



Halliford  
School  
SHEPPERTON

# Preventing Extremism and Radicalisation Policy

## September 2025

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## Introduction

Halliford School is fully committed to safeguarding and promoting the welfare of all its students. The Governing Body, Senior Management Team and Staff recognise children may be susceptible to radicalisation into terrorism and that we are required 'to help prevent the risk of people becoming terrorist or supporting terrorism'. Similar to protecting children from other forms of harms and abuse, safeguarding our students from extremist ideologies and radicalisation is as important as safeguarding against any other vulnerability. All staff and volunteers are expected to uphold and actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, and those with none.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Halliford School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004. This policy also reflects our statutory obligations under Section 157 of the Education Act 2002 and is informed by the following national guidance:

- Prevent Duty Guidance for England and Wales (Home Office, 2023)
- Keeping Children Safe in Education (DfE, 2025)
- Political Impartiality in Schools (DfE, 2022)
- Teaching Online Safety in Schools (DfE, 2023)
- Online Safety Act (2023)

This Preventing Extremism and Radicalisation Policy is one element within our wider safeguarding and welfare responsibilities.

***The School's lead on Prevent is the Deputy Head Pastoral.***

## Related policies and documents

- Safeguarding and child protection
- Safe Students, Safe Staff
- Anti-bullying
- Behaviour
- Digital Safety
- PSHE
- RSE
- SMSC
- Whistleblowing
- Visiting Speakers

## Aims and principles

The main aims of this policy are to ensure that:

- Staff are fully trained and informed with respect to the risks of radicalisation and are alert to violent extremism but also non-violent extremism, including certain divisive or intolerant narratives which can be linked to terrorism understanding the need to be vigilant, and avoiding any sense of “it could not happen here”.
- The school is committed to safeguarding and promoting the welfare of students. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.
- The school constitutes a safe space in which students can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas and debate controversial issues.
- We work with the Surrey SCP and the Surrey Prevent coordinator to keep our students safe from harm.
- All staff uphold and actively promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs, and those with none.

The Senior Leadership Team will ensure that:

- All teachers, teaching assistants, non-teaching staff and volunteers understand what radicalisation and extremism are and why we need to be vigilant in school.
- All teachers, teaching assistants, non-teaching staff and volunteers know what the school policy is on radicalisation and extremism and follow safeguarding procedures when issues arise.
- All parents and students know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- Safer recruitment best practice principles and sound employment practice are always followed in making any appointment, be it permanent or temporary in accordance with KCSIE 2025 and the school’s Recruitment, Selection and Disclosure Policy.

## Radicalisation and Extremism

The Prevent Duty for England and Wales (2023) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children’s services to have due regard to the need to prevent people from becoming terrorists or supporting terrorism. The objectives of Prevent are to: tackle the ideological causes of terrorism; intervene early to support people susceptible to radicalisation; and enable people who are already engaged in terrorism to disengage and rehabilitate.

## Definition

Extremism is defined in KCSIE 2025 as: the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

In March 2024, the Government defined extremism as: 'the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

1. Negate or destroy the fundamental rights and freedoms of others; or
2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. Intentionally create a permissive environment for others to achieve the results in (1) or (2).

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Evidence suggests that the 'radicalisation' process is not linear or predictable and the length of time taken can differ greatly from a few weeks to a few years. It does not always result in violence. Adolescence is most often when a process of radicalisation starts, one that might eventually cause a student to undertake violent or criminal acts.

Young people who become involved in violent extremist movements usually do so under the influence of others. Initial contact could be via peers, older siblings, other family members or acquaintances. The process can often be a social one, where interaction is more likely to be outside school settings, often in unsupervised environments i.e. gyms, cafés, or in private homes. The Internet is now playing a much more important role. Violent extremist videos and propaganda are accessible online via websites or via digital social networks.

There is no single profile of a person likely to become involved in extremism, or single indicator of when a person might be moved to adopt violence in support of extremist ideas. However, there are a number of behaviours that might indicate that an individual is at risk of being radicalised or exposed to extreme views.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and disciplinary procedure for staff.

