EF ACADEMY

International
Boarding Schools

EF ACADEMY OXFORD PREVENT POLICY AND PREVENT ACTION PLAN

EF ACADEMY

International
Boarding Schools

Document title:	Prevent Policy and Prevent Action Plan
Date created:	May 2024
Author:	Rob Tasker (DSL)
Individuals involved in developing the document:	Mark Fletcher-Single (Head of School)
Document purpose:	Protect students from the risk of radicalisation in line with the Prevent Duty under section 29 of the Counter-Terrorism and Security Act 2015. This policy follows the statutory Prevent Duty guidance coming into force 2023, replacing the July 2015 guidance
Related documents:	Counter-Terrorism and Security Act 2015 Prevent Duty Guidance: England and Wales (2023) Keeping Children Safe in Education (KCSIE) 2026 Working together to safeguard children 2026 Anti-Bullying Policy IT Acceptable Use Policy Safeguarding Policy E-Safety Policy Equality Opportunities Policy Student Handbook Staff Handbook Behaviour Policy
Recent updates:	Sept '26 - Reviewed and updated to reflect KCSIE 2026, revised Prevent guidance for designated safeguarding leads, updated Prevent referral principles, Notice, Check, Share guidance, revised risk indicators, staff responsibilities, referral processes and the current School leadership and safeguarding structure. Updated to reflect new SLT structure
Date of next review:	August 2027, or interim review will also take place following changes in statutory guidance, local Prevent arrangements, significant incidents or identified risk.

EF ACADEMY

International
Boarding Schools

Introduction

Prevent is one of the four strands of the Government's CONTEST counter-terrorism strategy. Its purpose is to stop people becoming terrorists or supporting terrorism by addressing the causes of radicalisation, intervening early where individuals may be susceptible to radicalising influences and providing appropriate support.

EF Academy Oxford ("the School") recognises its statutory duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. The Prevent duty forms part of the School's wider safeguarding responsibilities and must be considered alongside the School's Safeguarding and Child Protection Policy, E-Safety Policy, Behaviour Policy, Equality policies and other relevant procedures.

The School recognises that radicalisation can occur through a range of influences, including personal relationships, peer groups, online platforms, social media, extremist propaganda and wider social or political events. Students may be exposed to content or individuals seeking to encourage, legitimise or promote support for terrorist violence. Such exposure may occur within or outside the School, including through personal devices and online activity.

The School's approach is safeguarding-led, proportionate and person-centred. Staff are not expected to make ideological assessments or investigate concerns independently. They are expected to recognise concerning behaviours or changes in circumstances, consider these within the wider context of a student's vulnerabilities and protective factors, and report concerns promptly to the DSL or a DDSL. Where appropriate, the School will seek advice, make a Prevent referral or engage with local safeguarding, police or other relevant agencies.

The School promotes a safe environment in which students can discuss sensitive, controversial and political issues openly, respectfully and critically. Prevent must not be used to suppress lawful expression, legitimate debate, religious belief, political opinion or academic inquiry. The School seeks to develop students' resilience, critical thinking, understanding of differing perspectives and ability to recognise and challenge extremist narratives and the promotion or justification of terrorist violence.

Definitions and understanding

Prevent: Part of the Government's CONTEST counter-terrorism strategy, aimed at stopping people becoming terrorists or supporting terrorism.

Radicalisation: The process by which a person comes to legitimise support for, or use of, terrorist violence.

Susceptibility to radicalisation: Circumstances in which an individual may be vulnerable to influence, exploitation or engagement with individuals, material or narratives that may draw them towards terrorism or terrorist-related activity.

Terrorism: For the purposes of this policy, the School will have regard to the applicable legal definitions and current Government guidance.

The School recognises that susceptibility to radicalisation cannot be identified through a single characteristic, belief, background, behaviour or personal circumstance. Concerns must be considered individually and contextually, taking account of a student's circumstances, behaviour, relationships, vulnerabilities, protective factors and any concerning patterns of activity.

