

Sylvia Young Theatre School



Prevent Policy

Policy responsibility:	Menifa Williams Assistant Headteacher - Safeguarding (DSL)
Date reviewed:	6th September 2025
Reviewed	Annually

1 Safeguarding Contact Details

School

Position	Name	Phone	e-mail
Designated Safeguarding Lead (DSL)	Menifa Williams	02072582330	menifa.williams@syts.co.uk
Deputy DSL	Andrew Kennedy	02072582330	andrew.kennedy@syts.co.uk
Headteacher	Anne-Marie Kennedy	02072582330	anne-marie.kennedy@syts.co.uk
Safeguarding Director	Alison Ruffelle	02072582330	alison.ruffelle@syts.co.uk

Local Authority children's social services numbers

To report a concern about a child or young person	Westminster Access Team • Tel: 020 7641 4000 • (Out of hours – 020 7641 6000) • Email: AccesstoChildrensServices@westminster.gov.uk
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Safeguarding Lead for Schools and Education	Elaine Campbell • Bi-Borough Safeguarding Lead for Schools and Education • Tel: 020 7361 3000 / Mobile: 07712 236 508 • Email: elaine.campbell@rbkc.gov.uk
Child Exploitation Lead (Children's Services)	Emily Harcombe • Child Protection Advisor • Email: eharcombe@westminster.gov.uk
Prevent (Radicalism and Extremism)	Kiran Malik • Prevent Programme Manager, Westminster enquiries only • Telephone: 020 7641 5071 • kmalik@westminster.gov.uk • Prevent@westminster.gov.uk
Education and Attendance	Wendy Anthony • Bi-Borough Head of Admissions and Access to Education • Telephone: 020 7745 6440 • Email: wendy.anthony@rbkc.gov.uk

Other useful contact details

Name	Phone
Childline	0800 1111
NSPCC NSPCC Whistleblowing Advice Line NSPCC Victims of Sexual harassment and abuse helpline	0808 800 5000 0800 028 0285 0800 136 663
Kidscape (Anti-bullying helpline for parents)	0845 120 5204
Report Abuse in Education	0800 136 663
National Domestic Abuse Helpline	0800 2000 247
Child exploitation Online Prevent (CEOP)	0870 000 3344

Prevent

This 'Prevent Policy' is part of our commitment to keeping children safe.

From 1 July 2015 specified authorities, including all schools, became subject to a statutory duty under Section 26 of the Counter-Terrorism and Security Act 2015 (see Appendix 6) in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Prevent work is intended to deal with all kinds of terrorist threats to the UK.

Section 36 of the Counter Terrorism & Security Act sets out the duty on local authorities and partners of local panels to provide support for people vulnerable to being drawn into terrorism. In England and Wales, this duty is met through **Channel** panels. Channel is a multi-agency programme which identifies and supports at-risk individuals, and which delivers this strategic aim of **Prevent**. Having identified an individual at risk, the Channel panel will assess the nature and extent of the risk, and subsequently develop the most appropriate support plan for the individual concerned.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups (see Appendix 1).

There are four specific elements to the Sylvia Young Theatre School's approach to meeting the guidance imposed by the Prevent duty. In summary these are:

- Risk assessment – working with the Local Authority, responding to upcoming questionnaires providing information about the school in order to assess the risk of students being drawn into terrorism, including extremist ideologies.
- Working in partnership – liaising closely with the LSCP to ensure students requiring support are referred at a suitably early stage
- Staff training – the Designated Safeguarding Lead will oversee Prevent delivery ensuring staff understand the risks of radicalisation, are able to identify students at risk of being drawn into terrorism, understand how to raise concerns and challenge extremist ideas
- IT policies – to provide guidance to students as to how to stay safe online (see the School's Acceptable Use of ICT Policy) and set out the filtering and monitoring mechanisms in place.

Monitoring this Policy

- Any child protection incidents at the School will be followed by a review of the safeguarding procedures in the School and a report to the Directors. Where an incident involves a member of staff, the LADO will be asked to assist in this review, to determine whether any improvements can be made to the School's procedures. The DSL will

monitor the content and operation of this policy and present an annual report to the Directors.

