



Prevent and Radicalisation Policy

Secondary Alternative Education Provision

Policy Owner	In-Tuition Learning
Effective Date	August 2026
Review Date	August 2027

Our commitment

In-Tuition Learning treats susceptibility to radicalisation as a safeguarding concern. We will notice concerns, check them carefully, share information lawfully and seek appropriate support without stereotyping, discrimination or unnecessary delay.

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1. Purpose and status

This policy explains how In-Tuition Learning reduces the risk of learners being drawn into terrorism or supporting terrorism, identifies concerns and seeks timely specialist support. Prevent is one part of the government's counter-terrorism strategy, CONTEST. Its current objectives are to tackle the ideological causes of terrorism, intervene early to support people susceptible to radicalisation, and support disengagement and rehabilitation where appropriate.

The Prevent duty is created by section 26 of the Counter-Terrorism and Security Act 2015 and applies directly to specified authorities. In-Tuition Learning will follow the Prevent duty guidance and education safeguarding guidance where these apply to its legal status, commissioned work or contractual arrangements. The same principles are also adopted as safeguarding good practice across all provision.

Prevent is safeguarding

A Prevent concern is not proof of wrongdoing. The purpose of referral is to enable trained professionals to assess risk and offer proportionate support. Staff must not investigate ideology, label a learner or attempt to determine whether an offence has been committed.

2. Scope and age range

This policy applies to all In-Tuition Learning activities, including face-to-face and remote tuition, one-to-one work, community venues, educational visits, digital communication, curriculum resources and commissioned placements. It applies to staff, tutors, volunteers, contractors, visitors and partner organisations.

In-Tuition Learning may teach learners of secondary-school age and young adults up to age 25. For learners under 18, concerns are managed within child-protection arrangements. Learners aged 18 or over are adults in law; concerns may require adult safeguarding, Prevent or police pathways depending on the circumstances. Staff must report concerns about any learner regardless of age.

3. Definitions and principles

Term	Meaning in this policy
Terrorism	The use or threat of serious violence, serious damage or other qualifying action designed to influence government or intimidate the public for a political, religious, racial or ideological cause, as defined in law.
Radicalisation	The process through which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Term	Meaning in this policy
Susceptibility	A person's openness or vulnerability to radicalising influence. It must be considered in context and is not established by one characteristic, behaviour or opinion.
Extremism	The definition used in current government policy and guidance. Staff should focus on safeguarding risk and behaviour rather than attempting to make technical legal or ideological classifications.
Prevent referral	A referral to specialist police for assessment where there is concern that a person may be on a pathway towards terrorism or supporting terrorism.
Channel	A voluntary, confidential, multi-agency programme that may offer tailored support to a person assessed as susceptible to radicalisation.

The following principles apply throughout:

- concerns are considered individually and in context
- no single indicator, identity, religion, political view, disability or diagnosis proves radicalisation
- lawful debate, dissent and controversial opinions are not automatically Prevent concerns
- staff must distinguish safeguarding concerns from ordinary adolescent development, curiosity or protected expression
- professional curiosity must be balanced with fairness, proportionality and respect
- immediate safety and suspected criminal activity take priority over routine referral processes

4. Roles and responsibilities

The Director and Designated Safeguarding Lead

The Director is the Designated Safeguarding Lead (DSL) and operational Prevent lead and is responsible for overseeing the implementation of this policy.

- maintain an up-to-date understanding of Prevent guidance and local referral arrangements
- ensure Prevent is integrated into safeguarding procedures, induction, risk assessment and staff training
- receive and assess concerns using the Notice, Check, Share approach
- seek advice from safeguarding, Prevent or police partners where needed
- submit or coordinate referrals without delay where the threshold may be met
- ensure immediate risks, suspected offences and wider safeguarding concerns are referred through the appropriate route
- maintain secure records and review actions, support and outcomes
- inform commissioners or placing settings where lawful, necessary and consistent with safeguarding responsibilities

All staff and tutors

- complete required Prevent and safeguarding training
- remain alert to changes, disclosures, online activity and contextual factors that may indicate concern
- listen, record facts and report concerns promptly to the DSL
- avoid conducting their own investigation or searching devices without authority
- contact emergency services directly where there is immediate danger or suspected imminent terrorist activity
- challenge discriminatory or hateful conduct in line with behaviour and safeguarding procedures
- support an inclusive learning environment in which difficult issues can be discussed safely

Commissioners and partners

Where a learner is commissioned or remains on another setting's roll, safeguarding and Prevent responsibilities must be clear at placement start. In-Tuition Learning will exchange relevant risk information, attendance concerns and agreed actions with the placing body on a need-to-know basis.

