WOODLANDS SCHOOL
Whitegate Drive, Blackpool, Lancashire, FY3 9HF

## 1. Purpose and statutory framework

Woodlands School recognises its duty under section 26 of the Counterterrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Prevent is part of the school's wider safeguarding responsibilities, not a separate disciplinary process.

This strategy should be read alongside the Home Office Prevent duty guidance for England and Wales (2023), in force from 31 December 2023; Keeping Children Safe in Education (KCSIE) 2026; the school's safeguarding and child protection policy; online safety arrangements; and its current local Prevent risk assessment.

The national Prevent objectives are to tackle the ideological causes of terrorism, intervene early to support people susceptible to radicalisation, and enable those already engaged in terrorism to disengage and rehabilitate. The school's role centres on proportionate prevention, early recognition, appropriate referral and safeguarding support.

Concerns may involve different ideologies, online or offline influences, or no clearly identifiable ideology. Staff must not assume that any community, disability, faith or background indicates risk.

## 2. Woodlands' SEND-inclusive approach

Woodlands will implement Prevent in ways appropriate to pupils' age, developmental stage, communication profile, understanding, sensory needs and individual circumstances. A pupil's disability, communication difference, repetitive interests or distressed behaviour is not evidence of radicalisation.

- Staff consider changes from each pupil's usual presentation, communication methods and the context of any concern, drawing on the knowledge of familiar staff and families where appropriate.
- Where relevant, staff record the pupil's own words, signs, symbols, assisted communication or observed behaviour accurately, distinguishing facts from interpretation.
- Staff consider possible grooming, coercion, exploitation, online contact or exposure to harmful material without making assumptions about a pupil's capacity or intent.
- The DSL considers the whole safeguarding picture and seeks specialist advice where needed. Staff must never delay reporting a genuine concern because a pupil cannot describe it verbally.
- Learning about respect, difference, safety and fundamental British values is delivered through accessible, repeated and practical activities across the school's pathways.

## 3. Roles and responsibilities

- Governing board: oversee Prevent compliance; approve and review the strategy; scrutinise the risk assessment, action plan, training and filtering/monitoring arrangements; and nominate a safeguarding governor.
- Headteacher and senior leaders: ensure Prevent is embedded in safeguarding, staff induction, curriculum, external visitor procedures and partnerships.
- Designated safeguarding lead (DSL)/Prevent single point of contact: receive and assess concerns, seek advice, coordinate referrals and records, and keep local procedures current.

- All staff and volunteers: complete appropriate training, remain alert to safeguarding concerns and report promptly using the school's safeguarding procedures.
- IT/online safety leads and DSL: work together on proportionate filtering, monitoring, incident response and at-least-annual review of arrangements.

## 4. Recognising and responding to concerns

There is no single profile or checklist that identifies a person susceptible to radicalisation. Possible concerns are considered in context and may include credible signs of extremist grooming or coercion, exposure to terrorist material, concerning communications or threats, or marked changes alongside other evidence. Ordinary political or religious views, disability-related behaviour and lawful debate must not be treated as grounds for referral on their own.

### Staff reporting and escalation

- If there is immediate danger or a suspected imminent act of violence, call 999 and follow the school's emergency safeguarding procedures.
- Record and report concerns promptly to the DSL or a deputy, using the school's approved safeguarding recording system. Record observations factually and preserve relevant information securely; do not investigate independently.
- The DSL considers the concern alongside other safeguarding information, the pupil's SEND and communication needs, and any immediate protective action. Seek local Prevent advice where appropriate.
- Where indicated, the DSL makes a Prevent referral through the current locally verified pathway. A referral is a request for assessment and possible support; it does not automatically mean Channel involvement.
- The DSL considers whether and when to involve parents/carers, taking account of the pupil's safety and advice from safeguarding partners. Share information lawfully, proportionately and on a need-to-know basis.
- If the DSL is unavailable or the concern involves the DSL, follow the school's safeguarding escalation and whistleblowing procedures.

## 5. Partnership working and Channel

The school will maintain effective links with Blackpool safeguarding partners, the local Prevent team, the police and other relevant services. The DSL will follow the current local Prevent referral route. Where a person is referred to Channel, the school will cooperate appropriately with the multi-agency process and provide accessible support in line with safeguarding and information-sharing requirements.