- The DSL will monitor the operation of this policy and procedures on a day-to-day basis and will provide regular updates at Senior Leadership Team meetings.
- The SYTS Directors will undertake an annual review of the policy and implementation of its procedures including good cooperation with local agencies and of the efficiency with which the related duties have been discharged. The Directors will draw on the expertise of staff, including the DSL, when considering amendments to policies and/or arrangements related to safeguarding.
- Any deficiencies or weaknesses in child protection and safeguarding arrangements identified at any time will be remedied without delay

The Duty of the Sylvia Young Theatre School:

It is the duty of all staff to protect students from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. Specifically:

- To protect students from radicalising influences
- To build students' resilience to extremist narratives
- To ensure the classroom is a safe space for students to discuss ideas and controversial issues freely and openly
- To provide skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.
- To promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs
- To identify vulnerabilities or worrying changes in behaviour
- To use the internal referral process so the DSL has adequate information to make a judgement about an external referral
- Adhere to the policy for visiting speakers. The staff member responsible for any external speakers should confirm that the speaker is suitable, checked and monitored as appropriate.

The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism and this is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and 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.

Fundamental British Values:

Independent schools set their own curriculum but must comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of

broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of students.

Staff are expected to uphold the Fundamental British Values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs.

Staff are expected to actively promote these values through their behaviour, their teaching and through the curriculum wherever possible and appropriate (see PSHCE Policy & Delivery and Promotion of Fundamental British Values in Appendix 6)

As with other safeguarding risks, staff must be alert to changes in student's behaviour which could indicate that they may need help or protection.

Identifying students at risk:

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may be in need of help or protection. Young people at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying young people who might be at risk of radicalisation and discuss their concerns with the DSL.

Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

The Sylvia Young Theatre School staff must use their judgement in identifying students who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead making a referral to the Channel programme.

All staff need to be alert to any of the following:

Verbal Comments:

Comments that denounce certain groups or give support to violent actions for example:

- Heard praising terror attacks
- Makes comments such as 'there are too many foreigners in this country'
- Often talks about other faiths/cultures in a disparaging fashion
- Is overheard making comments regarding war and terror in the fashion of 'an eye for an eye'
- Praising extreme figureheads
- Promoting 'anti-other' rhetoric
- Misogynistic views in relation to women and their role in society

Actions:

- **Peer Actions.**
- Student isolates him/herself from their friends suddenly
- Claims the people they used to be friends with are 'not religious enough'
- Refusing to work with people because they are of a particular faith, race or culture
- Refuses listen to different points of view and or is increasingly argumentative over political and religious ideologies
- Inappropriate sexual behaviour
- **Personal Beliefs.**
- Claims that they would 'fight for their people' in foreign countries
- A preoccupation with the wars in other countries and extreme views on foreign policy.
- Expressing the sentiment that products from a culture that is not their own should be boycotted
- A preoccupation with conspiracy theories absolving their culture or religion from any blame or justifying extreme actions.
- Feels persecuted or attacked by a Western government
- Suddenly converting/reverting to a new religion
- Viewing females as property or lesser beings
- Expressing support for animal rights extremism
- **Communication.**
- Drawing inflammatory images such as swastikas or logos linked to extremist groups.
- Using social media to engage with or publicise extreme sentiments.
- Writing anything in classwork or homework that expresses any extreme sentiments. This includes creative writing.

It is important for staff to remember that anything that raises questions about potential extremism should be instantly passed on to the Designated Safeguarding Lead (see Appendix 3, 4 & 5). It is always better to be over cautious.

Staff must record in writing all concerns about a student as soon as possible on Myconcern (see Appendix 5) and can expect acknowledgement of their concern the same day. If the concern is urgent, the staff member should ensure that the concern is also passed on to the Designated Safeguarding Lead verbally the same day as a matter of urgency.

Staff can refer to the Glossary of Terms to support their understanding [Glossary of terms - GOV.UK](#)

Referral

Some of the above points in isolation will not necessarily lead to a Channel referral, but they should be explored by the school.

Once the DSL has sufficient information, a decision will be taken over whether the matter should be dealt with internally or referred to children's social care and/or the police.

The DSL will be informed by the need to ensure the welfare and protection of the student.

Records will be kept of the information available and the rationale for any decisions taken.

On the basis of this information the DSL may conclude that a referral to the Channel Programme is appropriate. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It is run in every local authority and addresses all kinds of extremism including the extreme-right and Islamist-related. The support provided could include assistance with education or employment, and ideological mentoring to provide vulnerable individuals with skills to protect themselves from being drawn into extremism. An individual's engagement with the programme is entirely voluntary at all stages.