## School View

Halliford School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Prevent Duty Guidance for England and Wales (Home Office 2023) and Keeping Children Safe in education (DfE 2025) to prevent children and young people from being drawn into terrorism. Halliford School seeks to protect children and young people against the messages of all violent and also non-violent extremism including certain divisive or intolerant narratives which can be reasonably linked to terrorism. These include but are not restricted to, those linked to Islamist extremism, right-wing extremism as well as left-wing, anarchist and single-issue extremism.

School staff receive regular training to help identify early signs of radicalisation and extremism and complete online government Prevent awareness training.

## **Risk Factors and Risk Indicators of being susceptible to radicalisation**

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

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a combination of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that School staff are able to recognise those vulnerabilities. Any student who uses the internet can be at risk of accessing inappropriate and harmful extremist content online. The internet and social media make spreading divisive and hateful narratives easy. Extremist and terrorist groups use social media to identify and target susceptible individuals.

Risk factors can make a student susceptible to radicalisation or extremism include:

- Identity Crisis – the Student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the Student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the Student/Student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the Student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; or
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Risk indicators can be used to identify possible radicalisation and decide what response is appropriate and proportionate.

### **Low risk**

Low risk means there's no evidence to suggest the learner is susceptible to radicalisation into terrorism. Low risk behaviours, when seen alone, would not necessarily need to be explored further.

Low risk behaviours include:

- holding strong opinions or values (non-violent or non-extremist)
- criticising government policies
- adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
- being active on social media
- taking a keen interest in national and international affairs

### **Low risk: what to do**

Where there is low risk, you should think about:

- talking informally to the learner about the changes in their behaviour
- providing an opportunity to debate controversial issues in a safe space
- offering information about how to keep safe online

### **At risk**

A learner at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation.

If a learner is showing at risk behaviour, you should explore this further to see if you need to make a Prevent referral.

At risk behaviour includes:

- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet
- expressing concerns about being victimised, for example feeling under attack
- discriminating against other individuals or groups of people

### **At risk: what to do**

If you think a learner is at risk, you should look at their behaviour and gather all the information you need to make a full assessment of risk and harm.

You should ask yourself:

- if you have enough information to make a comprehensive assessment
- what's happened in the past to trigger the incident
- if this is an isolated incident or a pattern of behaviour
- what else you know and if there any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

You should:

- talk to the learner in a safe space - see [how to speak to a learner susceptible to radicalisation](#)
- talk to the parents or carers (if under 18) about your concerns
- make a holistic assessment of vulnerability, examining risk and protective factors
- If you need to make a Prevent referral, you can ask Prevent partners for advice and support.

### **Medium risk**

Medium risk means a learner is at heightened risk of radicalisation. There may be several indicators of risk.

If the learner is at risk of harm, you should [make a Prevent referral](#) immediately.

Medium risk behaviour includes:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- expressing persistent intolerance towards groups of people perceived as 'other' - this may be based on protected characteristics such as gender, religion or ethnicity, but not exclusively

### **Medium risk: what to do**

If you suspect a learner is at medium risk, you should assess their vulnerability and examine the risk and protective factors as set out in the statutory guidance on [working together to safeguard children](#).

You should ask yourself:

- if there's reasonable cause to suspect that the learner is suffering or likely to suffer significant harm
- what the risks are and what would happen if these needs are not met - what the impact will be on the learner - what you're worried about
- what else you know and if there are any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

If the learner is suffering from or is at risk of harm including vulnerability to radicalisation, you should act immediately and follow your internal safeguarding policy, including the designated safeguarding lead considering making a [referral to Prevent](#).

### **High risk**

High risk means a learner is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety.

If they're showing high risk, criminal behaviour, tell the police immediately.

