WHITE HOUSE SCHOOL

Anti-Radicalisation Policy

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CAVENDISH EDUCATION

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1. Context

The White House School is an independent specialist school for children and young people with additional and complex needs. We are part of Cavendish Education and are committed to transforming lives through highly personalised education, therapeutic support and ambitious teaching.

Our vision is **"Making Learning Possible Again."** We create a school where pupils feel safe, belong, achieve and thrive. Through removing barriers to learning, rebuilding confidence and fostering positive relationships, we empower every pupil to realise their potential and prepare for successful and fulfilling lives beyond school.

Our mission is to provide a nurturing, ambitious and mindful education that supports both academic progress and personal growth. Guided by our whole-school ethos of **Healthy Minds, Happy Hearts**, we create the conditions for every pupil to become **Ready to Learn and Prepared for Life**.

Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

We believe that pupils thrive when they feel safe, understood and valued. Our culture is built upon strong relationships, high expectations and a commitment to seeing the strengths and potential in every child. We are deeply nurturing without lowering expectations and remain unashamedly ambitious for every pupil.

Our practice is informed by the National Autistic Society's **SPELL Framework**, which promotes:

- Structure and predictability;
- Positive approaches and expectations;
- Empathy and understanding;
- Low arousal environments;
- Strong links between school, home and professionals.

Alongside this, we adopt a trauma-informed, relational and therapeutic approach across all aspects of school life. We recognise that behaviour is a form of communication and believe that pupils do well when they can. Our role is to understand the barriers they face and provide the support, strategies and relationships that enable them to succeed.

At The White House School:

- Every interaction is viewed as an intervention.

- Every adult is an emotionally available adult.
- Relationships come first.
- Emotional readiness is the foundation for learning.

We support pupils to develop emotional regulation, communication, independence and social understanding through consistent relational practice, personalised support and integrated therapeutic approaches. Emotional regulation is explicitly taught through co-regulation, sensory support, movement opportunities and personalised regulation strategies. Pupils are encouraged to understand themselves, develop resilience and build the skills needed to navigate life successfully.

Safeguarding is at the heart of everything we do. We recognise the additional vulnerabilities that many pupils with special educational needs may experience and maintain a culture of vigilance, care and advocacy. We place the child at the centre of decision-making, listen to pupil voice in all its forms and work closely with families and external agencies to promote safety, wellbeing and positive outcomes.

Through ambitious and adapted teaching, meaningful relationships, therapeutic support and a culture of belonging, we help pupils feel safe, build confidence, achieve success and thrive both in school and beyond.

2.Aims

The Prevent duty forms part of our wider safeguarding obligations. The teaching of Fundamental British Values and SMSC are an integral part of our curriculum and our culture of personal development for our pupil community. Staff are trained to know what radicalisation is, the difference between what to look out for and what to do if they are concerned. Staff are frequently signposted to resources that will support them in this work and therefore equip our pupils with the knowledge and education to enable their personal development and protect them from harm. The school's policies and procedures in place will robustly challenge any extremist views and seek at all times to prevent our pupils being drawn into terrorism. The school also uses the websites https://goingtoofar.lgfl.org.uk/ and https://www.educateagainsthate.com/ as part of the PSHE curriculum delivery.

This policy aims to:

- Set out the arrangements for keeping all our children safe from harm in line with our safeguarding statutory responsibilities
- Set out how the school has due regard to the need to prevent people from being drawn into terrorism, known as the Prevent duty.

3.Legislation and Guidance

This policy has regard to the following guidance and legislation:

- Counter Terrorism and Security Act 2015
- Prevent Duty Guidance (2023)
- Keeping children safe in education 2026 (comes into force from 1 September 2026)

4.Definitions

Radicalisation is when someone starts to believe or support extreme views, and in some cases, then participates in terrorist groups or acts. It can be motivated by a range of factors, including ideologies, religious beliefs, political beliefs and prejudices against particular groups of people. People may be radicalised in many different ways, and over different time frames from as little as a few days or hours, or it may take several years.

Extremism is the 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. Extreme right-wing terrorism is defined as the active or vocal support of ideologies that advocate discrimination or violence against minority groups.

