ALMA EDUCATION

Prevent Duty Policy

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Statement of Intent

Alma Education recognises that learners can be vulnerable to extremist ideology and radicalisation, and is committed to protecting learners from this risk as part of its safeguarding responsibilities. Some of the young people Alma works with may have experienced isolation or a sense of not belonging, and staff understand that these experiences can be exploited by those who seek to draw young people into extremism.

Alma Education works in line with the Prevent duty guidance and with the Prevent arrangements of each commissioning body and local authority. Its commitment to safeguarding learners against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies, including the police and the local authority, where appropriate and as required. The commissioning school or local authority retains full legal accountability for each learner, and Alma's DSL shares any Prevent-related concern with the commissioning body's DSL.

Alma Education actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Learners are encouraged to regard people of all faiths, races and cultures with respect, and are given a safe space in which to discuss sensitive topics and to challenge extremist views.

Because Alma works with learners 1:1 and in small groups, learning mentors build close, trusted relationships and are well placed to notice changes in a learner's behaviour, views or friendships. Every concern is raised with the DSL immediately.

This policy relates to the potential radicalisation of learners. In the event of a specific terrorist or security incident during a session, staff call 999 and follow the emergency procedures set out in the Health and Safety Policy and those of the session venue.

Legislation and Statutory Guidance
Counter-Terrorism and Security Act 2015
Children Act 1989
Education Act 1996
Equality Act 2010
UK GDPR and Data Protection Act 2018
Prevent Duty Guidance: England and Wales (2023, updated March 2024)
The Prevent Duty: Safeguarding Learners Vulnerable to Radicalisation (DfE)
Channel Duty Guidance: Protecting People Susceptible to Radicalisation (Home Office)
Making a Referral to Prevent (DfE)
Keeping Children Safe in Education (2026)

Working Together to Safeguard Children (2026)
Information Sharing: Advice for Safeguarding Practitioners (DfE, May 2024)
Non-School AP Voluntary National Standards (Aug 2025)

1. Legal Framework and Related Policies

> *"Schools and childcare providers... are ideally placed to identify children who are vulnerable to radicalisation, and to intervene to prevent this."*
>
> *HM Government, Prevent Duty Guidance for England and Wales*

This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to, the legislation and guidance listed in the table above.

This policy operates in conjunction with the following Alma policies and records:

- Child Protection and Safeguarding Policy, which includes Alma's approach to online safety
- Data Protection and Privacy Policy
- Health and Safety Policy
- Behaviour Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Social, Emotional and Mental Health Policy
- Alma's radicalisation concerns record (incident register)

Equality and diversity are embedded across the Behaviour Policy, Staff Code of Conduct and Admissions Policy.

2. Definitions

For the purpose of this policy:

- Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This includes calling for the death of members of the armed forces.
- Radicalisation is defined as the process of a person legitimising support for, or use of, terrorist violence.
- Terrorism is defined as an action that endangers or causes serious violence to a person or 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 a political, religious or ideological cause.

3. Roles and Responsibilities

The Advisory Board

The Advisory Board, in its advisory role, will be responsible for:

- Providing oversight to ensure that appropriate measures are in place to protect learners from radicalisation.
- Ensuring the Prevent duty is seen as part of Alma's wider safeguarding duties.
- Ensuring Alma has a designated lead in a senior role who is responsible for the delivery of Prevent.
- Ensuring robust safeguarding policies are in place so that those at risk of radicalisation are identified and appropriate support is provided.
- Ensuring that policies are proportionate and based on an understanding, shared with partners, of the threat and risk in the local areas where Alma works, the age of its learners, and the size and type of provision.