High risk, criminal behaviour includes:

- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)

### **High risk: what to do**

You should ask yourself if the learner:

- needs support from more than one agency
- is about to put themselves or others in danger
- is at risk due to actions of their parents or carers, or wider family members
- has made violent threats to your setting

Tell the police immediately if you suspect a learner:

- is about to put themselves or others in danger by travelling to join a proscribed organisation, or
- appears to be involved in planning to carry out a criminal offence

If you suspect a learner is likely to commit an attack on your setting, contact the police and local authority for immediate support.

Further advice on risk indicators can be found in: Managing risk of radicalisation in your education setting: [Managing risk of radicalisation in your education setting - GOV.UK](#)

The Prevent Duty can be accessed at: [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)

The Department of Education guidance can be accessed here: [The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK](#)

## Preventative Strategies

Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the School actively promotes Fundamental British Values—democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs—as part of its SMSC (Spiritual, Moral, Social and Cultural) and RSHE (Relationships, Sex and Health Education) provision. This approach follows the Department for Education’s guidance on *Promoting Fundamental British Values as part of SMSC in schools (2014)* and the expectations set out in the *Prevent Duty Guidance 2023*. The School recognises the importance of helping students to develop digital literacy skills and the ability to critically evaluate online content, particularly information that may include extremist, divisive, or misleading narratives either misinformation or deliberate disinformation.

The School governors, the Headmaster and the Designated Safeguarding Lead (DSL) regularly assess the level of risk within the School and ensure that appropriate actions are taken to reduce that risk. Risk assessment may include, the use of School premises by external visitors, speakers or organisations, the Anti-bullying, Digital Safety and Visiting Speakers policies, local and national threat levels and emerging concerns identified through the Counter Terrorism Local Profile of Surrey and other issues specific to the School’s profile, community and philosophy.

## Political Impartiality

Teaching about political issues and the range of views held on these is an essential part of a broad and balanced curriculum, and an important way in which the school helps students to become active citizens who are prepared for life in modern Britain. The School recognises that promoting critical thinking, respectful debate, and open discussion contributes directly to the aims of the *Prevent Duty 2023*, by building students’ resilience to extremist or divisive ideologies and helping them to recognise bias, misinformation, and manipulation.

Legal duties on political impartiality do not limit the range of political issues and viewpoints schools can and do teach about. Instead, they guide teachers and staff to ensure that discussions are conducted appropriately, factually, and with balance, allowing students to form their own reasoned opinions.. Halliford School will always take a reasonable and proportionate approach to political impartiality. This should not interfere with effective teaching and meeting other responsibilities, including promoting the shared values that underpin life in modern Britain—democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. The School also recognises that concerns raised by parents, carers, or others about impartiality will

always be treated seriously, investigated with sensitivity, and handled in accordance with the School's safeguarding and complaints procedures.

## The Law

In simple terms, legal duties on political impartiality mean that schools:

- must not promote partisan political views in teaching



This means you must not encourage students to support or adopt a one-sided view expressed with a political purpose.

This covers many of the policies of political parties, as well as some views held by campaign groups, lobbyist, charitable organisations and other external agencies.

You can of course teach about partisan political views and explore them with students. This will be an important part of teaching about many historical and political issues.

- should offer a balanced presentation of opposing views when political issues are brought to the attention of students, whether in lessons or other school activities.



This means you should present different views on political issues in a fair and dispassionate way, avoiding bias.

Teachers and staff will need to use their own reasonable judgement when it comes to balance. It is preferable, where practical, to present students with a reasonable range of views on a political issue.

This doesn't mean that different views are always given equal time in teaching or cannot be critically assessed. When taking steps to ensure balance you should not do anything that would be clearly inappropriate or undermine effective teaching.

You should also continue to challenge misinformation and extreme views, such as those based on discrimination and prejudice.

## Teaching about Political Issues

**There are some simple steps that you can take to help ensure your teaching is in line with schools' legal duties on political impartiality:**



Identify political issues covered in the curriculum in advance, so that you can structure your teaching to ensure balance.



Think about the age, developmental stage, and existing knowledge of students, as well as the complexity of political issues covered, to decide whether teaching is age-appropriate and balanced.



