



Bedford
Nursery Schools
Federation

PREVENT Policy

Last Review/Approval: January 2026

Next Review Date: September 2026 or before in-line with any guidance changes,

1. PURPOSE & AIMS

The overall aim of the Home Office counter-terrorism strategy, [CONTEST](#), is to reduce the risk from terrorism to the UK, its citizens and interests overseas, so that people can go about their lives freely and with confidence. Prevent remains one of the key pillars of CONTEST, alongside the other three 'P' work strands:

- Prevent: to stop people becoming terrorists or supporting terrorism
- Pursue: to stop terrorist attacks
- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

The objectives of Prevent are to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate.'

(Prevent duty guidance: Guidance for specified authorities in England and Wales, 2023, para.12, 13, 17)

Bedford Nursery Schools Federation is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise and understand that safeguarding against radicalisation and extremism these requirements as part of their wider safeguarding and welfare responsibilities.

Our schools fully recognises the contribution it can make to promoting the welfare of all children and protecting them from harm. This policy sets out our strategies and procedures to protect all children, including those who are vulnerable, from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

At Bedford Nursery Schools Federation, we will ensure that:

- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

2. ROLES AND RESPONSIBILITIES

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

The Governing Body of Bedford Nursery Schools Federation is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

- This policy is reviewed annually (or as soon as there is a change in government guidance) alongside our Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Executive Head Teacher (DSL) and named Designated Safeguarding Leads staff will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

The DSL and Deputy Designated Safeguarding Leads (DDSL) will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education'. As part of this responsibility, the DSL will be responsible for overseeing Prevent delivery, to include ensuring all staff have received appropriate training and induction in our schools.

The DSL at Bedford Nursery Schools Federation will make referrals in accordance with Bedfordshire Channel procedures to the police where appropriate, using the Prevent national referral form and will represent our schools at Channel meetings as required.

Prevent National Referral Form can be accessed here:

<https://assets.publishing.service.gov.uk/media/68385d2428c5943237ae6528/PREVENT+National+Referral+Form-+STATIC+VERSION2.pdf>

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow.

The DSL is Julie Smith.

The DDSLs are Suzie Hoefkens and Clare Oliver.

3. TRAINING

We will ensure and record that appropriate staff have undertaken training on radicalisation and the role they play in countering terrorism. All new staff carry out on-line Prevent training as part of their induction. The DSL and DDSL will complete more in depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels. It is recommended that this training is updated at least every two years, enabling the lead to support other staff on Prevent matters and update them on relevant issues. We will determine the type of training and its frequency for staff in different roles in proportion to the risk of terrorism and extremism in the local area and their phase of education or type of setting. Planning for staff training should include considering what level of knowledge is proportionate for different roles.

Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able equipped to identify children and/or families at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our p are resilient and supported to resist involvement in radical or extreme activities. They will understand how to escalate and refer their concerns to Prevent.

Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all children at our school.

The DSL and DDSL receive newsletters and communications from the RPEC (Regional Prevent Education Co-ordinators) and will attend virtual training as appropriate, for example Early Years Prevent training. <https://www.gov.uk/guidance/regional-prevent-education-coordinators>

Online Prevent training and resources:

[Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training \(support-people-susceptible-to-radicalisation.service.gov.uk\)](https://www.gov.uk/guidance/regional-prevent-education-coordinators)

[Educate Against Hate](#)

4. THE ROLE OF THE CURRICULUM

At Bedford Nursery Schools Federation we will provide children with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Children will be encouraged to regard people of all faiths, beliefs, races and cultures with respect and acceptance to accept and celebrate the diversity within British society. BNSF support learners to have the knowledge, skills and values that will prepare them to be citizens in modern Britain. We are required to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. BNSF uses the [foundation stage statutory framework](#) to do this in an age-appropriate way, through ensuring children learn right from wrong, mix and share with other children, and value other views.

Through our curriculum we will aim to:

- enable pupils to build positive relationships and learn the importance of respecting each other and our similarities and differences
- enable pupils to understand they are part of a diverse community within Bedford, England;
- 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;
- further acceptance and 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, and to value their views;
- 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.

We will achieve this through our continuous provision, group times and other small group work.

5. ONLINE SAFETY – Add PREVENT to next review of online safety policy

Staff must adhere to the Acceptable User Policy. Staff, IT policies and BNSF IT equipment and networks ensure that children are safe from terrorist and extremist material when accessing the internet. By meeting the digital and technology standards, filtering is used as a means of restricting access to harmful content. Children are taught about on-line safety appropriate to their age. Online safety information is also shared with parents.

6. VISITORS AND THE USE OF SCHOOL PREMISES

At Bedford Nursery Schools Federation we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly defined to avoid contradictory messages or duplication;
- Activities are matched to the needs of pupils;
- Activities are carefully evaluated to ensure that they are effective.

Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract to ensure that any spaces or IT equipment are not being used to facilitate the spread of extremist narratives which encourage people into participating in or supporting terrorism, in line with 'Reducing Permissive Environments' (Prevent duty guidance: Guidance for specified authorities in England and Wales, 2023). Usage will

be monitored and in the event of any behaviour not in keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the arrangement

7. PROCEDURES FOR MANAGING CONCERNS

Bedford Nursery Schools Federation adheres to the procedures that have been agreed locally through the Bedford Children's Safeguarding Board for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation: 'like any safeguarding mechanism, it is far better to receive referrals which turn out not to be of concern than for someone who genuinely needs support to be missed.' (Prevent duty guidance: Guidance for specified authorities in England and Wales, 2023)

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

The Designated Safeguarding Leads (DSLs) are the first point of contact for any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child or family member is at risk of radicalisation must report it immediately to the DSL or, if the DSL is unavailable, to the DDSL. In their ~~the~~ absence of ~~either of the above~~, the matter should be brought to the attention of the most senior member of staff. Advice can also be sought from the local authority Integrated Front Door (01234 718700)

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Bedford Channel procedures by completing the Prevent National Referral Form, which can be found here: [National Prevent referral form](#)

The Department for Education has a dedicated telephone helpline (020 7340 7264) which school staff and governors can call to raise concerns about extremism. You can also email counter.extremism@education.gov.uk. These are not for use in emergencies. Check these contacts

In an emergency, call 999 if you:

- Believe someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Where appropriate, as with any other safeguarding concern, any Prevent concerns will be securely transferred if a child moves to another early years setting or school. As part of BNSF existing approach to safeguarding, robust procedures for sharing information, both internally and externally, are in place. Information sharing is vital in promoting the welfare of learners and staff. In line with Prevent Duty guidance, paragraph 170: 'When seeking to share personal data regarding people susceptible to radicalisation, practitioners should consider whether it is appropriate to rely on the person's consent and must comply with the requirements of data protection legislation. Where it is

not possible to rely on consent, it is still possible to share information if there is a [lawful basis](#) for doing so.'

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Executive Head Teacher or Chair of Governors immediately, in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

8. RELEVANT POLICIES

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Safeguarding/Child Protection Policy
- Anti-Bullying
- Equality
- E-safety
- Health and Safety including site security
- Whistle-blowing
- Data Protection Policy
- Curriculum
- Relationships Statement
- Acceptable User Policy

8. STATUTORY FRAMEWORK

8.1 This policy has been devised in accordance with the following legislation and local and national guidance:

- Bedford Channel Procedures - <https://www.bedford.gov.uk/environmental-issues/community-safety/preventing-terrorism>
- The Counter-Terrorism & Security Act 2015
- Counter-terrorism strategy (CONTEST) 2023
- 'Prevent Duty Guidance: for England & Wales', HM Government (2023, ~~2015~~)
- Home Office Statutory guidance – Glossary of Terms
- 'Get help for radicalisation concerns' - <https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised>
- 'Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools', DfE (2014)
- 'Keeping Children Safe in Education', DfE (2025)
- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE (2023)

- ‘Information Sharing: Advice for practitioners’, DfE (2024)
- The Prevent duty: safeguarding learners vulnerable to radicalisation, DfE (2022)
- Understanding and identifying radicalisation in your education setting (2023)
- Managing the risk of radicalisation in your education setting (2023)

Training and Resources

GOV.UK Prevent training - <http://www.gov.uk/prevent-duty-training>

Educate against Hate - <https://www.educateagainsthate.com/category/school-leaders/advice-and-training-school-leaders/>

Appendix 1: Glossary of Terms

<https://www.gov.uk/government/publications/prevent-duty-guidance/glossary-of-terms>

‘Extremism’ is defined in the 2011 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.

‘Non-violent extremism’ is extremism, as defined above, which is not accompanied by violence.

‘Prevention’ in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

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

The current UK definition of ‘terrorism’ is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes 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.

‘Terrorist-related offences’ are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

‘Vulnerability’ describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

‘Channel’ is a multi-agency programme across England and Wales that provides support to people susceptible to becoming terrorists or supporting terrorism, underpinned by Section 36 of the CTSA 2015. The person (or their parent or legal guardian, if under 18) referred to it must give consent before any support can be provided under Channel.’ (Prevent duty guidance: Guidance for specified authorities in England and Wales, 2023)

Appendix 2: Warning Signs/Indicators of Concern

Taken from Prevent Duty Guidance: England & Wales, HM Government 2015 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.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. 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.

Factors which may make pupils more vulnerable may include:

- Identity Crisis: the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis: the pupil may be experiencing family tensions; a sense of isolation; 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 pupil’s 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 pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality: involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- Special Educational Need: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:
 - Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
 - Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
 - Pupils accessing extremist material online, including through social networking sites;
 - Possessing or accessing materials or symbols associated with an extremist cause;

- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice-related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

Appendix 3 – is this still the same?