Contextual safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between young people outside this environment. This is known as contextual safeguarding. All staff should consider, and especially those within the safeguarding team, whether students are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of forms and young people may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, and serious youth violence.

Duties of the DSL on being notified of a concern about a student's welfare

When the DSL is notified of any concerns about a student's welfare, the DSL will decide on the appropriate course of action (see Appendix 3). In particular, the DSL will decide whether a referral should be made to children's social services and/or the Channel Programme.

If the DSL decides not to make a referral, but to support the student with early help, the DSL will keep the situation under review and consider a later referral if the student's situation does not appear to be improving.

Members of the Safeguarding team are responsible for maintaining safeguarding records once an issue has been logged on MyConcern. These records are confidential and the only personnel within the School who have access to them are the members of the Safeguarding Team. Such records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved; and
- a note of any actions taken, decisions reached and the outcome.

Informing parents

Parents will usually be informed of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult with the Local Authority Designated Officer (LADO), children's social services, the police and/or the Headteacher before discussing details with parents.

For Channel referrals, the DSL will consider seeking the consent of the student (or their parent/carer) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

For the avoidance of doubt, referrals do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

Reporting concerns about a member of staff:

If the concern is about a member of staff that raises concerns about potential extremism:

Where an allegation is made about a member of staff, supply staff, the DSL, a contractor or volunteer, the matter should be reported immediately to the Headteacher, ANNE-MARIE KENNEDY, or in her absence, the Managing Director ALISON RUFFELLE, who will then refer the matter to the Local Authority Designated Officer (the person designated by the local authority to be involved in the management of allegations against people who work with children).

Allegations about the **Headteacher** should be reported to the **Managing Director** who will seek advice and work directly with the LADO. Allegations about a Director should be reported to the Managing Director. If the allegation is against the Managing Director, the matter should be reported directly to the LADO to prevent any conflict of interest.

NB In all referral cases, the adult to whom the allegation(s) relate should not be informed of them without the explicit consent of the LADO

The Headteacher or Director who receives any such allegation is referred to in these procedures as the 'case manager'.

Other relevant SYTS policies

The following policies should be read in conjunction with this policy:

- Anti-Bullying Policy
- Acceptable Use of ICT Policy
- Safeguarding and Child Protection Policy
- Curriculum: Promotion of Fundamental British Values
- PSHE Policy & Delivery

Relevant statutory guidance is set out in the following documents

(see Appendix 6 & other useful links in Appendix 2):

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2024)
- Prevent Duty Guidance (2023)
- Working Together to Safeguard Children (2018)

Appendix 1: Radicalisation and Extremism:

“Radicalisation” refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. “Terrorism” is defined as 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. “Extremism” is defined in the Prevent strategy 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 those with different faiths and beliefs

Extremist views may result in terrorist activity which is where an action endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts electronic systems. The use of the threat of terrorist activity must be designed to influence the government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