Terrorism is an action or threat designed to influence the government or frighten and intimidate the public. Its purpose is to advance a political, religious or ideological cause. It's important to remember that not all extremist groups, whether Islamist, extreme right-wing or other, will commit terrorist or violent acts. However, some groups do pose particular threats, both online and offline.

It is important for all our staff to recognise that the reasons people are vulnerable to being drawn into radicalisation are complex, unique and can be closely connected to emotions. Radicalisation feeds off these emotions and it is important to understand the full context of the situation. The difference between extremism and terrorism is that not all extremist groups will commit terrorist or violent acts. Instead, extremism takes the form of vocal or active opposition to our fundamental values. However, Terrorism starts with radicalisation. The objective of terrorists is to incite someone to support terrorism or become a terrorist themselves. Acts of terrorism are more than an attack, it includes all of the below the surface and hidden activity and included making plans and/or supporting those acts that may lead to violence or does lead to violence.

5.Who is Vulnerable to Radicalisation?

A child or young person may be considered vulnerable to radicalisation if they:

- Feel a sense of social isolation or expressions of an 'us and them'
- Exhibit social isolation – losing interest in activities they used to enjoy, distancing themselves from friends and social groups
- Have low self-esteem
- Are experiencing a personal crisis
- Are individuals with feelings of unmet aspirations or a sense of injustice
- Are being overly secretive about their online viewing
- Are becoming more argumentative or domineering in their viewpoints, being quick to condemn those who disagree and ignoring views that contradict their own
- Are downloading or promoting extremist content
- May be searching for answers to questions about identity, faith and belonging
- Have a pre-existing conviction that their religion or culture is under threat
- Have abnormal routines, travel patterns or aspirations
- Have Special Educational Needs – social interaction, difficulties emphasising with others and being able to understand the consequences of their actions, and being aware of the motivations of others
- Have a need for adventure or excitement
- Have a history of criminal behaviour.

6.What Might be the Signs of Radicalisation?

Radicalisation can happen to individuals of any age, religion, ethnicity, social class, or educational background. There are many signs and risk factors that may indicate that someone is at risk of becoming radicalised. These include:

- being influenced or controlled by a group
- an obsessive or angry desire for change or 'something to be done'
- spending an increasing amount of time online and sharing extreme views on social media
- a personal crisis and/or mental health issues
- a need for identity, meaning and belonging
- looking to blame others
- a desire for status, need to dominate.

For further information on the signs of radicalisation, visit: What are the signs

of radicalisation? on the ACT Early website.

7.What about Sharing Information?

It is important to share information, but there is also a need to know what information can be shared about a person who is, or may be vulnerable to radicalisation, so that you abide by the law. The following information will help with this:

Sharing information under General Data Protection Regulation (GDPR)
The GDPR and Data Protection Act (2018) does not prohibit the collection and sharing of personal information for the purposes of keeping children and vulnerable people safe.

Gaining consent when sharing information
Where possible, gaining consent is encouraged. However, you do not need consent from the person to share their personal information if it puts that person's safety at risk.

When you do not need to get consent
There may be some circumstances where it is not appropriate to seek consent, either because the person cannot give consent, it is not reasonable to obtain consent, or because to gain consent would put the person's safety or well-being at risk.

Sharing personal information with another organisation
Under the Prevent duty you can share personal information with other practitioners. More details on information sharing can be found below:
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

8.What does 'Notice, Check, Share' Mean?

Notice - Remember to:

- look out for changes in behaviour that cause you concern and discuss them with the DSL or DDSLs
- ask yourself whether this person might be vulnerable to the risk of radicalisation and why you think that
- keep up to date with extremist sign and symbols through training and the DSL

You should always call 999 where a person poses an immediate risk of harm to themselves or others.

Check - Remember to:

- handle safeguarding issues with duty and care in line with the school's Safeguarding Policy
- try to understand the bigger picture by gaining more context around your concern/s
- check your concern discreetly with a colleague to see if they can offer any advice

Share - Remember to:

- share information with your Designated Safeguarding Lead (DSL) or DDSLs
- only share information that is relevant to the purpose and in line with GDPR
- share information with the DSL/relevant authorities early to reduce risk

9.What is the Channel Programme?