Select resources carefully, being mindful of bias and imbalance that might not be immediately obvious. Make sure you review materials and assess the organisations that produced them, before they are used with students.

### Using External Agencies

It is important to remember duties on political impartiality when working with external agencies. This means thinking carefully about which organisations to work with and being clear about what is expected from them.

Schools can work with organisations that engage in political activity or hold partisan political views, but you should make sure that they do not promote these views to students. Halliford School's Visiting Speaker Policy helps maintain these boundaries by providing guidelines on what is acceptable content and setting clear standards for who is allowed to speak. This ensures transparency and that any material presented aligns with the School's values.

We will never work with organisations that adopt extreme political positions, such as encouraging serious criminal activity, or seeking to abolish democracy.

### Staff Responsibilities

Political impartiality is essential in all aspects of school life, not only within the curriculum. All staff have a responsibility to ensure that their conduct, the views they express and their use of school resources reflect this at all times.

Staff should create an environment where students can safely discuss political and social issues, develop critical thinking and engage in respectful debate. However, staff should not promote partisan political views, or encourage students to participate in specific political activity, including protests or demonstrations.

## Reporting

The school will closely follow any locally agreed procedure as set out by the Local Authority and/or Surrey's Safeguarding Children Partnership (SSCP). These procedures ensure that any individual susceptible to extremism or radicalisation is identified and safeguarded appropriately.

It is important to establish a chronology of events, no matter how minor they might appear at the time. This history of events allows analysis of any patterns over time, which is crucial in determining if a student is seriously at risk. This also provides evidence of events when working other agencies.

Any concerns should be reported to the Designated Safeguarding Lead in accordance with the relevant school policy i.e. anti-bullying or safeguarding. If there are concerns that there are signs that a student's behaviour or views could be an indicator they are susceptible to radicalisation into terrorism the Safeguarding Policy must be followed.

An immediate verbal report should be made to the Designated Safeguarding Lead, Headmaster, or other DDSL, which should then be followed up by a full written report to the Designated Safeguarding Lead. It is important to remember that the report will form the basis for any further investigation and needs to be understood by professionals from other agencies. The report should include factual information and where applicable the exact words of the student should be used and not an interpretation or translation of those words.

The Designated Safeguarding Lead will take any further steps needed to ensure the immediate safety of the student, which may include the re-location of staff, calling in additional staff, or suspending staff. (If it is judged necessary to suspend a member of staff, the staff member being suspended must be told in person, where possible, by a member of SMT, reminded of the conditions of suspension and immediately escorted from the premises).

The Designated Safeguarding Lead will obtain advice from the local Prevent Officer and The Channel coordinator and start a confidential file of evidence and chronology of events. See appendix 1 for details of the referral process.

If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

## The Role of the Curriculum

Halliford School's curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Lessons that explore tolerance, critical thinking, respectful debate and British values are taught throughout the curriculum including in PSHE and Religious Education. The School's spiritual, moral,

social and cultural provision is also embedded across the curriculum and underpins the ethos of the school.

Through high quality teaching, our curriculum develops students' resilience to extremism, encourages a positive sense of identity and promotes critical thinking skills to help them challenge extremist narratives. All of our staff are trained to recognise and challenge extremist behaviour, language or views in line with Prevent Duty (2023) and Keeping Children safe in education (2025). There is evidence that, as a general pattern, students with low aspirations are more vulnerable to radicalisation. The school strives to equip its students with confidence, self-belief, respect and tolerance, as well as setting high standards and expectations for themselves.

Online safety education is a key element of our Prevent strategy. Students are regularly taught about how to stay safeonline, in line with Governmental guidelines relating to online safety (Teaching Online Safety in Schools DfE June 2019) and the Online Safety Act (2023). They learn to recognise online risks, question digital content critically, develop resilience against misinformation and disinformation and seek help if they encounter harmful or extremist material or have concerns about anything they read or see on the internet.

