

West View Primary School

Prevent Duty Policy

Policy approved by Local Governors: October 2026

Date for Review: October 2027

Statement of Intent

West View Primary School recognises that pupils can be vulnerable to extremist ideology and radicalisation and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities. Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies, including the Police and the Local Authority - where appropriate and as required.

We support and will adhere to guidance from the DfE which requires schools to actively promote Fundamental British Values in order to enable pupils to challenge extremist views and ensure that they are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the potential radicalisation of pupils at our school. *For guidance on specific terrorist incidents, please refer to our School Emergency Management Plan (SEMP) and Lockdown Policy.*

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989 (legislation.gov.uk)
- Education Act 1996 (legislation.gov.uk)
- Childcare Act 2006 (legislation.gov.uk)
- Equality Act 2010 (legislation.gov.uk)
- Counter-Terrorism and Security Act 2015 (legislation.gov.uk)
- Data Protection Act 2018 (legislation.gov.uk)
- Counter-Terrorism and Border Security Act 2019
- Data protection: The UK's data protection legislation - GOV.UK
- Prevent duty guidance: Guidance for specified authorities in England and Wales (print-ready PDF)
- Prevent duty guidance: England and Wales (2023) - GOV.UK
- Keeping children safe in education - GOV.UK (www.gov.uk)
- The Prevent duty: safeguarding learners susceptible to radicalisation - GOV.UK
- The Prevent duty: practical guidance for designated safeguarding leads - GOV.UK
- Working together to safeguard children - GOV.UK (www.gov.uk)
- Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism (publishing.service.gov.uk)
- New definition of extremism (2024) - GOV.UK (www.gov.uk)

This policy operates in conjunction with the following school policies:

- Allegations of Abuse Against Staff
- Computing
- Data Protection
- Equality Information and Objectives
- Lockdown
- Mental Health and Wellbeing
- Online Safety
- Personal, Social and Health Education (PSHE)
- Relationships, Sex and Health Education (RSHE)
- Safeguarding and Child Protection
- SMSC (Spiritual, Moral, Social and Cultural)
- Special Educational Needs and Disabilities (SEND)
- Whistleblowing

Definitions

For the purpose of this policy:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

1. Negate or destroy the fundamental rights and freedoms of others; or
2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. Intentionally create a permissive environment for others to achieve the results in (1) or (2).

New definition of extremism (2024) - GOV.UK (www.gov.uk)

Radicalisation – is defined as the process by which an individual or group comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism – is defined as violent threats or actions designed to influence government or intimidate the public with the purpose of advancing a political, religious or ideological cause. This includes endangering or causing serious violence to a person or people, serious damage to property and seriously interfering or disrupting an electronic system.

Refer to pages 168-170 of Keeping children safe in education 2026: September 2026

Fundamental British Values comprise of the following:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs, and for those without faith

Roles and Responsibilities

Local Governors will be responsible for:

- Ensuring the appropriate measures are in place to protect pupils from radicalisation
- Ensuring that The Prevent Duty is seen as part of the school's wider safeguarding duties

All Governors are expected to engage with Prevent awareness training on at least an annual basis.

Governors will receive termly reports regarding the school's implementation of the Prevent Duty, including risk assessment reviews, training compliance, Prevent-related safeguarding concerns and relevant local updates.

The Headteacher will be responsible for:

- The overall implementation and management of this policy
- Ensuring that every staff member is familiar with the scope of this policy
- Ensuring that pupils are taught about Fundamental British Values through the curriculum
- Ensuring that the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas
- Undertaking a risk assessment* to determine whether pupils are at risk of being drawn into terrorism
- Identifying extremist risks in the local area
- Ensuring any visitors and speakers at the school are appropriate and vetted prior to them having access to pupils

- Ensuring appropriate Prevent training is undertaken by each member of staff, on at least an annual basis

