

PREVENT STRATEGY

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Lead for review:	Deputy Headteacher Pastoral & Boarding

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Preface

Guildhouse School believes that protecting students from the risk of radicalisation is part of our safeguarding duties. Due to the international nature of our school, we recognise that whilst it will be rare that our students will become involved in terrorist activity, they can or may have been exposed to terrorist and extremist influences and prejudiced views. This strategy document must be read in conjunction with the school's Safeguarding Policy and the Prevent Risk Assessment (see appendices).

Context

Guildhouse School recognises that protecting children from the risk of radicalisation forms part of its wider safeguarding responsibilities. The school will have due regard to the need to prevent people from being drawn into terrorism in accordance with Section 26 of the Counter-Terrorism and Security Act 2015, the Prevent Duty Guidance: England and Wales (2023), Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026. The school adopts a safeguarding approach to Prevent and recognises that radicalisation may occur online or offline and can involve a range of ideological influences.

Guildhouse School promotes an environment in which students are encouraged to think critically, challenge ideas respectfully and engage in discussion on a wide range of topics in a safe and supportive setting. Developing students' understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs helps build resilience to extremist narratives and supports students in becoming active and responsible members of society.

The school recognises that whilst the risk of students becoming involved in terrorism is low, some young people may be vulnerable to radicalisation. Factors such as social isolation, personal difficulties, experiences of discrimination, exposure to extremist content online, international conflict, community tensions, and identity-related concerns may increase vulnerability. As an international school, Guildhouse School is mindful that students may arrive from a wide range of political, cultural and religious backgrounds and may have differing experiences and perspectives. Staff are trained to recognise vulnerabilities whilst avoiding assumptions, stereotyping or discrimination.

Key Definitions

Prevent

Prevent is one of the four strands of the Government's CONTEST counter-terrorism strategy. Its aim is to stop people becoming terrorists or supporting terrorism and to safeguard those who may be vulnerable to radicalisation.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Radicalisation can take place online or offline and may occur over an extended period or more rapidly depending on an individual's circumstances and vulnerabilities.

Extremism

The Government defines extremism as:

"The promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

- negate or destroy the fundamental rights and freedoms of others;
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve either of the above aims."

The school recognises that extremist views and narratives may be associated with a range of ideologies and that extremism can contribute to individuals becoming vulnerable to terrorism or terrorist causes.

Terrorism

Terrorism has the meaning assigned by Section 1 of the Terrorism Act 2000 and includes the use or threat of action designed to influence the government or intimidate the public for the purpose of advancing a political, religious, racial or ideological cause.

The school recognises that radicalisation is a safeguarding concern and that vulnerable individuals may be susceptible to terrorist or extremist influences. Concerns relating to radicalisation will be managed through the school's safeguarding procedures, with appropriate referrals made to external agencies, including Children's Social Care, Police Prevent Teams and the Channel programme where necessary.

Vulnerability to Radicalisation

Most individuals who are exposed to radical or extremist views will not become involved in terrorism or support terrorist activity. There is no single profile of a person who may be vulnerable to radicalisation. Vulnerability can arise from a combination of factors, circumstances and influences, and each situation should be assessed individually. Staff should remain vigilant whilst avoiding assumptions, stereotyping or discriminatory judgements.

Factors that may increase a young person's vulnerability to radicalisation can include:

- social isolation or feelings of not belonging;
- bereavement, loss or significant life changes;
- mental health or emotional wellbeing difficulties;
- experiences of discrimination, prejudice or bullying;
- family breakdown or community tensions;
- exposure to extremist or hateful narratives online;
- a desire for identity, belonging, status or purpose;
- association with individuals who promote extremist views;
- grievances arising from local, national or international events; and
- susceptibility to online grooming, manipulation or misinformation.

As an international school, Guildhouse School recognises that students may be affected by political, religious, cultural or geopolitical events occurring in their home countries or internationally. Staff are expected to facilitate respectful discussion, promote mutual understanding and challenge discriminatory or extremist narratives where appropriate.

Exposure to extremist ideas may be through the influence of family members or friends, direct contact with extremist groups and organisations or, increasingly, through the internet. Young people may encounter adults and peers with extremist views both online and in everyday life and the radicaliser may be a friend or relative or may be a stranger they meet online.