Despite the best efforts of the school, staff, agency staff and visitors may express views, bring material into the school, use or direct students to extremist websites, or act in other ways to promote violent extremist views, and therefore staff should be vigilant around the behaviour and viewpoints of other adults in the organisation. Their actions might constitute a breach of the relevant professional standards or may be illegal. In such an event, staff would be asked to leave the premises and the police and local authority may be contacted.

The school takes seriously its statutory duty to forbid political indoctrination. Staff must not promote partisan political views in the teaching of any subject. In discussing political issues, students must be offered a balanced presentation of opposing views.

The school is a safe space in which students can explore and discuss sensitive topics, including terrorism, extremism and radicalisation and learn to challenge prejudice and extremist ideas that are part of terrorist ideology through reasoned discussion. It is school policy to challenge any discriminatory or extremist opinions or behaviours as a matter of routine.

## **Fundamental British Values at Halliford School**

At the heart of Halliford School's ethos is celebrating a caring culture of warm-hearted respectful relationships and diversity.

### **Democracy**

The principle of democracy is explored in subjects such as Religious Studies, Politics and History, in PSHE and in assemblies. The practice is encountered by students in the process of electing peers to the school's council, and in the selection of prefects. The school also hosts mock elections from time to time, in line with local government and general elections.

## **The rule of law**

The school is governed by rules that students are made aware of through induction, assemblies, and in documents such as the ICT Acceptable Use Policy. All staff, parents and students, when they join the school, are made aware of the safeguarding and child protection policy and procedures, and codes of conduct. Students are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken. The rule of law is explored in the curriculum through the PSHE programme, History, Politics and Religious Studies.

## **Individual liberty**

Students are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The school seeks to create the conditions within which students can make informed choices. Students are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through Online safety and PSHE lessons.

Students are encouraged to develop, reflect on and articulate their own viewpoints. They are given the freedom to make choices in subject options and extra-curricular programmes. In their teaching, our teachers encourage students to take ownership of their learning and make choices based on how they learn most effectively.

## **Mutual respect**

Respect is central to the ethos of the school and is modelled by students and staff alike. The school promotes respect for others in the classroom and in all other activities. The school seeks to develop mutual respect throughout the curriculum, and the code of conduct promotes the values of respect and responsibility. Students are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions.

## **Tolerance of those of different faiths and beliefs**

Students are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

Assemblies allow students to appreciate different faiths and practices, and the programmes of study in Religious Studies, MFL, Geography, History and PSHE support this. Students are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways – including trips abroad.

## **Contacts and links**

Lara Bowden - Surrey Strategic Prevent lead

[Lara.Bowden@surreycc.gov.uk](mailto:Lara.Bowden@surreycc.gov.uk)

Prevent, ideology and referral queries

Surrey Prevent Referral Process

[Referral process | Healthy Surrey](#)

Telephone (Urgent Risk/Immediate danger) – 999 Telephone (Non urgent Prevent advice) - 101

Email - [preventreferrals@surrey.pnn.police.uk](mailto:preventreferrals@surrey.pnn.police.uk)

Referral process in Surrey for students that may be at risk of being drawn into terrorism

Department for Education (DfE)

[The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK](#)

DfE guidance on The Prevent duty including: An introduction for those with safeguarding responsibilities; Understanding and identifying radicalisation risk in your education setting; Managing risk of radicalisation in your education setting.

[How to complete a risk assessment to assess the risk of people becoming terrorists or supporting terrorism - GOV.UK](#)

Prevent risk assessment guidance

Department for Education (DfE) Prevent Helpline

Telephone - 020 7340 7264 Email – [prevent@education.gov.uk](mailto:prevent@education.gov.uk)

For School staff and governors to raise concerns or seek advice about extremism or radicalisation

National Terrorism Threat Level (Home Office)

<https://www.gov.uk/terrorism-national-emergency>

Provides the current UK threat level and advice from the Home Office

Police Anti-Terrorist Hotline (Met Police)