The Director of Education

The Director of Education will be responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring learners are taught about fundamental British values through their learning programmes.
- Ensuring that learning programmes encourage learners to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.
- Ensuring every session is a safe space in which learners can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment which assesses how learners or staff may be at risk of being radicalised into terrorism, including online, and developing an action plan setting out the steps that will be taken to mitigate any identified risk.
- Identifying extremist risks in the local areas where Alma works.
- Ensuring that Alma's safeguarding policies set out clear protocols for ensuring that any visiting speakers, whether invited by staff or by learners themselves, are suitable and appropriately supervised.
- Ensuring that invited speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Ensuring any visitors and speakers are appropriate and vetted before they have access to learners.
- Ensuring appropriate Prevent training is undertaken by each member of staff.

- Ensuring staff know about the Home Office Prevent awareness e-learning, the government's Educate Against Hate website and Alma's own internal guidance and resources.
- Ensuring the DSL receives in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels, updated at least every two years.
- Ensuring Alma has robust procedures for sharing information, both internally and externally.
- Having measures in place to ensure that Alma hubs and any venues used for sessions are not exploited by radicalisers.
- Ensuring that arrangements for the use of Alma-provided IT equipment and online platforms make specific reference to the Prevent duty.

The Designated Safeguarding Lead (DSL)

Immediate danger
If a learner is about to put themselves or others in immediate danger, the police must be notified immediately by calling 999. Do not wait to complete a referral first.

The DSL will be responsible for:

- Handling any referrals to Prevent and/or Channel and supporting staff who make referrals.
- Co-operating as far as reasonably practicable with local authority-led Channel panels.
- Following up any referrals made to Prevent.
- Informing the commissioning body's DSL of any Prevent-related concern or referral involving a learner they have placed with Alma.
- Providing advice and support to staff on protecting learners from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support learners at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support learners at risk of being drawn into terrorism.
- Understanding local procedures for making a Prevent referral in each local authority area where Alma works, and making Prevent referrals where appropriate.
- Considering, with the commissioning body, whether it would be appropriate to share any information with a new school, college or provider in advance of a learner moving on, for example if the learner is receiving support through the Channel programme and the information would allow the new setting to have support in place when the learner arrives.
- Undertaking specific Prevent awareness training and providing advice and support to other staff on protecting learners from the risk of radicalisation.
- Maintaining an awareness of the risks relating to extremism in the local areas where Alma works.
- Maintaining a clear understanding of Prevent reporting and referral mechanisms.

In the DSL's absence, staff follow the absence cover arrangements set out in the Child Protection and Safeguarding Policy for the relevant local authority.

All Staff

All staff members, including learning mentors, will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and to any changes in a learner's behaviour which could indicate that they may be in need of help or protection.
- Immediately raising any concerns with the DSL.
- Notifying the DSL when they make any referral to Prevent.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify learners who may be at risk of radicalisation and acting proportionately.

4. Promoting Fundamental British Values

> *"The Prevent duty is not about criminalising or stigmatising communities, but about safeguarding young people from harm."*
>
> *Home Office, Prevent Strategy*

Alma Education builds learners' resilience to radicalisation by promoting fundamental British values and enabling learners to challenge extremist views. Alma's learning programmes promote respect, tolerance and diversity. Learners are encouraged to share their views and to understand that they are entitled to hold their own different beliefs, which should not be used to influence others.

Through learners' personalised learning programmes, and where relevant to each learner, Alma Education will:

- Explore a broad and balanced international history.
- Represent the cultures of all learners.
- Use a wide range of English and non-English literature.
- Mark events of national remembrance, including those relating to the First and Second World Wars.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through its social, moral, spiritual and cultural development work, Alma Education will:

- Enable learners to develop their self-knowledge, self-esteem and self-confidence.
- Enable learners to distinguish right from wrong and to respect the civil and criminal law of England.

- Encourage learners to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in their local community and to society more widely.
- Enable learners to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling learners to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Alma Education will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain, within learning programmes.
- Ensuring that every learner has a voice that is listened to, for example through regular learner feedback and involvement in planning their own learning programme.
- Using opportunities such as general or local elections to explore how politics works and to offer learners the chance to engage with the democratic process.
- Using structured discussion and debate within sessions to give learners the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help learners understand a range of faiths.
- Considering the role of enrichment activities, trips and community-based learning, including any activity led by learners, in promoting fundamental British values.