An individual who has been identified as being at risk of radicalisation, but has not yet engaged in terrorist activity, may be offered support from the Channel programme. This is completely voluntary and fully confidential.

The Channel panel consists of professionals from many services including the police, healthcare providers, and social workers. The panel meets regularly to closely monitor the risk of the individual and organise tailored support. This may include:

- specially trained intervention providers
- counselling and mental health support
- substance misuse services
- education or careers support
- housing support

These interventions help to reduce the impact of vulnerability factors on the individual, increase resilience, and redirect away from extreme or terrorist beliefs. Cases are only closed when there are no further concerns. Reviews take place after 6 and 12 months, and the individual may re-enter Channel if necessary.

10.What are the National and Local Risks of Radicalisation?

Current known ideologies are:

- Islamist Extremism
- Extreme Right Wing
- Self-initiated and online (lone wolves)
- MUU – mixed, unable and unclear

In the Southwest it is Extreme Right Wing ideologies and in particular a group called Patriotic Alternative that are prevalent.

Some Extremist groups are banned in the UK. These are:

- National Action
- Sonnenkrieg Division
- Feuerkrieg Division

11. Roles and Responsibilities

The Senior Leadership Team (which includes members of the Safeguarding team) will:

- establish or use existing mechanisms for understanding the risk of radicalisation
- ensure staff understand the risk and build the ability to respond and deal with it
- communicate and promote the importance of the duty; and
- ensure staff implement the duty effectively
- work in partnership with others across multi-disciplinary teams
- share information in an open, transparent, lawful and timely way

All members of the Safeguarding Team will complete the Government's Home Office training on Prevent: https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ whilst they are in role and they complete refresher courses annually.

The DSL is the named Prevent Lead and they are trained to provide advice and support to our staff on how to protect pupils against the risk of radicalisation. The DSL/DDSL attends Local Safeguarding Forums and shares regular updates and information shared by the Police, the local PREVENT board, and the LA.

All staff at induction receive training on the government's anti-radicalisation strategy; Prevent, through the Educare training programme. This is also completed annually. They are also asked to read and refer back to this policy to support them to identify children at risk of being drawn into terrorism and how to challenge extremist ideas.

12. Procedures for Reporting a Concern

If there is concern about possible extremism, staff must inform the DSL/DDSL in the usual way. The DSL/DDSL will consider the level of risk and decide on the appropriate action to take. This may include making a referral to the Police/CSC or Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

13. Making a Referral

Anyone can make a Prevent referral. If you are concerned that an individual is showing signs of radicalisation, it is important to share this information. Being referred to Prevent is not a punishment, but a means of providing support. Prevent referrals will not appear on the individual's criminal record. All reports will be handled sensitively; your identity will not be shared with the individual without your permission.

The following information is taken from the website of Dorset Police: https://www.dorset.police.uk/.

- If a crime is taking place, or there is an immediate threat to life, dial 999.
- To make a referral, call the National Police Prevent advice line on 0800 011 3764, or use the Dorset Police online referral form.
- For updates on a report, or for general advice before making a referral, call 01202 229 319 or email dorsetprevent@dorset.police.uk.
- Online material promoting terrorism or extremism can be reported online on the GOV.UK website.
- If you see online material promoting terrorism or extremism, you can report it online

In addition, The Department for Education also has a dedicated telephone helpline: 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email: counter.extremism@education.gov.uk (NB. do not for use in emergency situations).

In an emergency, you must always call **999** or the confidential anti-terrorist hotline on **0800 789 321** if you:

- Think 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 or that concerns you relating to public safety.

14. Monitoring Arrangements

The headteacher will review this policy annually to assess its implementation and effectiveness. The policy will be approved by an Executive Director before being published.