Telephone – 0800 789 321

Website - <https://www.met.police.uk/advice/advice-and-information/t/terrorism-in-the-uk/>

Report any concerns or information related to terrorism in confidence

Home Office Prevent Strategy (2023)

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Statutory guidance for specified authorities in England and Wales under Section 26 of the Counter-Terrorism and Security Act 2015

Channel Guidance (2023):

<https://www.gov.uk/government/publications/channel-guidance>

Guidance for professionals on supporting individuals vulnerable to being drawn into terrorism

Online training for Staff and Volunteers (Online)

<https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/>

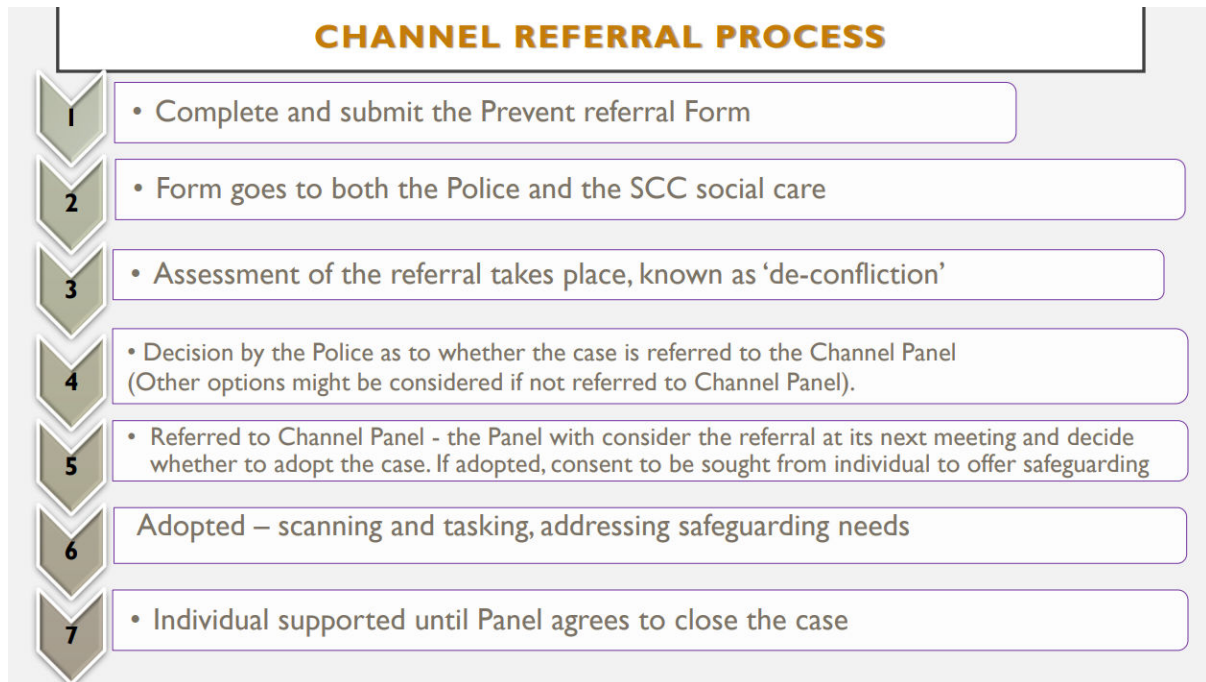
Political Impartiality in Schools (DfE)

[Political impartiality in schools - GOV.UK \(www.gov.uk\)](#)

Guidance to help schools maintain political neutrality and provide balanced teaching on political issues

## Appendix 1 – Flow Charts for Referrals

Surrey Channel Referral Process: [Referral process | Healthy Surrey](#)



**APPENDIX 1**  
**MODEL FLOW CHART FOR REFERRAL OF CHILDREN AND YOUNG PEOPLE**  
**FOR CONCERNS OF RADICALISATION IN CHILDREN SERVICES**  
**(E.G. SCHOOLS, COLLEGES, YOUTH SETTINGS)**