**The Headteacher(who is also the DSL) will maintain a written Prevent Risk Assessment which is reviewed at least annually and whenever local or national circumstances change. The assessment will identify risks relating to radicalisation, extremist influences, online harms, visiting speakers, community tensions and local intelligence. Outcomes will be reported to governors.*

The Designated Safeguarding Lead (DSL), and any deputies, will be responsible for:

- Handling any referrals to the Channel programme and supporting staff who make referrals to Channel
- Following up on any referrals made to the Channel programme
- Providing advice and support to staff on protecting pupils from the risk of radicalisation
- Delivering, organising or signposting staff to training with regards to The Prevent Duty, ensuring that they understand how to identify, respond to and report concerns about radicalisation
- Working with external agencies to support pupils at risk of being drawn into terrorism
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism
- Considering if it would be appropriate to share any information with a new school in advance of a pupil leaving e.g. if the pupil is currently receiving support through the Channel programme and the information would allow the new setting to have support in place for when the pupil arrives
- Undertaking specific Prevent training, which focuses on extremist ideologies, Prevent referrals and Channel processes
- Maintaining an awareness of the risks relating to extremism in the local area
- Understanding local Prevent referral pathways and arrangements, as well as maintaining effective links with Prevent and local authority partners
- Maintaining a clear understanding of Prevent reporting and referral mechanisms
- Ensuring that event spaces, IT systems and organisational resources are not used to facilitate the spread of extremist narratives or material that encourages support for, or participation in, terrorism

All staff members will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and any concerning changes in a pupil's behaviour which could indicate that they may be in need of help or protection
- Raising any concerns with the DSL (or any deputies, in their absence) in line with this policy and the procedures set out within the school's Safeguarding and Child Protection Policy - *staff should report concerns immediately and should not attempt to investigate concerns themselves*
- Completing training on The Prevent Duty as directed by the school's Safeguarding Team
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately

All staff will follow the Notice, Check, Share model:

- Notice concerning behaviours
- Check concerns with the DSL, where appropriate
- Share information promptly through safeguarding channels

Notice, check, share - GOV.UK

Safeguarding from Extremism

West View Primary School protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

We have a Designated Safeguarding Lead (DSL) who deals with any incidents of extremism and/or terrorism within our school community. At West View Primary School, the Designated Safeguarding Lead is Miss L. Furness, who is also the Headteacher.

As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism. We pride ourselves on strong relationships with our local safeguarding partners and will involve them at the earliest opportunity if safeguarding issues arise.

We will encourage any pupil, parent, carer, staff member or member of the wider school community to speak to the DSL if they have concerns about:

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

Visitors and speakers coming into the school will be vetted prior to them having access to pupils. All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the Headteacher or member of the school's Safeguarding Team. Due diligence checks will also be carried out on those hiring and using the school premises. As a school, we will maintain records of due diligence checks undertaken in relation to external speakers and visitors, where appropriate.

West View Primary School will incorporate appropriate filtering and monitoring systems to limit pupils' exposure to online risks, including extremist content. The DSL and OneIT will work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or Prevent-related concerns.

Filtering and monitoring arrangements will be reviewed regularly by leaders and governors.

Channel and Prevent

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation.

As a school, we will work with the Local Authority, local law enforcement and religious and community leaders to identify children vulnerable to radicalisation and to challenge extremism if it arises. This includes identifying pupils to whom any of the following criteria applies:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Displaying a desire for status amongst their peers
- Displaying a desire for excitement and adventure
- Displaying a need to dominate and control others
- Displaying a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Appearing susceptible to opportunistic involvement
- Having family or friends involved in extremism

- Appearing susceptible to being influenced or controlled by a group
- Displaying relevant mental health issues*

**Mental health needs may interact with other safeguarding concerns and should be considered in context. Mental health difficulties alone are not indicators of radicalisation.*

Referrals made to Prevent will first be handled by Prevent Case Management, who will screen for genuine vulnerabilities. The Prevent Case Management will decide whether further action is required and, if so, will either refer the issue to mainstream services (as required) or carry the investigation forward to a Channel panel which will gather further information from partners and agree on the support required. West View Primary School will ensure that information is shared, as required.

