

Prevent and Anti-Radicalisation Policy

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Version History

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1.00	12.11.2024	Original approved version.	DSL	RBET Trustees

5.00	September 2026	Annual review and update in line with Keeping Children Safe in Education (KCSiE) 2026.	DSL	RBET Trustees
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Internal Key Contacts

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Hannah Curry	hannah.curry@rbair.org.uk Tel: 01223 354338 Mobile: 07868 556175
Deputy DSLs	Michelle Williams Liz Smart Alison Bigglestone Vicky Ames Sarah Clarke	michelle.williams@rbair.org.uk Tel: 01223 354338 liz.smart@rbair.org.uk Tel: 01223 354338 alison.bigglestone@rbair.org.uk Tel: 01223 354338 vicky.ames@rbair.org.uk Tel: 01223 354338 sarah.clarke@rbair.org.uk Tel: 01223 354338
Prevent Lead	Michelle Williams	michelle.williams@rbair.org.uk Tel: 01223 354338

External key contacts:

Organisation/role	Contact details
Cambridgeshire and Peterborough Safeguarding Partnership Board	Website: https://www.safeguardingcambspeterborough.org.uk/children-board/professionals/prevent/ Purpose: Prevent referral forms and local procedures
Cambridgeshire Police Prevent Team	Email: prevent@cambs.pnn.police.uk Tel: 01480 422596 Purpose: Report concerns about radicalisation
DfE Regional Prevent Coordinator	Email: david.layton-scott@education.gov.uk Purpose: Advice about complex radicalisation cases and concerns

Local Authority Prevent Team	Online: You can make a direct, confidential referral using the Cambridgeshire Constabulary Prevent Portal. Email: prevent@cambs.police.uk (or prevent@cambs.pnn.police.uk). Phone: Call 101 and ask specifically for the 'Prevent Team'. Alternatively, you can call their dedicated safeguarding line on 01480 422596 Purpose: Local Prevent strategy and support
Anti-terrorist Hotline	Tel: 0800 789 321 Purpose: Report suspicious activity
Channel Helpline	Tel: 020 7340 7264 Purpose: Information about the Channel programme

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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 and other education providers 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 practise 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 with 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, 2026, page 157.

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 the relevant skills and knowledge to safeguard learners 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 each academic year. All new staff, trustees and volunteers who join RBAir receive Prevent training as part of their safeguarding induction and initial safeguarding training.

Training gives staff the knowledge and confidence to:

- identify learners who may be at risk of being drawn into terrorism;
- challenge extremist ideas that can be used to legitimise terrorism; and
- 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; and
- 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 of 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 online, including from extremist content;
- ensure RBAir IT systems (including Smoothwall filtering and monitoring) help keep learners safe online and reduce the likelihood of harmful experiences, including exposure to extremist content 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 Prevent Lead, 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 fundamental British values (democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs) are taught throughout the curriculum, and learners understand both their rights and responsibilities as members of society in modern Britain.

The DSL (who is also the Head of Centre) 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 will evaluate each case to ensure appropriate action is taken, e.g. by making a referral to:

- local safeguarding partners (children's social care);
- the police - who will assess whether the case is suitable for the government Channel programme;
- both agencies - where appropriate.

When making referrals related to radicalisation concerns, the DSL will:

- consider the level of risk and decide which agency to refer to;
- use the National Prevent Referral Form found on the Cambridgeshire and Peterborough Safeguarding Partnership Board website [National Prevent referral form](#);
- understand that schools do not refer directly to Channel - Channel referrals are made via the police;
- work closely with the local authority Prevent lead and local policing team.

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.

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 is taught, and learners understand both their rights and responsibilities as members of society in modern Britain;
- 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 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.

1Channel 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.

The Channel programme:

- Channel is a voluntary, confidential support programme.
- For children under 18, parental/carers consent is normally required before support can be delivered through the programme.
- In exceptional circumstances where obtaining parental consent would place the child at greater risk, the Channel panel may proceed without parental/carers consent, but this would be decided on a case-by-case basis.
- The Channel panel (which includes police, local authority, education, health and social services) will assess the extent of the risk and develop an appropriate support plan.
- Support is tailored to the individual's needs and may include mentoring, life skills coaching, or theological/ideological support.