As a result of Alma promoting fundamental British values, learners will be supported to develop:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

5. Community Links

Alma Education engages with local community organisations, religious leaders and local law enforcement where appropriate. Advisory Board meetings include discussion about extremism and terrorism where appropriate.

Community members are welcome to raise concerns with Alma Education at any time, and these are passed to the DSL.

Where appropriate, learners take part in community festivals, religious celebrations and other events as part of their community-based learning, and Alma supports a range of charities and local community groups that reflect the communities it works with.

Alma Education develops effective partnerships with local Prevent leads, the police and the local authority in each area where it works, including through multi-agency forums where appropriate.

Alma Education maintains an up-to-date awareness of the risk and threat posed in the local areas where it works, and of the latest developments in best practice, through local partnerships.

6. Safeguarding from Extremism

Alma Education remains alert not only to violent extremism but also to non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism. Alma will do its utmost to safeguard learners from being drawn into extremism and terrorism, while also protecting the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

Alma Education recognises that some groups and organisations that promote extremist ideologies are not proscribed terrorist groups or organisations. These groups support divisive or hateful narratives towards others but may not promote extreme violence. For example, they may hold views that support the distrust or hatred of people with different faiths, or undermine the principles of democracy.

Alma Education has a DSL who deals with any incidents of extremism and/or terrorism involving its learners. Alma will do its utmost to safeguard its learners from being drawn into extremism and terrorism.

Alma Education has strong relationships with local safeguarding partners and with its commissioning bodies, and will involve them at the earliest opportunity if safeguarding issues arise.

Alma Education seeks to engage with learners' parents and carers. Staff will assist and advise parents and carers who raise concerns and point them towards support. Alma encourages any learner, parent, carer, staff member or member of the wider community to speak to the DSL if they have concerns about:

- Learners becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of learners becoming radicalised or involved in extremism.
- Learners planning to visit known areas of conflict.
- Members of the community attempting to draw young and/or vulnerable learners into extremism.

Visitors and speakers will be vetted before they have access to learners. All materials given to learners, whether by learning mentors or by visitors and speakers, will be checked by the Director of Education. Due diligence checks will also be carried out on any organisation whose venue or services Alma uses for sessions.

Devices and online platforms provided by Alma for learners' use will have appropriate filtering and monitoring in place to limit learners' exposure to online risks, including extremist content. Alma deals with harmful online behaviour in the same way as offline behaviour.

The DSL will ensure that there is a clear reporting process in place where filtering systems raise safeguarding or Prevent-related concerns.

Preventing radicalisation

Alma Education will assess the risk of learners being drawn into terrorism by identifying the factors that affect children in the local areas where it works and by knowing how to identify those at risk.

Allegations and concerns of radicalisation and/or terrorism will always be taken seriously, and staff will act proportionately, which may include making a Prevent referral.

Alma Education is aware that extremist propaganda is widely available online. Fundamental British values are promoted regularly so that learners develop an appreciation of society. Where appropriate, Alma works with local religious and cultural organisations to help learners develop a strong sense of identity and a clear place and purpose within their community.

Activity on Alma-owned devices will be monitored, and appropriate filters will be in place to protect learners from terrorist and extremist material online, in accordance with the Child Protection and Safeguarding Policy. In line with KCSIE, learners are taught about the importance of staying safe online as part of their learning programme.

Alma Education recognises that learners' parents, carers and families are often best placed to spot signs of radicalisation and, as such, promotes effective engagement with families.

Alma Education will not permit any speaker or visitor who may promote extremist views to work with learners.

Alma Education aims to include and engage every learner, both within Alma and in the wider community. A range of religious and cultural festivals are marked across the year, giving every learner the opportunity to take part.

Alma Education will monitor and assess incidents which suggest learners are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a learner has been identified as at risk of radicalisation, Alma will take action proportionate to the incident or risk, working with the commissioning body.