5. Prevent risk assessment

The DSL will maintain a proportionate Prevent risk assessment reflecting the size, learner profile, delivery model, local context and online environment of In-Tuition Learning. It will be reviewed at least annually and sooner following a referral, significant incident, change in threat information, new venue, material change in learner cohort or commissioning requirement.

- local and national terrorism threat information and advice from Prevent partners
- learner age, vulnerability, social isolation, trauma, exploitation and contextual safeguarding factors

- one-to-one and remote delivery, including limited peer oversight
- use of personal devices, social media, encrypted messaging, gaming and generative AI
- staff knowledge, confidence and access to advice
- curriculum opportunities to build critical thinking and digital resilience
- visitor, speaker, resource and external-partnership arrangements
- information-sharing, referral and record-keeping processes
- physical and online security, including emergency response arrangements

Proportionate assessment

Risk assessment must not become a list of stereotypes. It should identify credible routes of exposure or influence, evaluate existing controls and set practical actions with named owners and review dates.

6. Recognising possible concerns

There is no definitive checklist. Staff should consider combinations, patterns, escalation, context and impact. Possible indicators may include:

- expressed support for terrorist attacks, terrorist organisations or the use of violence to advance an ideological cause
- repeated fascination with terrorism, manifestos, mass-casualty attacks, school shootings or violent propaganda that goes beyond ordinary study or curiosity
- sharing, producing or seeking terrorist or extremist material, including through social media, gaming platforms, forums or encrypted channels
- contact with concerning individuals, groups or online networks
- increasingly rigid “us and them” thinking combined with dehumanisation, hatred or justification of violence
- threats, plans, target research, weapons interest or attempts to conceal activity
- rapid and unexplained changes in behaviour, relationships, appearance, language, attendance or online use when linked to other concerns
- withdrawal, isolation, grievance, identity difficulties or a need for belonging being exploited by others
- coercion, grooming, blackmail, exploitation or pressure to carry out activities
- travel plans, fundraising, financial activity or acquisition of materials that cause concern
- a disclosure by the learner, family member, peer or professional

Indicators can have many explanations. Mental ill-health, neurodivergence, SEND, trauma or social difficulties may be relevant contextual factors but must not be used either to assume radicalisation or to dismiss credible Prevent concerns.

7. Online radicalisation and technology

Radicalising influence can occur through mainstream and fringe platforms, video sharing, gaming, livestreams, private groups, encrypted messaging, recommendation algorithms and AI-generated material. It may involve direct grooming or gradual exposure to propaganda, conspiracy narratives, hatred and normalisation of violence.

- teach learners to evaluate sources, manipulation, misinformation and emotionally charged content
- use filtering and monitoring arrangements proportionate to the devices and networks controlled by In-Tuition Learning
- respond to alerts or concerning searches in context rather than relying on keywords alone
- ensure staff know how to preserve evidence without forwarding illegal or harmful material unnecessarily
- avoid asking a learner to show indecent, terrorist or graphic material where doing so could increase harm or create an offence
- record the platform, account, content description, date, context and how the concern came to attention
- consider online concerns alongside exploitation, bullying, mental health, criminality and wider safeguarding risks
- manage personal-device and remote-learning risks through clear acceptable-use and communication expectations

8. Curriculum, discussion and resilience

Education can reduce susceptibility by developing knowledge, belonging, critical thinking, media literacy, respectful debate and confidence to seek help. Teaching should be age-appropriate, factually grounded and responsive to learner need.

- create a safe climate for questions and disagreement without endorsing hatred or violence
- teach respect for democracy, the rule of law, individual liberty and mutual respect where relevant to the programme
- explore propaganda, online influence, conspiracy theories and misinformation through suitable curriculum opportunities
- challenge racism, antisemitism, Islamophobia, misogyny, homophobia and other prejudicial narratives
- avoid presenting any faith, ethnicity, nationality, political group or community as inherently suspect
- use balanced resources and distinguish evidence, opinion and misinformation
- support learners to recognise grooming, coercion and manipulation and to identify trusted sources of help
- adapt communication and teaching methods for SEND, language and literacy needs

9. Staff training and safer working

All staff and tutors will receive Prevent information during induction and refresher training at a frequency determined by risk, role and current guidance. The DSL will complete training appropriate to safeguarding-lead responsibilities and maintain access to current advice.

- the purpose and scope of Prevent
- current terminology and the danger of stereotypes
- possible indicators and online pathways
- Notice, Check, Share and emergency action
- how to record and refer concerns
- information sharing, consent and confidentiality
- Channel and the relationship between Prevent and other safeguarding pathways
- professional boundaries when discussing controversial issues
- learning from incidents, referrals and changes in the local or national context

10. Responding to a concern: Notice, Check, Share

Notice

Notice what was seen, heard, disclosed or reported. Respond calmly, ensure immediate safety and record facts using the person's own words where possible. Do not promise secrecy.