15. Links with Other Policies

This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy

Appendix 1: Prevent Risk Assessment

The White House School Prevent Duty Risk Assessment

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism. We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's statutory guidance. This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Leadership					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Pupils, staff, governors and the school community	At TWHS promoting resilience against extremist ideologies and promoting British values is seen as part of child protection, safeguarding and promoting the welfare of children, which is everyone's responsibility. Everyone who comes into contact, with children, their families and carers, has a role to play in this. Therefore, the school values clearly set out our commitment to Fundamental British values: • FBVs are displayed on the home page of our website • FBVs are displayed on posters in our school • FBVs are embedded in our curriculum and our policies • FBV include a commitment to tolerance, diversity and mutual respect	HT	Low	Safeguarding is defined as: *Protecting children from maltreatment. Preventing impairment of children's mental and physical health or development. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.* *And taking action to enable all children to have the best outcomes.* (KCSiE - Sept 2026) Child Protection is defined in the Children Act 1989 (s.47) as *when a child is suffering or is likely to suffer significant harm*. Under statutory guidance and legislation, action must be taken to safeguard and promote the child's welfare.

Leadership					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
The relevant policies and procedures aren't in place	Pupils and staff, School Board and parents	Policies have been reviewed recently, (in July 2026) and will continue to be reviewed and updated on an annual basis and as new relevant legislation arises. Safeguarding has been audited as an ongoing action, with the DSL / Prevent Lead producing, in conjunction with our advisor from the Safeguarding Network, regular reports.The most relevant policies on TWHS website, which outline the appropriate procedures for TWHS to responsibly and effectively carry out measures to fulfil its Prevent duty are: • Safeguarding and Child Protection Policy • The Curriculum Policy • Positive Behaviour Policy • Health and Safety Policy • PSHE Policy • RSE Policy • Emergency Management and Business Continuity Plan	HT, SLT and School Board	Low	

Leadership					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Pupils and staff	School leaders undertake training to remind them of their duty to prevent pupils being drawn into terrorism. School leaders stay up to date with local developments and risks. The DSL / Prevent Lead is a member of the local Dorset and Poole DSL forum, which keeps its members up to date with safeguarding issues relevant to the area. TWHS has enhanced membership with the safeguarding network who audit our provision and offer training at all levels to enhance our knowledge and practice.	HT, SLT and School Board	Low	
Dealing with an incident	Pupils and staff	A lead person has been identified to deal with terrorist related issues. These should be reported to the DSL / Prevent Lead. If there is a dangerous situation, which requires emergency action there is an Emergency Management and Business Continuity Plan in place which prioritises pupil welfare, clearly outlines staff and their responsibilities and actions which should be taken in relation to bomb threats, lockdown, evacuation before, during and after any incident.	HT, Governor, DSL	Low	Review the Emergency Management and Business Continuity Plan annually.

Training and Capability					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Pupil and staff	All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education 2026. All staff have Prevent training as part of their safeguarding and duty of care through Educare, TES develop online training courses. Staff members are aware that they can go to Deputy Headteacher Marci Osborn, who is the DSL and Prevent lead, for advice, support, and to escalate concerns.The DSL / Prevent Lead is a member of the local Dorset and Poole DSL forum, which keeps its members up to date with safeguarding issues relevant to the area. The DSL / Prevent Lead then cascades this information to the staff team at regular intervals through safeguarding updates at weekly staff briefing meetings.	HT The DSL/ Prevent Lead	Low	All staff have also completed the following Educare courses: Child protection in Education and Online Safety training as well as completing the KCSIE Part 1 Questionnaire.
Board members cannot carry out their role to monitor the school's Prevent strategy effectively	Pupil and staff	All Board members have read our child protection policy and Keeping Children Safe in Education. We have a dedicated Board Member that oversees our compliance with the Prevent duty (Safeguarding Board Member). This Board Member has completed Level 3 Safeguarding Training as well as Home Office Prevent Duty in School training. This training remains up to date at all times and is renewed as required	Board member SM	Low	TWHS has enhanced membership with the safeguarding network who audit our provision and offer training at all levels to enhance our knowledge and practice.

Training and Capability					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupil and staff	The staff recruitment process reflects the school's values and promotes good safeguarding practice. • School values and commitment to safeguarding are included in job advertisements • Safer recruitment procedures are followed with all roles recruited at the school	HR Manager	Low	Annually review our safer recruitment procedures.