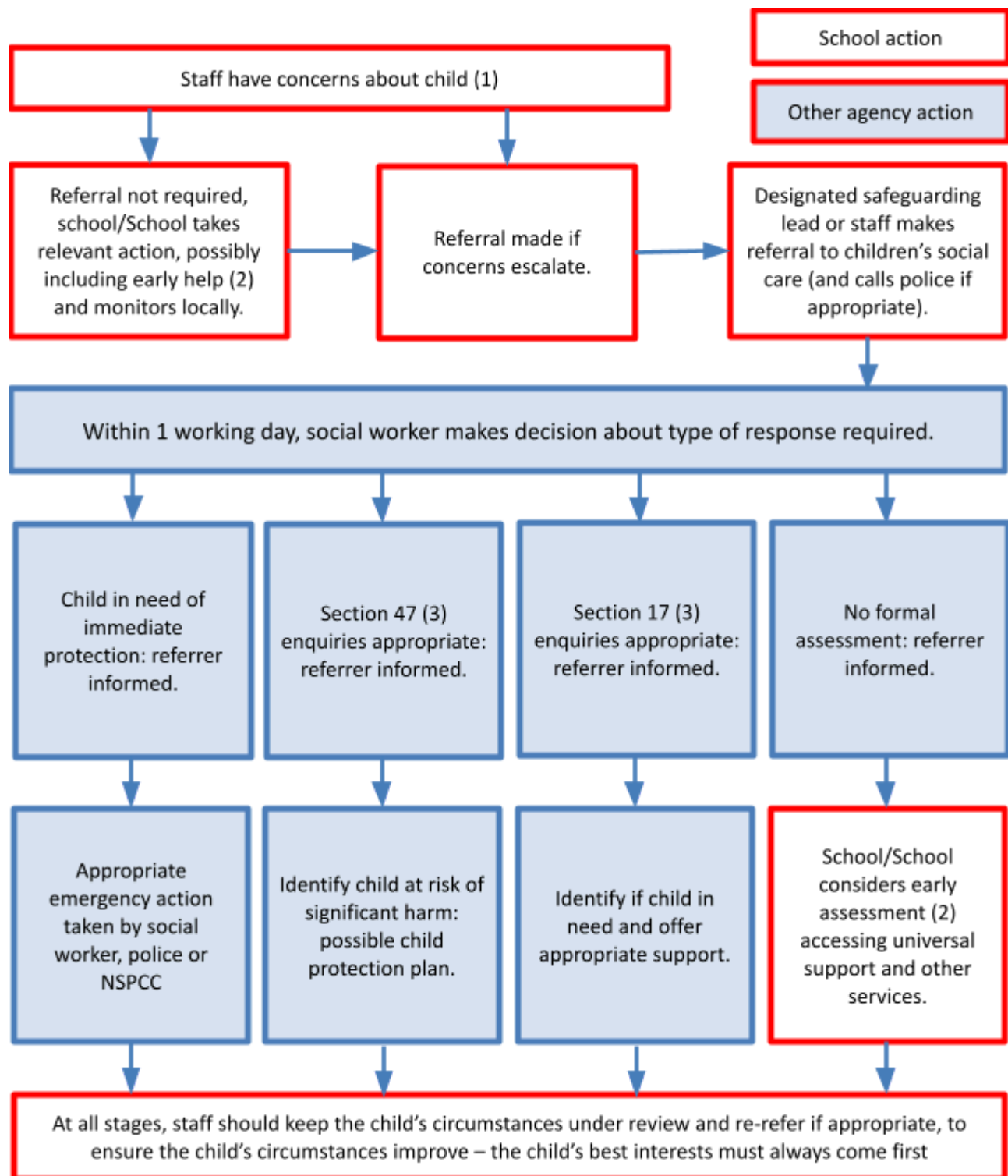
There are various reasons why a young person might become interested in extremism:

- a search for answers to questions about identity, faith and belonging
- a desire for ‘adventure’ and excitement
- a desire to enhance self-esteem of the individual and promote ‘street cred’
- the discovery of and identification with a charismatic individual and, through them, attraction to a group which can offer identity, social network and support
- a sense of grievance that can be triggered by personal experiences of racism or discrimination

Appendix 2: Broad government guidance on the following is also available via the GOV.UK website (see Part one: Keeping children safe in education September 2025)