7. Identifying Concerns

> *"Early intervention is always preferable, and staff should not wait for firm evidence before raising a concern."*
>
> *Keeping Children Safe in Education*

Although extremist behaviour can present in many forms, Alma Education recognises that any concerning change in behaviour, which may be emotional, verbal or physical, may indicate a safeguarding concern. Alma recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- Disclosure by learners about extremist or radicalised behaviour, which could include exposure to materials outside of sessions
- Use of specific terms associated with certain ideological views, for example 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist content
- Refusal to accept views expressed by others which run counter to Alma's commitment to equality and respect
- Documented concerns raised by parents, carers or family members about the changing behaviour of the learner
- References to an extremist narrative in the learner's work
- Disassociation from existing friendship groups
- Distancing themselves from their cultural or religious heritage
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Making significant changes to their appearance
- Family and/or community tensions
- Events affecting their country or region of origin

- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of learning mentors or other adults

Alma Education recognises that some learners may appear to be at risk of, or susceptible to, radicalisation into terrorism without showing a clear ideology. This could include learners who:

- Show an interest in multiple extremist ideologies at the same time.
- Switch from one ideology to another over time.
- Target a 'perceived other' of some kind, but do not otherwise identify with one particular terrorist ideology or cause, for example involuntary celibates (incels).
- Are obsessed with massacre, or extreme or mass violence, without specifically targeting a particular group.
- Show an interest in conspiracy theories, which can act as a gateway to radicalised thinking.
- May be susceptible to being drawn into terrorism out of a sense of duty, or a desire for belonging, rather than out of any strongly held beliefs.

When assessing whether a learner is at risk of radicalisation, staff will ask themselves the following questions:

- Does the learner have access to extremist influences through the internet?
- Does the learner possess or actively seek extremist material?
- Does the learner sympathise with, or support, extremist groups or behaviour in their speech or written work?
- Does the learner's demeanour suggest a new social, religious or political influence, for example through jewellery or clothing?
- Has the learner previously been a victim of discrimination or a religious crime?
- Has the learner experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the learner display an irregular and distorted view of religion or politics?
- Does the learner display a strong objection towards specific cultures, faiths or races?
- Is the learner a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the learner's family?
- Has the learner witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the learner travelled for extended periods of time to international locations?
- Does the learner have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the learner display a lack of affinity or understanding for others?
- Is the learner a victim of social isolation?

- Does the learner have insecure, conflicted or absent family relationships?

Critical indicators include where a learner is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- In possession of extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Alma Education encourages staff to engage with online government resources, including the Educate Against Hate website and the Prevent e-learning modules provided by the Home Office.

8. Making a Referral

Report concerns straight away
If any member of staff has a concern that a learner may be at risk of radicalisation, this must be raised with the DSL immediately, the same day the concern arises.

In accordance with Alma's Child Protection and Safeguarding Policy, if any member of staff has any concern about a learner, they will raise it with the DSL immediately. Alma Education ensures that the DSL undertakes awareness training to comply with the Prevent duty. The DSL provides advice and support to staff on protecting learners from the risk of radicalisation.

Raise every concern with the DSL immediately
Report any concern about radicalisation or extremism to the DSL straight away, and record it the same day. If a learner or anyone else is in immediate danger, call 999 first and then inform the DSL.

The DSL will inform the commissioning body's DSL of the concern. The DSL will tell the learner that they are going to speak with their parents or carers. Parents or carers will be contacted to discuss the issue and to explore whether there are any mitigating home circumstances, unless doing so would put the learner at further risk of harm. A decision will be made at this meeting on whether a referral should be made to Prevent. In most cases, where there is a radicalisation concern, the DSL will refer the case to Prevent, as appropriate.

If there is a concern about potential radicalisation into terrorism, or reason to believe that someone is susceptible to radicalisation, staff members may make a referral using the Prevent national referral form. The DSL will be notified in all cases and will support staff members who do so.