Exposure to extremist or radicalising material may occur through social media platforms, online forums, encrypted messaging applications, livestreaming platforms, gaming communities, video-sharing websites and emerging technologies. Students may also encounter harmful content through algorithm-driven recommendations, online influencers, artificial intelligence generated content, manipulated media and deepfake technology. The school recognises the importance of equipping students with the skills to critically evaluate online information and to report concerns where they arise

However, when assessing risk, it is important to bear in mind that some of the signs of radicalisation could be indicative of other issues, for example bullying, substance misuse or mental illness. It is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile.

The school recognises that some individuals may become fixated on violence or mass violence without a clearly identifiable ideological motivation. Such concerns may still warrant consideration under Prevent processes and safeguarding procedures. Staff will report any concerns to the DSL who may seek advice from Prevent professionals where appropriate.

School Strategy

In order to fulfil our Prevent Duty and have due regard to the need to prevent our young people from being drawn into terrorism, Guildhouse School will:

- Build staff and student awareness of radicalisation, extremism and terrorism through training, education and discussion.
- Ensure all staff understand their safeguarding responsibilities in relation to Prevent and know how to identify, respond to and report concerns.
- Provide appropriate Prevent training for staff through INSET, safeguarding updates and ongoing professional development.
- Promote student resilience to extremist narratives through the curriculum, Personal Development/PSHE programme, online safety education and the promotion of British Values.
- Provide a safe, inclusive and respectful environment in which students are able to discuss controversial issues, current affairs and global events appropriately.
- Foster mutual respect and understanding between students from different cultural, religious and backgrounds.
- Protect students from online radicalisation through appropriate filtering and monitoring, digital literacy education and effective safeguarding arrangements.

- Work in partnership with parents, the Local Authority, Camden Safeguarding Children Partnership, Prevent professionals, Police and other relevant agencies where appropriate.
- Ensure that concerns relating to radicalisation are referred promptly to the DSL and managed in accordance with safeguarding procedures.
- Ensure that the DSL understands local referral processes, Prevent procedures and the Channel programme.
- Undertake appropriate due diligence for all visiting speakers and external organisations.
- Ensure that visiting speakers are supervised and that any content delivered is consistent with the school's values, safeguarding responsibilities, Equality Act duties and commitment to mutual respect and tolerance.
- Review Prevent arrangements, risk assessments, training and procedures regularly to ensure continued compliance with statutory guidance.

Channel is a key part of the Prevent Strategy that places a duty on local authorities to set up a specialist Channel Panel in order to provide a mechanism for safeguarding children, young people and adults who are at risk of being drawn into terrorist activity.

Under the Channel duty, all local authorities must set up a Channel Panel in co-operation with partner agencies in order to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned.

Principles

Guildhouse School is committed to safeguarding and promoting the welfare of all students. In meeting its Prevent Duty responsibilities, the school will:

- Recognise that protecting students from radicalisation is part of the school's wider safeguarding responsibilities.
- Promote a culture of mutual respect, inclusion, tolerance and understanding in which diversity is valued and discriminatory behaviour is challenged.
- Provide opportunities for students to discuss sensitive, controversial and current issues in a safe, balanced and respectful environment.
- Promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Encourage students to develop critical thinking skills and the ability to evaluate information, challenge misinformation and recognise extremist narratives.
- Safeguard students from online risks, including exposure to extremist, hateful or radicalising content.
- Ensure all staff understand their responsibilities under Prevent and know how to identify and report concerns relating to radicalisation.
- Treat concerns relating to radicalisation in the same way as other safeguarding concerns and respond in accordance with the school's Safeguarding and Child Protection Policy.

- Work in partnership with parents, external agencies and safeguarding partners where appropriate.
- Ensure concerns are reported promptly to the Designated Safeguarding Lead (DSL), who will consider appropriate safeguarding actions, including consultation with the Prevent team or referral to Channel where necessary.
- Maintain effective procedures for whistleblowing and the reporting of concerns relating to staff, visitors or external speakers.
- Review Prevent arrangements regularly to ensure they remain effective, proportionate and responsive to emerging risks.