West View Primary School will cooperate with local partners involved in the Channel process. A representative from school will attend meetings, as required, to aid the mitigation of identified risk and vulnerabilities. This includes contributing towards the support plan and sharing information necessary and proportionate to the effective working of the panel.

Prevent and Channel Panel Measures Factsheet

Prevent seeks to tackle the ideological causes of terrorism by tackling exposure to radicalising narratives. This can be achieved by creating an environment where radicalising ideologies are challenged and are not permitted to flourish. West View Primary School will take steps to reduce permissive environments in which extremist narratives, intolerance or support for terrorism could develop, including through:

- Curriculum delivery
- Effective online safety arrangements
- Promotion of respectful discussion
- Safeguarding processes
- Staff vigilance
- Visitor management

Preventing Radicalisation

West View Primary School will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and 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.

The DSL will have regard to The Prevent duty: practical guidance for designated safeguarding leads - GOV.UK and associated next-step checklists when assessing concerns.

Where appropriate, pupils will be helped to channel their desire for excitement and adventure into suitable and healthy activities.

We will ensure that Fundamental British Values are promoted regularly to encourage pupils to develop an appreciation of society. We will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school. We recognise that pupils' parents and families are best placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

All internet activity that takes place on site will be recorded, as well as activity on any school-owned computers, laptops and tablets off site, and appropriate filters will be installed to protect children from terrorist and extremist material online, in accordance with the Online

Safety Policy. In accordance with KCSIE and our Safeguarding and Child Protection Policy, pupils will be taught about the importance of staying safe online through Computing and PSHE lessons.

We will always aim to integrate and engage every child within the school community and in the wider community. A range of different religious and cultural festivals will be celebrated across the year, giving every pupil the opportunity to take part.

We will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a pupil has been identified as at risk of radicalisation, we will take action proportionate to the incident or risk.

Making a Judgement

Although extremist behaviour can be presented in many forms, West View Primary School recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views e.g. '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 materials*
- Refusal to accept views expressed by others which is counter to our equality information and objectives
- Documented concerns raised by parents, carers or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil's work
- Disassociation from existing friendship groups
- 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
- Family tensions
- Events affecting their country or region of origin
- Expressions of hostility towards democratic values, equality, diversity or the rights and freedoms of others
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

**Staff should be alert to radicalisation risks arising via social media, gaming platforms, encrypted messaging applications and online communities.*

There is no single pathway into radicalisation. Susceptibility can vary between individuals and may change over time. Staff should be aware that susceptibility to radicalisation may arise from a range of ideological influences, including mixed, unclear or grievance-based narratives and that concerning behaviours may not align with a single recognised ideology.

Factors that may increase a learner's susceptibility can include:

- Social isolation
- Unmet emotional or social needs
- Bullying or discrimination
- Trauma or adverse childhood experiences

- Feelings of grievance or injustice
- Significant life changes or personal difficulties
- Online influences and exposure to harmful content
- Vulnerability to other forms of exploitation
- Emotional and mental wellbeing difficulties

The presence of one or more susceptibility factors does not mean that someone is being radicalised. These factors are common across many safeguarding contexts and should not be viewed as indicators of radicalisation in themselves. They should always be considered alongside:

- Behaviour
- Context
- Protective Factors

Concerns should always be considered within the wider safeguarding context. When assessing potential Prevent concerns, an individual's circumstances, relationships and environment should be considered, including:

- Previous safeguarding concerns
- Family influences and dynamics
- Peer relationships and social networks
- Environmental and community factors
- Online activity and influences
- Protective factors and sources of support
- Any SEND or neurodiversity considerations

Contextual information should be considered alongside observed behaviours and indicators, rather than in isolation.

