

Prevent and Anti-Radicalisation Policy

Document Control

Author:	Hannah Curry (Head of Centre)
Version number:	4
Approved by:	RBET Trustees
Approved:	September 2025
Review cycle:	1 Year
Date of next review:	September 2026
To be published on website (yes/no):	Yes
Related policies:	RBET Online Safety Policy RBET Staff Code of Conduct Safeguarding and Child Protection Policy Behaviour for Learning Policy PSHE Policy
Related documents:	Counter-Terrorism and Security Act 2015 Children Act (2004) Keeping Children Safe in Education (DfE, September 2025) Prevent Duty Guidance: England and Wales (Home Office, 2024) Prevent Duty: Additional Advice for Schools and Childcare Providers (DfE) Channel Duty Guidance (Home Office) Working Together to Safeguard Children (Gov.UK 2024) Radicalisation (NSPCC) Educate Against Hate website Equality Act 2010

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1. Purpose

Red Balloon of the Air (RBAir) has a range of duties in relation to safeguarding children from harm, including extremism, and we recognise that the protection of children from radicalisation and extremist narratives is a key part of our safeguarding responsibilities.

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools must have 'due regard to the need to prevent people from becoming terrorists or supporting terrorism'. This is known as the Prevent duty and should be seen as part of our wider safeguarding obligations.

Additionally, RBAir has a duty to promote fundamental British values as part of learners' spiritual, moral, social and cultural (SMSC) development. We aim to embed SMSC education as an intrinsic part of RBAir provision, reflecting our ethos and aims, and to promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This will allow learners to develop and practice the skills and attitudes that will enable them to participate fully in and contribute positively to life in modern Britain.

2. Scope

This Prevent and Anti-Radicalisation Policy forms the basis for practice across RBAir. All staff must have at least annual updates on Prevent duties as part of their statutory safeguarding training delivered by our Designated Safeguarding Lead (DSL) or Prevent Lead and we will ensure that staff are fully engaged in being vigilant about radicalisation. We will ensure they overcome professional disbelief that such issues could happen within the RBAir community and ensure we work alongside other professional bodies and agencies to keep our learners safe from harm.

3. Policy statement

RBAir is committed to ensuring that:

- all staff, trustees and volunteers have the training to understand what radicalisation and extremism are, and why we need to be vigilant in our provision;
- all staff, trustees and volunteers understand our policy and procedures on anti-radicalisation and will follow them when issues arise;

- all parents and learners are aware that we have policies in place to keep learners safe from harm and that RBAir regularly reviews these systems to ensure they are appropriate and effective.

4. Key Definitions

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 those with different faiths and beliefs. This also includes calling for the death of members of our armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is 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.

These definitions are taken from Keeping Children Safe in Education, 2025.

Although serious incidents involving radicalisation have not occurred at RBAir to date, it is important for us to be constantly vigilant and remain fully informed about the issues. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to report any concerns immediately through the appropriate channels (currently via our DSL, Deputy DSLs, or the Head of Centre).

5. Vulnerability factors

There is no single way of identifying whether a young person is likely to be susceptible to radicalisation into terrorism. However, there are some factors which may indicate concern. These include:

- being easily influenced or impressionable;
- having low self-esteem or being isolated;
- feeling that rejection, discrimination or injustice is taking place in society;
- experiencing community tension amongst different groups;

- being disrespectful or angry towards family and peers;
- having a strong need for acceptance or belonging;
- experiencing grief such as the loss of a loved one;
- experiencing changes in behaviour which could indicate that they may be in need of help or protection.

Many of the young people within RBAir have factors in their lives which may make them more vulnerable to extremist narratives; however, there is much we can do to offset this risk through building learners' self-esteem as part of a kind and inclusive learning community.

6. Building young people's resilience to radicalisation

Educational providers have a role in enabling young people to explore difficult social issues like terrorism and violence in a considered and informed way. We believe that we can build learners' resilience to radicalisation by providing a safe environment to learn about and debate controversial issues, fostering a sense of belonging, and helping learners to understand how they can influence and participate in decision-making in our democratic society.

RBAir, in all aspects of its practice, promotes the spiritual, moral, social and cultural development of learners and, within this, fundamental British values. All teachers, and particularly those delivering PSHE, support learners to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. Mentors and therapists also support learners to identify healthy and unhealthy relationships and work to empower our young people to make safe and sensible choices, or to seek help when necessary.