Monitoring and Review

The Designated Safeguarding Lead (DSL) is responsible for the operational implementation of Prevent arrangements within the school and serves as the school's Prevent Lead.

The Prevent Risk Assessment will be reviewed annually and following any significant local, national or international event that may impact the school's risk profile.

Prevent training records, safeguarding concerns, referrals and filtering and monitoring arrangements will be reviewed regularly to ensure that arrangements remain effective and proportionate.

The DSL will provide periodic reports and updates to the Senior Leadership Team and Safeguarding Governor regarding Prevent compliance, risks and actions taken.

Appendices

Appendix 1: Prevent Duty Risk Assessment

Prevent Duty Risk Assessment 2026-27

Guildhouse School

Assessment Date: September 2026

Review Dates: September 2027

National Risks

Islamist terrorism

Extreme right-wing terrorism

Mixed, unstable and unclear ideologies

Online radicalisation

Local Risks

London threat environment

Community tensions arising from international conflict

Online and social media influences

School-specific risks

International student population

Students living away from family support

Students residing in independent accommodation.

Exposure to overseas political and religious narratives

Vulnerability arising from isolation or homesickness

Category	Risk(s) Identified	Risk Management	Risk Rating Before Controls	Further Action Required	Lead	Residual Risk
Leadership & Governance	Prevent Duty not effectively implemented or reviewed.	- Prevent training/briefing for staff (including SLT) and governors. - Regular reporting and updates between Safeguarding Governor and DSL. - Annual safeguarding review; DSL oversight. - Governor safeguarding visits - DSL regular attendance at cross-group and school meetings.	High	- Annual review. - Review of Prevent Risk Assessment - Ongoing self-evaluation for continuous improvement - Ensuring the sharing of safeguarding policies- staff sign to confirm the reading of such policies - Training monitored	DSL/safeguarding governor	Low
Working in Partnership	The school does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	- The school has good partnerships with: -Local Authority (CAMDEN) -LADO -Police Prevent Team -Channel Panel	High	Ongoing attendance at meetings, forums and events, and working partnerships maintained	DSL	Low

		• DSL has regular attendance at meetings and forums. • In receipt of newsletters from DfE Prevent Coordinator and Safeguarding organisations e.g. Educate Against Hate. • Use of referral process/involvement in Channel				
Staff Training	Staff fail to recognise signs of abuse, radicalisation or vulnerabilities and the risk of harm is not reported properly or promptly by staff. Staff do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism. Staff do not know what measures	• Ensure all staff attend initial safeguarding training and are familiar with key school safeguarding policies. • Ensure all staff attend Prevent training. • Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent • Ensure training is broad both face-to-face and e-learning. • Ensure regular communication of	High	• Ongoing training and CPD audit.	DSL	Low

	are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not have access to Prevent training or refresher training.	updates and information to staff via staff weekly bulletin and emails. • Maintain records of all staff and governor training. • Refresher training to take place regularly. • Training is quality assured and evaluated for effectiveness.				
Information Sharing	Staff do not share information or concerns in a timely or appropriate manner. Staff do not feel confident sharing information regarding radicalisation concerns.	• DSL maintains oversight and procedures. • A culture of safeguarding is promoted and present that supports effective arrangements to: -identify individuals who may need early help or are at risk of neglect, abuse, grooming or exploitation.	High	• Annual training and refresher training, reminders of process	DSL	Low

		-Help individuals reduce their risk of harm by securing support they need or referring in a timely way to those who have the expertise to help. The school has clear processes and procedures for raising concerns and making a Prevent referral.				
Building student resilience to radicalisation	The school does not provide a safe space in which young people 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. The school does not teach a broad and balanced curriculum which promoted	- The school has codes of conduct for all staff. - The school carries out safer recruitment checks on all staff - Teaching and delivery of PSHE/RSE is monitored by SLT and MLT through observations, book checks and is quality assured. - The school provides opportunities within the curriculum to discuss controversial issues and for students to develop	High	Ongoing Personal Tutor and Pastoral reviews.	Pastoral Team SLT MLT	Low-Medium