Some pupils with Special Educational Needs (SEND), or those who are neurodivergent, may, depending on their individual circumstances, experience vulnerabilities that could be exploited by others. However, SEND and neurodiversity are not indicators of radicalisation and should not be treated as risk factors in themselves. Assessments should be based on an individual's circumstances, behaviours and needs.

Staff will avoid making assumptions about susceptibility based on SEND, disability, mental health needs, ethnicity, religion, culture or nationality.

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

- Has there been a significant and concerning change in behaviour, beliefs or expressed views that warrants further safeguarding consideration?
- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise with, or support, extremist groups or behaviour in their speech or written work?
- Has the pupil previously been a victim of discrimination or a religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Has the pupil 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?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Staff should focus on behaviours, expressed support for terrorism, concerning online activity and contextual information rather than assumptions based upon nationality, immigration status, travel patterns, ethnicity or faith.

Critical indicators include where a pupil 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

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

Staff will look out for 'push factors' including where a pupil 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

In conjunction with these push factors, staff will be aware of the 'pull factors' that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings. Staff will be 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 pupil 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

All Prevent concerns, decisions, actions and rationale will be recorded on the school's safeguarding recording system (CPOMS) including cases where a referral is considered but not made.

Training

All new staff, volunteers, governors and regular visitors will receive Prevent information as part of safeguarding induction.

All staff will attend safeguarding training, including that which concerns preventing people from being drawn into terrorism or extremist groups. Prevent training will be provided annually in order to ensure that all staff are able to recognise indicators of radicalisation and that they are up to date in their knowledge, skills and understanding of The Prevent Duty. Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.

Training will make use of government quality-assured training resources, which focus on the importance of following the 'Notice, Check, Share' protocol. Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area. Staff will be trained to be aware of and to identify concerning behaviour that may indicate a pupil is susceptible to radicalisation. Records will be maintained of training provided to ensure that training needs are being met and kept up to date.

Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism, as required.

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

We will encourage staff to engage with online government resources, including:

- Educate Against Hate - Prevent Radicalisation & Extremism
- Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training
- ACT for Education | ProtectUK

Staff are also signposted to local safeguarding procedures: Prevent / Channel Referral Process - Tees Safeguarding Children Partnerships' Procedures

Making a Referral

Making a referral to Prevent - GOV.UK

In accordance with our school Safeguarding and Child Protection Policy, if any member of staff has any concerns about a pupil, they will raise this with the DSL in the first instance.

Prevent concerns will be managed through a child-centred safeguarding approach in accordance with Working together to safeguard children 2026 and Keeping children safe in education 2026. The views, wishes and experiences of the child will be sought and considered in an age-appropriate manner.

Parents/carers will be contacted to discuss the issue, unless doing so would put the pupil at further risk of harm. A decision will be made at this point to determine whether a referral should be made to Prevent. The National Prevent referral can be accessed here: National Prevent referral form / Refer someone to the Prevent Team | Cleveland Police

Once a referral is submitted to Prevent, it is assessed by specialist Police officers and staff. These officers determine whether there are reasonable grounds to suspect that a person is

susceptible to becoming a terrorist or supporting terrorism and should therefore be considered by the Channel panel for support through Prevent. This is called a gateway assessment. The gateway assessment should determine the most appropriate forum to discuss the referral. Those who are appropriate for consideration at Channel are subject to a further, more detailed Prevent assessment led by the Channel case officer. This assessment is informed by information sharing with wider Channel partners.

Once the gateway assessment and multi-agency information gathering is complete, where appropriate, and where the Channel panel agrees, the person may be adopted into Channel and receive tailored support to reduce their susceptibility to being radicalised into terrorism. Channel panels are chaired by the local authority, and attended by multi-agency partners such as Police, education professionals, health services, housing and social services. They will meet to discuss the referral, assess the risk, and, if appropriate, agree a tailored package of support to be offered to the person. Channel is a voluntary process, and the person must give their consent (or, where appropriate, their parent's or guardian's consent should be obtained) before they receive support.

Staff members will be notified if they are required to attend a Channel panel following a referral made to Prevent.