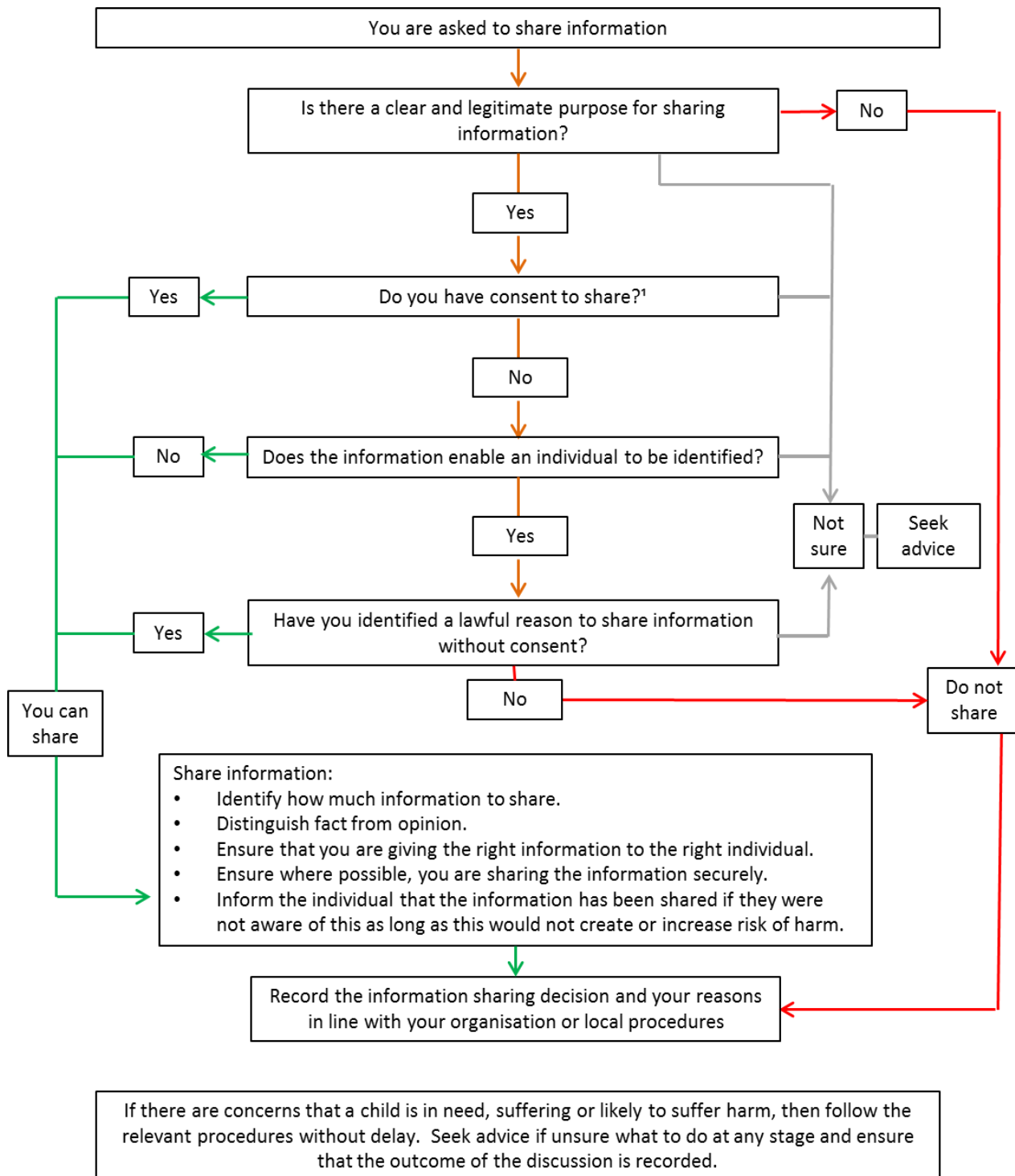
- [Preventing Bullying including Cyberbullying](#)
- [Children Missing Education](#)
- [Children Who Run Away or go Missing from Home or Care](#)
- [Prevent Duty Guidance](#)
- [Safeguarding Children who may have been Trafficked](#)

Appendix 3: Actions where there are concerns about a child (KCSIE, September 2021)



1. Cases where there is a concern or allegation made against a staff member refer to the Principal or LADO (see Section 15)
2. Early help involves providing support as soon as problem emerges. Where coordinated early help is required, an early help inter-agency assessment will be arranged.
3. Referrals will follow the processes set out in Tri-borough's threshold guidance

Appendix 4: Flowchart of when and how to share information



Appendix 5 Child Protection Expression of Concern Form

MYCONCERN SCREENSHOT

Report a Concern

Name(s) of Pupil(s)

Please enter at least 3 characters to search



i Please add the Pupil(s) who are the subject of this concern and add any other Pupil(s) you want associated to it.

Concern Summary

e.g. Injury – Megan arrived at School this morning with a badly bruised right eye.

Concern Date/Time

DD/MM/YYYY HH:mm

Details of Concern

There is no need to repeat the Concern Summary.

Location of Incident

Not Applicable



☐ Is this Concern urgent?

Action taken

Attachment

Select File

i Please attach any media that is relevant to this concern.

Submit Concern

Appendix 6:

- Counter Terrorism and Security Act (2015)
[Counter-Terrorism and Security Act - GOV.UK](#)
- Keeping Children Safe in Education (2025)
[Keeping Children Safe in Education 2025](#)
- Prevent Duty Guidance (2023)
[Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)
- Working Together to Safeguard Children (2018)
[Working Together to Safeguard Children 2023](#)
- Curriculum C: The Promotion of Fundamental British Values
[Fundamental British Values](#)

<u>To Date:</u> All members of staff have received in-house Prevent Training led by the DSL. Some members of staff have completed the EDUCARE Prevent Training programme.	
<u>Training Record</u>	
Training	Date:
Prevent Training for all staff Counter-Extremism	July 2022
Prevent Training for all staff	September 2023
Prevent Training for all staff	September 2024
Prevent Training for all staff	September 2025