What happens when a person is referred to Prevent?

Prevent referrals usually follow the process set out below:

- The local police force looks at each referral first. They check whether there is an immediate security threat, and whether there is a genuine risk of radicalisation.
- If the person is not at risk of radicalisation, they will not be deemed a case for Prevent. Where appropriate, the person may instead be offered other support, for example a referral to mental health services or social services.
- If there is a risk of radicalisation, a panel of local experts will assess the referral. The panel is led by the local authority and may include the police, children's services, social services, education professionals and mental health professionals.
- If the panel decides that a person is at risk, they will be invited to join a support programme called Channel. This is voluntary, so a person can choose whether to take part. If a person chooses not to take part, they may be offered other support instead and any risk will be managed by the police.

The support provided by the Channel programme may include:

- Mentoring
- Mental health support, such as counselling
- Education or career development support
- Online safety training for parents and carers

The police will be notified immediately if someone is about to put themselves or others in immediate danger, or appears to be involved in planning to carry out a criminal offence, and Alma's emergency procedures will be followed.

Act without delay
Where there is an immediate risk of harm, contact the police straight away. A Prevent or Channel referral does not replace an emergency response.

The DSL will record and retain all incidents in Alma's radicalisation concerns record, in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection and Privacy Policy.

Alma Education will ensure that everyone involved in a referral understands that referrals are not made to the Home Office, and that getting support from Prevent is not a punishment, will not go

on a person's criminal record and will not affect their education prospects. Instead, it allows the right safeguarding support to be provided.

9. Training

All staff attend safeguarding training which includes information on preventing people from being drawn into terrorism or extremist groups. Prevent training is provided annually and updated as required. Training includes the 'Notice, Check, Share' process.

Staff receive regular updates, notices and emails regarding Prevent and anti-extremism as required.

Staff will be made aware of:

- Prevent awareness e-learning from the Home Office.
- The government's Educate Against Hate website.
- Alma's internal guidance and resources.

The Director of Education and the DSL will receive additional support from local partnerships and training on local processes for Prevent. When identifying training needs, consideration is given to the level of knowledge needed for different roles.

Records of training are maintained to ensure that training needs are met and kept up to date.

Training is quality assured by the DSL and its effectiveness is reviewed regularly. Alma Education uses government quality-assured Prevent training resources.

Staff are trained to be aware of, and to identify, concerning behaviour that may indicate a learner is susceptible to radicalisation, for example voicing intolerant narratives.

Training takes account of, and is proportionate to, the risk of terrorism and extremism in the local areas where Alma works.

Further advice on training is sought from the relevant local authority safeguarding team as appropriate.

Staff are trained to be vigilant to the push and pull factors that could make a learner vulnerable to being drawn into extremism or radicalisation.

Staff look out for 'push factors', including where a learner may be feeling:

- Isolated
- That they do not belong
- That they have no purpose
- Low in self-esteem
- That their aspirations are unmet
- Angry or frustrated

- A sense of injustice
- Confused about life or the world
- Real or perceived personal grievances

Alongside these push factors, staff are aware of the 'pull factors' that could make extremist or terrorist groups and ideologies attractive to those experiencing the feelings above.

Staff are aware that pull factors can include where extremist or terrorist groups:

- Offer a sense of community and a support network.
- Promise fulfilment or excitement.
- Make the learner feel special and part of a wider mission.
- Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms.
- Offer inaccurate answers or falsehoods to grievances.
- Encourage conspiracy theories.
- Promote an 'us vs. them' mentality.
- Blame specific communities for grievances.
- Encourage the use of hatred and violent actions to get justice.
- Encourage ideas of supremacy.

10. Monitoring and Review

This policy is reviewed annually by the Director of Education and the Advisory Board, or sooner if required by changes in legislation or statutory guidance. Any necessary amendments will be communicated to all staff. This policy was approved by Melanie Steel, Director of Education, in August 2026 and is due for review in August 2027.