Working in Partnership					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils and staff	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The DSL / Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept, and referrals are followed up appropriately using My Concern, to ensure accurate, secure record keeping and information sharing between all members of SLT, the governing body and recorded communication and agreed actions with external agencies.			If you suspect a child to be suffering or likely to suffer significant harm, which includes being radicalised, then a child protection referral should be made in line with the Multi-Agency Safeguarding Procedures. Dorset Police are now adopting the national PREVENT referral form. All Prevent referrals should be sent to PreventReferrals@Dorset.pnn.police.uk or call the National Police Prevent advice line on 0800 011 3764 or use the Dorset Police online referral form. For updates on a report, or for general advice before making a referral, call 01202 229 319 or email dorsetprevent@dorset.police.uk.

Working in Partnership					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
Staff and volunteers	Pupils and staff	There are checks in place to identify potential radicalisation by members of staff through our recruitment procedures, in line with the statutory guidance in KCSIE 2026, including DBS checks for all staff working within the school. There are no volunteers working within the school. Staff understand that they all have a responsibility for safeguarding. There is a staff code of conduct which they must adhere to in relation to professional standards. Our organisation's procedure for raising a concern and the whistleblowing policy, and the protections that staff are entitled to if they report a colleague for misconduct, are shared with the staff team so that everyone can confidently monitor and report on inappropriate speech and behaviour of a member of staff at every level.	HT, HR, All staff	Low	Safeguarding policy and staff code of conduct in place

Working in Partnership					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
Ineffective information sharing and partnerships	Pupils and staff	Staff at the TWHS know that the Deputy Head Teacher, Marci Osborn is the DSL / PREVENT lead and understand that it is their duty to communicate any Prevent concerns to her or to another member of SLT in her absence. There are information sharing protocols in place with police and other relevant agencies (see below). Local PREVENT structures To make a referral, call the National Police Prevent advice line on 0800 011 3764, or use the Dorset Police online referral form. For updates on a report, or for general advice before making a referral, call 01202 229 319 or email dorsetprevent@dorset.police.uk.	All staff	Low	If a crime is taking place, or there is an immediate threat to life, dial 999. Online material promoting terrorism or extremism can be reported online on the GOV.UK website. Channel program The Channel panel consists of professionals from many services including the police, healthcare providers, and social workers. The panel meets regularly to closely monitor the risk of the individual and organise tailored support. An individual who has been identified as being at risk of radicalisation, but has not engaged in terrorist activity, may be offered support from the Channel program. This is completely voluntary and fully confidential.

Speakers and Events					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**PERSON RESPONSIBLE**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
Pupils are exposed to extremist ideologies by visiting speakers	Pupils and staff	The materials that visiting speakers deliver are discussed and approved prior to their visit. Visitors are never left alone with pupils. Staff will stop any visiting speaker and ask them to leave if they are concerned about inappropriate content in their presentation/speech. The inappropriate content in their presentation/speech will be addressed with the pupils at an appropriate time, as soon as is practicable, following any incident of a visiting speaker sharing extremist views.	All staff	Low	Radios should be used to gain support from the SLT team if asking a visiting speaker to leave the school due to inappropriate content in their presentation/speech.
The school site is used to host events which support extremist ideologies or promote hatred	Pupils and staff	The school is not hired to external groups	HT	Low	

School Curriculum and Culture					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**PERSON RESPONSIBLE**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Pupils and staff	Opportunities to promote British values are clearly identified within the curriculum. Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. School assemblies are to be used proactively to reinforce the beliefs and values of the school. They acknowledge excellence in community as one of our three pillars in the ARC.	All staff	Low	Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum.