	spiritual, moral, cultural, mental and physical development of students and fundamental British values and community cohesion.	critical thinking and digital literacy skills • The school ensures that discussions of controversial issues are carried out in a safe space and staff training on delivering such themes is provided • The school embeds fundamental British values into the curriculum and by means of induction, ongoing tutor time activities and awareness events.				
IT/Online Safety	Ineffective IT systems and policies increase the likelihood of students and staff being drawn into extremist material and narratives online. Students can access terrorist and extremist material when accessing the	• The school ensures appropriate internet filtering and monitoring is in place by means of Securly • The school has a clear reporting system in place should filtering systems flag any safeguarding or Prevent-related concerns.	High	Annual review of systems.	DSL/SLT//IT/Pastoral Team	Medium

	internet at the school, including AI- generated extremist content, deepfakes, livestreaming platforms, recommendation algorithms, and online influencers. Students may distribute extremist material using the school IT systems or their own device. Inappropriate internet use by students is not identified or followed up. Access to extremist content online.	• The DSL takes the lead responsibility for safeguarding and child protection (including online safety) • The school equips students with the skills to stay safe online, both in school and outside, by means of induction, PSHE/RSE, awareness events, and tutor time. • Relevant staff training is provided for awareness and understanding of online safety risks and AI risks and school filtering and monitoring systems, and process for raising any related concerns.				
Visitors and Visiting Speakers	External speakers or visitors being given a platform to radicalise	A clear process is in place to manage site visitors, including sub-contractors.	High	• Effective Visiting speaker process, logging and register.	DSL/SLT/Head of Maintenance and Cleaning	Low

	children and young people or spread hateful or divisive narratives. School does not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. The school does not conduct due diligence checks on visitors or the materials they may use.	The school has a robust process and risk assessment and carries out due diligence checks on visiting speakers and the organisations they represent and the materials they promote or share by means of the school's Visiting Speakers policy. Any private use of the school's spaces is effectively managed, and due diligence checks are carried out on those organisations and the booking process. The school will seek advice and support where necessary from partners when assessing suitability.		• Ongoing monitoring and review of evaluations/feedback from students and staff. • Regular staff training and reminders of the process and any updates to the policy.		
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Overall Assessment

Guildhouse School assesses the overall risk of students being drawn into terrorism or extremist ideologies as **Low to Medium**, reflecting its international student population, the prevalence of online influences and wider geopolitical tensions. The school considers its safeguarding arrangements, staff training, curriculum provision, filtering and monitoring systems and partnership working to be effective in reducing identified risks. This assessment will be reviewed annually and following any significant incident or change in risk profile.



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Appendix 2: Indicators of Vulnerability to Radicalisation and Additional Information

Radicalisation can be difficult to identify and there is no single indicator that a child or young person is being radicalised. The indicators below should not be viewed in isolation and may be associated with a range of safeguarding, welfare or mental health concerns. Any concerns should be discussed with the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding procedures.

Possible Indicators

A child or young person may:

- become increasingly isolated from family, friends or peer groups;
- express views that appear rehearsed or scripted;
- show an unwillingness or inability to discuss their beliefs openly;
- display increased levels of anger, intolerance or hostility;
- become increasingly secretive, particularly about online activity;
- make significant changes in appearance, behaviour or friendship groups;
- lose interest in previously enjoyed activities;
- access extremist, hateful or violent content online;
- express sympathy for extremist causes or individuals;
- glorify violence or terrorism;
- demonstrate misogynistic, discriminatory or hateful attitudes;
- possess or share extremist literature, imagery or propaganda;
- spend excessive time in online communities promoting harmful ideologies;
- exhibit concerning changes in language, behaviour or beliefs.

The presence of one or more indicators does not mean that an individual is being radicalised. Staff should consider the wider context, seek advice from the DSL and avoid assumptions, stereotyping or discriminatory judgements. Concerns relating to radicalisation should always be treated as a safeguarding matter.

Further information and support links

[Radicalisation and child protection | NSPCC Learning](#)

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

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty-guidance>

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

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

www.educateagainsthate.com

<https://www.gov.uk/guidance/making-a-referral-to-prevent>

<https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law>

Appendix 3: Prevent Referral Flowchart



[Making a referral to Prevent - GOV.UK](#)

