

# The GALLERY TRUST



A community of special schools



## Prevent Statement

**Date of statement:** July 2024

**Date of review:** August 2025

**Senior Executive Team Lead:** Alison Beasley

Role: Designated Safeguarding Manager

Signed:

# **Bardwell School, part of The Gallery Trust, Prevent Statement**

## **Prevent Duty**

### **Preventing Radicalisation in school**

Building resilience in our young people and the promotion of fundamental British values is at the heart of preventing radicalisation. We do this by providing a safe place in which children can discuss issues, and we aim to give them the knowledge and confidence to challenge extremist beliefs and ideologies.

Our new prevent duty, is carried out under the [Counter-Terrorism and Security Act - GOV.UK](#) , which legally requires us to take steps to prevent pupils from being drawn into terrorism. We take this duty seriously and carry out the four main actions responsibly, namely:

1. [Risk assessment](#)
2. [Working in partnership following local procedures:](#)
3. [Staff Training](#) and
4. [IT policies and procedures](#)

If we assess a child as at risk, we will refer to the [Channel and Prevent Multi-Agency Panel \(PMAP\) guidance - GOV.UK](#) , which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

We recognise that we play a vital role in keeping children safe from harm, including from the risks of extremism and radicalisation, and in promoting the welfare of children in our care.

### **What we do if there is a concern**

If we have a concern about a particular pupil we will follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

We may also contact the local police force or dial 101 (the non-emergency number). They can talk to us in confidence about concerns and help us gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk) . This helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident. In an emergency situation we will always follow the recommended emergency procedures, inline with our school child protection and safeguarding policy.

Working in partnership following local procedures:

- [What to do if you think a child is at risk of abuse or neglect - Oxfordshire Safeguarding Children Board](#)
- [Radicalisation - Oxfordshire Safeguarding Children Board](#)

## **Staff Training**

Protecting those vulnerable to extremism is a safeguarding issue similar to protecting children and young people from other harms such as substance misuse, being drawn into a gang, or becoming a victim of exploitation (this may include sexual, criminal and drug exploitation)

We ensure that all our staff undergo PREVENT training. [PREVENT Training - Oxfordshire Safeguarding Children Board](#)

Staff also receive at least annual updates through:

- Whole school safeguarding and child protection training
- Staff updates
- Staff meetings

The training is important to support staff and to ensure that they are alert to any changes in behaviour of our students such as: withdrawal from usual activities; expressing feelings of anger, grievance or injustice; truanting / going missing from school or care; expressing 'them and us' thinking; using inappropriate language and / or advocating violent actions and means' possessing extremist literature and / or expressing extremist views; associating with known extremists; seeking to recruit others to an extremist ideology.

This list is indicative of the types of behaviour that might be exhibited when someone is being exploited, however, they could also be due to other forms of exploitation. Establishing a trusting relationship with a child or adult with care and support needs, not only helps to encourage more open discussions about concerns but also makes it easier to spot when there is a change in behaviour.

## **Risk assessment**

[PREVENT Risk Assessment](#)

## **IT policies and procedures**

See above Risk assessment

In our school we ensure that students are safe from accessing terrorist and extremist material when online.

We have filters and procedures in place to restrict access to this sort of information.

Our policies also reflect the schools approach to keeping the students safe when online at school