School Curriculum and Culture					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**PERSON RESPONSIBLE**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils, Staff, and parents	At The White House School (TWHS), we are committed to creating a strong culture of safeguarding in school and fulfilling all of our statutory duties. This includes ensuring that adults who work with children do so in a way that is in accordance with the ethos and policies set out by the school and KCSiE, including the Staff Code of Conduct. Within the Low-level concerns policy there is the detail and processes for staff regarding low-level concerns they may have. Our Positive behaviour policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers.	All staff	Low	It may be possible that a member of staff acts in a way that does not cause risk or harm to children, but is however inappropriate. A member of staff who has a concern about another member of staff should inform senior leaders/DSLs about their concern using My Concern staff safeguarding procedures.

School Curriculum and Culture					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**PERSON RESPONSIBLE**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
British values are not promoted outside of the classroom	Pupils and staff	At TWHS we aim to educate our pupils for life beyond our school walls within their local communities and promote FBV through some of the following activities: • Pupils participate in democracy through school council and pupil leadership elections • Assemblies promoting diversity, human rights, and respect. • Our assemblies also recognise and respect the individual strengths and efforts of our pupil body. • Celebrations from multiple religions and cultures are celebrated around the school	All staff and parents / carers.	Low	We expect that parents and carers will help us promote the values of Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.

School Curriculum and Culture					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**PERSON RESPONSIBLE**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
Tensions and grievances	Pupils and staff	There is a good awareness of any potential tensions and grievances within the pupil body. This awareness is built upon positive relationships, staff competence and observation. Pupils at TWHS school have the opportunity to develop trusting relationships with several key adults. All pupils are met outside the school door on arrival each day by members of the staff team and welcomed into the school reception by other staff members. All pupils have circle time, twice daily, where they are encouraged to talk about their feelings and share their news. At all times throughout the school day, including breaks and lunches, pupils are supervised. There are excellent lines of communication between home and school, especially with class teachers who communicate with parents at least weekly.	All staff	Low	

IT and Internet Safety					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**PERSON RESPONSIBLE**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
Pupils use the school network or school hardware to access extremist material	pupils	Pupils are educated in line with our Curriculum Policy through digital literacy , online safety and Project Evolve. The PSHE programme helps our pupils have an understanding and respect for British Values and makes reference to the risks of online extremist material. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. There is direct supervision of the use of laptops and there are appropriate IT safety and monitoring systems, for example: • The school IT network has appropriate filters to block sites deemed inappropriate or unsafe • The pupils do not have school email accounts	HT		Review our online safety policy annually. Resources: Department for Education – e-safety guidelines https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf Vodafone – Digital parenting http://www.vodafone.com/content/digital-parenting.html The South West Grid for Learning (SWGfL) http://swgfl.org.uk/

IT and Internet Safety					
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Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	pupils	The PSHE curriculum includes teaching pupils how to stay safe online. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation. The website internetmatters.org have many resources to protect children from radicalisation and extremism. These areas of learning are also taught through our assembly programme in line with our safeguarding duties outlined in KCSiE (2026) and within the context of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism etc.	DSL / Prevent Lead		Share online safety information with parents to help them support their children through the school newsletter and social media Internet Matters, Safer Internet and Childnet. If you are concerned about something, you can call the NSPCC's online safety helpline on 0808 800 5002. Resources educateagainsthate.com/parents/online-radicalisation childnet.com/resources/supporting-young-people-online On the internetmatters.org website there is a button where anyone can anonymously report online terrorist and extremist material. This can be used by our pupils or Parents/Carers if they are not able to access the school for support during the school holidays.