Check

Report the concern to the DSL without delay. The DSL will check available safeguarding and contextual information, consider credibility and urgency, and seek specialist advice where useful. Checking must not become an investigation or create avoidable delay.

Share

Where there is concern that a person may be on a pathway towards terrorism or supporting terrorism, the DSL will use the current National Prevent Referral Form and agreed local process to refer to specialist police. Other safeguarding referrals may be made at the same time.

Urgent situations

Call 999 where there is immediate danger, an imminent threat, a weapon, a suspected active terrorism offence or a need for urgent police assistance. For non-emergency police assistance use 101. Staff must not wait for the DSL where delay would increase risk.

11. Referral, Channel and other safeguarding routes

A Prevent referral should contain clear facts and explain why the information may be relevant to radicalisation or terrorism. Staff are not required to identify the ideology or determine the final threshold. Specialist police assess referrals and decide whether further Prevent or Channel consideration is appropriate.

Referral information may include:

- what happened and how the concern arose
- specific words, behaviour, material or online activity
- frequency, escalation and context
- known contacts, influences, grievances or concerning networks
- threats, violence, target interest, travel, finance or acquisition concerns
- relevant SEND, disability, mental health, family, peer or exploitation information
- other safeguarding concerns and action already taken
- the learner's and, where appropriate, parent or carer's views
- what support is already in place and what may happen if needs are not addressed

Channel is voluntary. Consent is normally required before Channel support begins, although information may still be shared for assessment where there is a lawful basis. A refusal of Channel support does not end safeguarding responsibility; the DSL will consider alternative support, risk management and referral routes.

Parallel and alternative routes

- Children and Families Contact Swindon for child safeguarding concerns
- adult safeguarding services where an adult has care and support needs and is at risk of abuse or neglect
- police for suspected crime, threats or risk to public safety
- mental health, SEND, early help, exploitation or other specialist services
- the learner's placing school, college, local authority or commissioner where information sharing is necessary and lawful

Swindon safeguarding contacts used by In-Tuition Learning are maintained in the Safeguarding and Child Protection Policy. In an emergency call 999. Non-emergency child safeguarding concerns can be raised with Children and Families Contact Swindon on 01793 464646 or contactchildrenandfamilies@swindon.gov.uk. Current Prevent referral forms and local submission arrangements must be checked before use.

12. Information sharing, consent and records

Prevent information is sensitive personal data and may include special-category or criminal-offence information. It will be handled under data-protection law, safeguarding guidance and the organisation's privacy arrangements. Consent should be considered, but it is not always necessary or appropriate where sharing is required to protect the person or others, prevent or detect crime, or meet another lawful obligation.

- share only relevant, accurate and proportionate information
- record the concern, checks made, advice received, decisions, rationale, referral route and follow-up
- distinguish fact, professional opinion and third-party information
- restrict access to staff with a safeguarding need to know
- store records securely and retain them in accordance with the safeguarding retention schedule
- transfer relevant Prevent or Channel information securely when a child moves setting, in line with safeguarding requirements
- do not tell a learner, parent or other person about a referral where this could increase risk, prejudice an investigation or conflict with police or safeguarding advice
- correct inaccurate records and document the source and status of unverified information

13. Visitors, speakers, resources and partnerships

In-Tuition Learning does not routinely host large events, but any external speaker, visitor, contractor, online guest or partner activity will be managed proportionately. Due diligence will reflect the topic, audience, setting and identified risk rather than assumptions about identity or viewpoint.

- confirm identity, purpose, content and supervision arrangements where appropriate
- consider publicly available information only where relevant and proportionate
- set expectations for lawful, respectful and age-appropriate content
- ensure a member of staff can intervene or end the activity
- avoid allowing organisational facilities or platforms to be used to promote terrorism or unlawful hatred
- retain records of higher-risk decisions and controls
- follow commissioning or venue requirements where they impose additional safeguards

14. Equality, SEND and avoiding harmful assumptions

Prevent must be implemented consistently with equality, human rights, SEND and safeguarding duties. Staff must not equate protected beliefs, political engagement, cultural difference, religious practice, migration history, neurodivergence or mental ill-health with terrorism risk.