## 6. Training and staff awareness

All relevant staff will receive Prevent awareness during induction and proportionate refresher training thereafter. The DSL and safeguarding leaders will access additional training appropriate to their role. Training will include recognising and reporting concerns, SEND-sensitive professional judgement, online radicalisation and the school's actual local referral pathway. Training attendance and updates will be recorded.

## 7. Curriculum, school culture and online safety

Woodlands promotes fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Learning will be accessible across pathways,

including sensory, communication-based, practical and repeated opportunities to practise choice-making, respectful interaction and personal safety.

The school will teach online safety at a developmentally appropriate level and support families where appropriate. The DSL, senior leaders and IT leads will ensure suitable filtering and monitoring, clear incident reporting, an annual documented review, and responses to emerging risks including social media, encrypted communications and manipulated or AI-generated material. Technical controls supplement, rather than replace, supervision and safeguarding practice.

## 8. Visitors, speakers and the school environment

The school will use proportionate checks and supervision for visiting speakers, organisations and events, consistent with safeguarding, equality duties and the school's values. Staff will report concerns about content or conduct to senior leaders and the DSL. Decisions will be documented where a safeguarding risk is identified.

## 9. Risk assessment, monitoring and review

The DSL and senior leaders will maintain a separate, school specific Prevent risk assessment reflecting the pupil population, local threat information, online risks, curriculum, site use and community context. The governing board will review the strategy and action plan at least annually and sooner following a significant incident or change in guidance. Actions must have named owners, evidence of completion and realistic dates.

# 10. Prevent action plan

| Area | Required action | Evidence / outcome | Review / owner |
|---|---|---|---|
| **Leadership and values** | Confirm named DSL/Prevent SPOC and safeguarding governor; approve current risk assessment. | Recorded roles, governing-board minutes and dated risk assessment. | Autumn 2026 / Headteacher & governors |
| **Partnerships and referral** | Verify Blackpool and Lancashire Prevent contacts and agree escalation/referral procedure. | Current contact sheet and staff-accessible flowchart. | Before approval; check annually / DSL |
| **Training** | Complete induction and role-appropriate Prevent updates; include SEND case discussion. | Training log, induction checklist and staff confidence review. | Annual and on induction / DSL |
| **Curriculum** | Map accessible British values, respectful relationships and online safety across pathways. | Curriculum map, pupil work/observations and accessible resources. | Annual / Curriculum leads |
| **Filtering and monitoring** | Review technical systems, reporting and supervision with DSL and IT provider. | Documented annual review and incident-response actions. | At least annually / DSL & IT lead |

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|---|---|---|---|
| **Visitors and premises** | Review visitor/speaker checks and safeguarding response arrangements. | Updated visitor procedure and event records. | Annual / Senior leadership |
| **Quality assurance** | Review concerns, actions, emerging risks and policy alignment confidentially. | Governors' safeguarding report and updated action plan. | At least annually / Headteacher & governor |

## 11. Local contacts and named responsibilities — verify before approval

The previous Woodlands document names Mrs K. Haworth as Headteacher/designated person and Ms J. Kella as designated governor. Confirm these names, the current DSL/deputy DSL arrangements and the nominated Prevent single point of contact before publication.

Named DSL / Prevent SPOC: Karen Haworth  Deputy DSL: Sarah Peachey

Named safeguarding governor: Jemma Kells  Date verified: October 2026

Police emergency: 999. For non-emergency concerns, follow the school's verified local safeguarding/Prevent referral procedure.

Historical email addresses from the previous document have deliberately not been carried forward as confirmed contacts; check them with the relevant local agencies before publication.

## 12. Current reference links

Home Office Prevent duty guidance (2023): https://www.gov.uk/government/publications/prevent-duty-guidance

DfE Keeping children safe in education (2026): https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

DfE Prevent advice for DSLs: https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-susceptible-to-radicalisation

DfE making a Prevent referral: https://www.gov.uk/guidance/making-a-referral-to-prevent

DfE filtering and monitoring standards: https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-core-standard

Review Date: October 2027