We make RBAir a safe space where learners can understand and discuss sensitive and controversial topics such as terrorism and extremist ideas and learn how to challenge them. The Prevent duty is not intended to stop these issues being discussed.

7. Staff training

All staff must receive appropriate safeguarding and child protection training (including Prevent awareness) at induction. The training must be regularly updated. In addition, all staff must receive safeguarding and child protection updates (including Prevent), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Key staff, including the DSL and Prevent Lead, have received specialist Prevent training. All members of staff receive Prevent updates as part of their annual safeguarding training every academic year. All new staff, trustees and volunteers who join RBAir receive Prevent training from our DSL as part of their safeguarding induction and initial safeguarding training.

Training gives staff the knowledge and confidence to:

- identify learners at risk of being drawn into terrorism;
- challenge extremist ideas that can be used to legitimise terrorism;
- know where and how to refer learners for further help.

Staff can access the following training resources:

- Home Office Prevent awareness e-learning
- Home Office Prevent referrals e-learning
- Educate Against Hate website resources

8. Specific responsibilities

The Head of Centre (day-to-day practice may be managed by a nominated member of staff, usually the DSL) will:

- ensure RBAir has an appropriate Prevent policy in place which is updated at least annually;
- provide (either directly or through access to appropriate providers) high-quality Prevent training for staff;
- ensure RBAir offers clear, open lines of communication through which learners and staff are able to report any incidents of concern;
- ensure procedures are in place for responding to potential incidents, radicalisation or extremism;
- ensure RBAir staff provide, through PSHE and other sessions, education to learners to help them become 'responsible citizens' and to stay safe;
- ensure RBAir IT systems monitor and filter online access to help keep learners 'on task' and that these systems along with RBAir's online safety processes will reduce the likelihood of harmful experiences online;
- assess the risk of learners being drawn into terrorism, taking into account the local context and working with local safeguarding partners;

- evaluate, in conjunction with the DSL, any concerns regarding possible radicalisation or extremism and deal with these appropriately, making a clear distinction between individuals who present with a ‘terrorism vulnerability’ requiring Channel support and those who pose a ‘terrorism risk’ requiring management by the police;
- ensure that RBAir’s DSL (and any deputies) are aware of local procedures for making a Prevent referral.

All staff are responsible for ensuring that:

- they have an up-to-date awareness of Prevent matters and of the current RBAir Prevent and Anti-Radicalisation Policy and practices;
- they immediately report any suspected case of extremism or potential radicalisation to the Head of Centre, the DSL, or a Deputy DSL;
- an understanding of citizenship and fundamental British values are taught, and learners understand both their rights and responsibilities as British citizens;
- SMSC is embedded across all elements of the RBAir programme;
- they use their professional judgement in identifying learners who might be at risk of radicalisation and act proportionately;
- they remain alert to changes in a learner’s behaviour which could indicate that they may be in need of help or protection.

The DSL is trained in Prevent issues and is aware of the potential for serious child protection/safeguarding issues when individuals:

- are accessing extremist materials;
- are espousing extremist narratives;
- are demonstrating acute behaviour changes in relation to the working definition of extremism;
- have had traumatic exposure to conflict zones;
- are demonstrating acute intolerance towards people from different ethnic backgrounds, cultures or other protected traits as defined in the Equality Act 2010.

The DSL and Head of Centre will evaluate each case to ensure appropriate action is taken, for example by making a referral to the local safeguarding partners or government Channel programme.

The DSL should consider if it would be appropriate to share any information with a new school or college in advance of a learner leaving. For example, information that would allow the new school or college to continue supporting those who are currently receiving support through the Channel programme and have that support in place for when the young person arrives.

9. Prevent risk assessment

We assess the risk of learners being drawn into terrorism based on:

- a shared understanding with local safeguarding partners of the potential risk in our local area;
- an understanding of the national threat picture;
- a general understanding of the risks affecting children and young people;
- a specific understanding of local risks and the potential impact on our learners.

We review our Prevent risk assessment at least annually and whenever there are significant changes to the local or national threat picture.

10. Channel programme

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism.

If a referral is made to Channel:

- Prevent referrals are assessed and may be passed to a multi-agency Channel panel.
- The panel will discuss the individual referred to determine whether they are at risk of being drawn into terrorism.
- A representative from RBAir may be asked to attend the Channel panel to help with this assessment.

An individual will be required to provide their consent before any support is delivered through the programme.