking advice from the local authority Prevent team or making a Prevent referral where appropriate.

Prevent referrals should be made where there is a concern that a person may be susceptible to being drawn into terrorism. A referral does not mean that the person is considered a terrorist or has committed an offence.

Following referral, information will be gathered and an assessment undertaken by the appropriate Prevent partners. Where the statutory threshold is met, the individual may be considered for Channel support. Channel is a voluntary, confidential, multi-agency safeguarding programme. Consent is required before Channel support is provided.

Where there is an immediate risk of harm or an immediate threat to life, emergency safeguarding procedures will be followed and the emergency services contacted. Where there is a concern about possible terrorist activity requiring an immediate police response, the police will be contacted without delay.

The current Channel threshold is that there are reasonable grounds to believe an individual is vulnerable to being drawn into terrorism.

SENSES Learning Hub will follow current Home Office, local authority and safeguarding partnership referral procedures.

Staff Training

SENSES Learning Hub will ensure that staff have ‘due regard to the need to prevent people from being drawn into terrorism’. They are aware of the threats, risks and vulnerabilities that are linked to radicalisation and they understand the signs that someone may be vulnerable.

Staff will receive Prevent training appropriate to their role and responsibilities. Training will enable staff to understand the Prevent duty, recognise factors that may make a person susceptible to radicalisation, understand the influence of extremist and terrorist narratives, including online influences, and know how and when to raise concerns.



Prevent knowledge and training will be refreshed at appropriate intervals and whenever significant changes to guidance, legislation, local risks or the national threat picture make this necessary.

SENSES Learning Hub Prevent leads and training to date (06.09.26):

John Fox: Director

Dawn Oughtibridge: Director

Gov.uk Prevent duty training:

- Course 1: Awareness course
- Course 2: Referrals course
- Course 3: Channel or PMAP course

Relevant staff will complete appropriate current Home Office Prevent duty training and maintain evidence of completion. The Designated Safeguarding Lead and relevant safeguarding leads will maintain sufficient knowledge to advise staff and make or support appropriate Prevent referrals.

The Home Office continues to provide official Prevent duty training covering awareness, referrals and Channel/PMAP.

Indicators of Vulnerability to Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Current Prevent terminology recognises that a person may be “susceptible” to radicalisation rather than simply “vulnerable”. Susceptibility may arise from a combination of circumstances, influences and individual factors and should be considered on a case-by-case basis.

Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

SENSES Learning Hub will also have regard to the Government’s 2024 definition of extremism, while recognising that this is a non-statutory definition and that Prevent concerns must be considered in accordance with the statutory Prevent framework.

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;

- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

There is no single route to radicalisation and no definitive checklist of behaviours that demonstrates that a child is being radicalised. Holding strong, controversial or unpopular views does not, by itself, mean that an individual is susceptible to radicalisation or terrorism. Staff must consider the wider context and exercise professional curiosity and judgement.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff are able to recognise those vulnerabilities.

Online activity can play a significant role in radicalisation. Staff should remain alert to changes in online behaviour, exposure to terrorist or extremist content, online relationships and the use of social media, gaming, messaging platforms or other digital environments to influence or recruit susceptible individuals.

Indicators of vulnerability include:

Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

Personal Circumstances – migration; local community tensions; and events affecting the students country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;

Experiences of Criminality – including involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

Individual Needs – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

These factors must never be treated as evidence of radicalisation in isolation. In particular, SEND, neurodivergence, mental health needs, religion, ethnicity, cultural identity or social isolation should not themselves be interpreted as indicators of extremism or terrorism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
- Expressing support for terrorism or terrorist organisations;
- Expressing an intention to travel for a terrorism-related purpose or showing concerning interest in terrorist activity;
- Increasing engagement with online material that promotes or legitimises terrorist violence.

Any indicator must be considered in context. Staff should report concerns rather than attempting to investigate or determine for themselves whether a student has been radicalised.

Roles and Responsibilities of the Directors

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;

Maintaining an up-to-date understanding of the Counter-Terrorism and Security Act 2015, Prevent Duty Guidance, Channel Duty Guidance, Keeping Children Safe in Education 2026 and relevant local safeguarding and Prevent arrangements;

Raising awareness about the role and responsibilities of SENSES Learning Hub in relation to protecting students from radicalisation and involvement in terrorism;

- Raising awareness within the provision about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students into the Channel* process;

- Ensuring that an appropriate Prevent risk assessment is maintained and reviewed, taking account of the provision's students, local context and national risks;
- Ensuring appropriate policies and procedures are in place to manage identified Prevent risks;
- Ensuring staff receive appropriate Prevent training and understand the procedure for raising concerns;
- Ensuring appropriate internet filtering and monitoring arrangements are in place to help safeguard students from terrorist and extremist material online, while avoiding unreasonable restrictions on learning;
- Ensuring appropriate records of Prevent concerns, decisions, referrals and actions are maintained securely in accordance with safeguarding and data protection requirements;
- Working with the Designated Safeguarding Lead, local authority, police, Channel panel and other safeguarding partners as appropriate.

Where the Directors is not the Designated Safeguarding Lead, safeguarding concerns relating to Prevent will be managed in conjunction with the DSL and in accordance with the Safeguarding and Child Protection Policy.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. Channel aims to:

- 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.

Channel is a voluntary, confidential, multi-agency safeguarding programme providing support to people who are susceptible to being drawn into terrorism. Channel panels are established under the Counter-Terrorism and Security Act 2015 and bring together relevant partners to assess risk and develop an appropriate support plan.

Participation in Channel support is voluntary and requires consent. Where Channel is not considered appropriate, other safeguarding or support interventions may still be required.

Review Log

Review date	Completed by who
20.08.25	John Fox and Dawn Oughtibridge
18.08.26	John Fox and Dawn Oughtibridge