- consider the person's communication style and capacity to understand questions
- make reasonable adjustments to meetings, explanations and support
- seek specialist communication or advocacy support where needed
- recognise adultification, racial bias and stereotyping risks
- avoid interpreting repetitive interests, literal language or social isolation without context
- consider how trauma, exploitation, unmet needs or exclusion may increase susceptibility while not explaining away credible terrorism concerns
- record the objective safeguarding basis for decisions

15. Monitoring and review

The DSL will review implementation at least annually and after any significant Prevent concern or referral. Review will be proportionate to the organisation's size and may include qualitative evidence rather than statistical analysis.

- completion and relevance of training
- quality and timeliness of concern records and referrals
- themes from online-safety and safeguarding incidents
- effectiveness of risk controls and referral contacts
- learner voice and confidence in discussing concerns
- curriculum coverage and staff confidence in facilitating difficult discussion
- equality impact and evidence of stereotyping or disproportionate responses
- commissioner feedback and changes in statutory or local guidance

16. Related policies

- Safeguarding and Child Protection Policy
- Online Safety and Acceptable Use Policy
- Equality, Diversity and Inclusion Policy
- Behaviour and Anti-Bullying Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Data Protection and Privacy Policy
- Health and Safety Policy
- Complaints and Appeals Policy
- SEND and Reasonable Adjustments arrangements
- Visitors and External Speakers arrangements

Appendix 1 - Immediate response pathway

Stage	Required action
1. Ensure safety	Is there immediate danger, a weapon, an imminent threat or suspected active terrorist activity? Call 999 and follow emergency instructions.
2. Notice and listen	Remain calm. Record what was seen, heard or disclosed. Do not investigate, debate ideology or promise confidentiality.
3. Report promptly	Tell the DSL on the same day. If the DSL is unavailable and delay would increase risk, contact police or safeguarding services directly.
4. Check context	The DSL reviews available information, other safeguarding concerns, urgency and any advice needed. Checking must not delay urgent action.
5. Share appropriately	Use the current National Prevent Referral Form and local process where there is a relevant concern. Make parallel child, adult or police referrals where required.
6. Record and support	Record decisions and advice. Support the learner, monitor risk and coordinate with the placing body and agencies on a need-to-know basis.
7. Review	Confirm actions, feedback and continuing support. Update risk assessment and organisational learning.

Do not delay

Any member of staff may contact emergency services or make a safeguarding referral where necessary. The absence of the DSL must never prevent action to protect a learner or the public.

Appendix 2 - Prevent risk assessment prompt

Area	Questions to consider
Context	What national, regional, local, cohort or placement information is relevant?
People	Which learners, staff or activities may face greater exposure or susceptibility, and why? Avoid stereotypes.
Online environment	What devices, networks, platforms, remote-learning methods and monitoring arrangements are used?
Curriculum	How are critical thinking, online resilience, respectful debate and help-seeking supported?
Staff capability	Are staff trained, confident and clear about Notice, Check, Share and emergency action?
Referral readiness	Are current referral forms, contacts and information-sharing arrangements accessible?
Visitors and partners	What controls apply to speakers, resources, contractors, venues and commissioned partners?
Existing controls	What is already in place and how effective is it?
Further action	What action is required, by whom, by when, and how will it be evidenced?
Review	What event or date will trigger review?

Appendix 3 - Concern and referral record

This form may be adapted. Record facts clearly and do not include unnecessary speculation.

Learner / person of concern

Date, time and location

Person reporting and contact details

What was seen, heard or disclosed (use exact words where possible)

Online platform, account, link or material description

Immediate danger or emergency action taken

Relevant context, frequency and escalation

Other safeguarding, SEND, mental health or exploitation information

People consulted and advice received

Learner / parent / carer informed? If not, why not?

Decision and rationale

**Referral route, date and
reference**

**Support and risk-
management actions**

**People informed,
including commissioner /
placing body**

Review date and outcome

Key legal and guidance references

Reference	Application
Counter-Terrorism and Security Act 2015	Sections 26 and 29 and Schedule 6, as applicable.
Prevent duty guidance: England and Wales (2023)	Statutory guidance in force from 31 December 2023.
Channel duty guidance	Current multi-agency guidance on assessment and support for people susceptible to radicalisation.
Keeping Children Safe in Education	The version in force at the relevant time for children under 18.
Working Together to Safeguard Children	Current statutory multi-agency safeguarding guidance.
The Prevent duty: safeguarding learners vulnerable to radicalisation	Department for Education practical guidance.
Making a referral to Prevent	Department for Education guidance and the current National Prevent Referral Form.
Data Protection Act 2018 and UK GDPR	Information-sharing and record-handling framework.
Equality Act 2010	Protection from discrimination and reasonable-adjustment duties.

Guidance and referral arrangements change. The DSL must check the current official version before relying on a form, contact route or procedural detail.