IT and Internet Safety					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**PERSON RESPONSIBLE**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
Parents not feeling informed or being confident about talking to their child about terrorism		TWHS will encourage parents to feel confident and informed to talk about terrorism with their child and will share resources to help parents equip their child with the skills and know-how to challenge extremism for themselves. This will be implemented by sharing the following resources and other information as it arises in safeguarding updates in our school newsletters. Parents will be empowered to have the conversations with their child on this subject. Examples shown in the column to the right "ADDITIONAL NOTES / NEXT STEPS" **Resources:** **educateagainsthate.com/parents/what-can-i-do-to-protect-my-child** **educateagainsthate.com/parents/why-is-extremism-relevant-to-me** **parentzone.org.uk/advice/parent-guides** **parentzone.org.uk/article/preventing-violent-extremism-what-parents-can-do** **nspcc.org.uk/what-you-can-do** **educateagainsthate.com/parents/how-to-talk-to-your-child-about-extremism** **bbc.co.uk/news/education-40011787** **parentinfo.org/article/preventing-far-right-extremism-a-guide-for-parents**	DSL / Prevent Lead		Everyday discussions with your children about current issues can help them develop skills to question extremist ideologies they may encounter. For example, you could try to open discussions with your child about false news stories you have seen online, how we can tell which sources are reliable, the difference between fact and opinion, and common techniques used in persuasion. Extremist groups can have very persuasive narratives that attempt to influence potential new recruits. They often deliberately mix fact and opinion, and appeal to people's emotions. Whenever you come across 'facts' that seem suspicious — in adverts, news articles, or online — work with your child to find out more information. If the claim turns out to be misleading, discuss the possible motives for presenting it in this way.

School Security					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**PERSON RESPONSIBLE**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
Non-approved visitors access the school site to spread extremist ideology	Pupils and staff	• All visitors to the school must be signed in at reception and wear ID badges • Visitors are to be accompanied around the school site by a member of staff at all times • The school gates are locked during the day. • The external doors to the school are fitted with electronic locks which can only be opened by staff with their fobs. • The main access to the school is through a door at the front of the school which requires a code and a fob system • The school has security cameras recording access to the building • Any adult who is seen loitering within the school grounds or at the perimeter of the school will be asked by staff why they are and asked to leave if they do not have a legitimate reason to be there. Any suspicious adults will be reported to the police.	All staff, SD school receptionist		Review our visitor safeguarding protocols

School Security					
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Dangerous Substances	Pupil and staff	The Health and Safety Policy, when adhered to, clearly controls the handling and use of dangerous substances which are stored within the school in the COSHH cupboard. The policy covers chemical, gas and other stored potentially dangerous or hazardous substances, fire and explosion, bomb threats and associated Hazards.	All staff involved in health and safety checks, science teacher, maintenance team		The Director, Headteacher and Deputy Head will ensure that all actions outlined in policy relating to the handling and storage of dangerous substances are kept compliant and up to date with relevant legislation.

School Security					
HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**PERSON RESPONSIBLE**	**RISK LEVEL**	**ADDITIONAL NOTES / NEXT STEPS**
Parents not knowing who to talk to if they have concerns about their children being exposed to extremism and radicalisation		The Prevent lead / DSL will be identified on TWHS website. Parents and carers are encouraged to talk to the Prevent lead through the promotion of positive home / school relationships, regular direct contact and through information sharing on social media. If parents and carers contact the DSL / Prevent lead they will also be signposted to other people and organisations they can talk to such as: the local authority safeguarding officer. The NSPCC offers free advice on their website — and a helpline, 0808 800 5000. FAST (Families Against Stress and Trauma) is a supportive organisation based in the UK for vulnerable families and individuals.	The Director HT and the DSL / Prevent Lead		All staff roles and responsibilities should be clearly identified on the school website. Resource — educateagainsthate.com/parents/what-should-i-do-if-i-think-my-child-has-been- exposed-to-extremism-or-radicalisation

Appendix 2: Useful Links for Further Information

- Dorset Police - Prevent
- Prevent Duty Training
- Educate Against Hate - gives teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation
- Counter Terrorism Strategy (CONTEST) 2018
- Prevent duty guidance
- KCSIE 2025
- The Counter-Terrorism and Border Security Act 2019
- The prevent duty departmental advice for schools and childcare providers
- https://www.counterterrorism.police.uk/
- https://pdscp.co.uk/working-with-children/prevent/
- Working together to safeguard children - GOV.UK
- https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation
- https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities
- https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/understanding-and-identifying-radicalisation-risk-in-your-education-setting
- https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting
- https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/case-studies
- https://www.gov.uk/guidance/prevent-duty-training
- https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2

Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Elle Vinall
Storage Location	Online
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Revision History

Version	Change	Author	Date of Change
1	First published	Cavendish Central Team	July 2025
2	Review and Update	Marci Osborn	July 2026