The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents/carers will be consulted during this period, unless doing so would put the pupil at further risk of harm. If any concerns are raised, the DSL will contact the Channel programme to discuss further steps. All incidents will be recorded and retained in accordance with the Data Protection Act and UK GDPR.

Where there is an immediate risk to life or evidence of a terrorism-related offence, staff should contact 999 without delay and inform the DSL as soon as practicable.

If additional safeguarding concerns exist for a child or young person, a Safer Referral Form should be completed and sent to the relevant local authority: safer-referal-form.docx Referrals/concerns should clearly indicate that a Prevent referral has been made.

Further information regarding the referral process for Hartlepool can be accessed here: Prevent / Channel Referral Process - Tees Safeguarding Children Partnerships' Procedures

Anti-Terrorist Hotline 0800 789 321
Community Safety - Hartlepool 01429 523100 community.safety@hartlepool.gov.uk
Counter Terrorism Case Officer (North Area): Claire Holvey 01642 303397
Cleveland Police Prevent Team FIMUNORTH@CTPNE.POLICE.UK 01642 303397/01642 301330
Cyber Protect and Prepare Officer: Kelly Close

Kelly.Close2@cleveland.police.uk 01642 306852 Ext:6852 / 07525410652
Hartlepool Local Authority Prevent Contact: Philip Hepburn Community Safety and Operations Manager (Hartlepool) Philip.Hepburn@hartlepool.gov.uk 01429 523100
Regional Prevent Education Co-ordinator – North East: Christopher Sybenga christopher.sybenga@education.gov.uk 07384456640
The National Prevent Helpline 0800 011 3764 Report online material promoting terrorism or extremism - GOV.UK

Contact information will be verified annually and updated whenever local partnership arrangements change.

Promoting Fundamental British Values

Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)

Through the curriculum, we will:

- Teach our pupils a broad and balanced international history
- Represent the cultures of all of our pupils
- Teach a wide range of English and non-English literature
- Commemorate World War 1 and 2
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world

Through our Social, Moral, Spiritual and Cultural (SMSC) programme, we will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England
- Further develop harmony between different cultural traditions by enabling pupils 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

At West View Primary School, we will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum
- Ensuring that all pupils within the school have a voice that is listened to e.g. by demonstrating how democracy works via a School Council and other pupil groups whose members are voted for by the pupils
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- Considering the role of extra-curricular activities in promoting Fundamental British Values

Community Links

As a school, we will engage in regular discussions with local community and religious leaders, and local law enforcement. Local Governing Body meetings will include discussion about extremism and terrorism, where appropriate.

West View Primary School operates an open-door policy for community members to report concerns. We will, where appropriate, partake in community festivals, religious celebrations and other events, selecting a range of charities to support across the year which represent our school community, including local community groups.

West View Primary School will develop effective partnerships with local Prevent leads, the Police and the local authority through multi-agency forums as well as maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships. This includes the DSL engaging with the Prevent Operational Group (Bronze Group) in Hartlepool.

Whistleblowing

It is recognised that concerns relating to extremist views or radicalisation may also arise in relation to staff, volunteers, contractors or visitors and such concerns will be managed in accordance with the following documents:

- Allegations of Abuse Against Staff Policy
- Whistleblowing Policy

Monitoring and Review

West View Primary School will monitor compliance through:

- Annual Prevent risk assessments
- Termly completion of safeguarding audit (through Clennell)
- Training records
- Governor monitoring
- Filtering and monitoring reports
- Review of referrals and safeguarding concerns

The Prevent risk assessment will be reviewed annually and additionally, following significant local, national or international events.

This policy is reviewed annually by the Headteacher who is also the Designated Safeguarding Lead. Input, advice and guidance is also sought from local partners.

The next scheduled review date for this policy is October 2027. A review will take place sooner if there are updates to government guidance or if further information is received on how practice could be improved.

All changes to this policy will be communicated to all relevant stakeholders following approval by Local Governors.