Staff must not make assumptions based on a student's religion, race, ethnicity, nationality, political views, cultural background or lawful expression of beliefs. Equally, staff must not dismiss concerns solely because a student does not appear to fit an assumed profile of vulnerability or because no specific ideology has been identified.

Strategy & Methodology

In order to fulfil the School's Prevent Duty, the School undertakes to do the following:

- Actively promote fundamental British values, including mutual respect, tolerance and democratic participation, as part of our wider SMSC aspects of school life and PSHEE programme (within the School Pathway Programme) as well as within other subject areas and assemblies.
- Respect learner and staff diversity, encouraging freedom and openness.
- Assess the risk of children in our school/ settings/ activities being drawn into terrorism.
- Maintain robust safeguarding policies which take into account the policies and procedures set out by the Oxfordshire Safeguarding Children Partnership (OSCP) and identify extremism/ radicalisation as issues to be reported promptly to the Staff Lead.
- Engage with Oxfordshire our local authority's (LA's) risk assessment to determine the potential risk of individuals being drawn into terrorism in your local area.
- Identify a nominated Staff Lead (the DSL – will also fulfil the role of Staff Prevent Lead and in their absence a Deputy DSL)
- Train staff so that they have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism.
- Conduct due diligence checks on groups/ individuals seeking to hire or use the School premises.
- Conduct due diligence checks on visitors to school, particularly visiting speakers, whether invited by pupils or staff.
- Conduct due diligence checks on contractors working on the school sites.
- Ensure pupils are safe from terrorist and extremist material when accessing the internet in the School.
- Ensure appropriate filters and monitoring systems are in place as required by the Prevent Duty and recommended by UK Safer Internet Centre (https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring).
- Review our policies regularly

Risk assessment and indicators of concern

The School recognises that there is no single profile of an individual susceptible to radicalisation. Staff should remain alert to changes in behaviour, relationships, interests, communications or circumstances which may indicate that a student is vulnerable to radicalising influences or being drawn towards terrorism.
Indicators may include, but are not limited to:

- Expressing, promoting or increasingly legitimising support for terrorist violence or terrorist organisations.
- Attempting to justify, glorify or encourage violence against individuals or groups.
- Sharing, distributing, accessing or promoting terrorist propaganda, material or narratives.
- Developing an unusual or concerning fixation with mass violence, weaponry, explosives or terrorist attacks, particularly where this is accompanied by other concerning behaviours or indicators.
- Concerning antisemitic behaviour, language, narratives or activity, particularly where associated with the promotion of violence, hatred, conspiracy narratives or extremist influence.
- Increasing association with individuals or groups who seek to promote, encourage or facilitate terrorism.
- Significant changes in behaviour, relationships, online activity, interests or expressed views when considered alongside other indicators of concern.
- Attempts to recruit, influence, intimidate or pressure other students towards extremist or terrorist-related activity.
- Evidence that an individual is being manipulated, groomed, coerced or exploited by radicalising influences.

These indicators must not be considered in isolation or treated as a diagnostic checklist. Staff should consider the wider context, the student's age, circumstances, behaviour, vulnerabilities, protective factors, relationships and any evidence of escalating concern.

Staff should be particularly alert to concerning behaviour or material encountered online, including content accessed through social media, messaging platforms, gaming, video-sharing platforms, forums or personal devices.

Where a concern arises, staff must report it promptly to the DSL or a DDSL. Staff must not investigate the matter independently, confront individuals about suspected radicalisation, attempt to determine whether a particular ideology is present or delay reporting while attempting to establish proof.

The DSL will consider the concern alongside other safeguarding information, record the rationale for decisions and determine whether monitoring, pastoral support, safeguarding intervention, external advice, a Prevent referral or other action is appropriate.

Working in partnership

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Partnerships/Boards are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.

Working in conjunction with other partners, in particular the police and also civil society organisations, may be able to provide advice and support.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. The School would look to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
All of the School's Teaching and Support Staff receive training on Prevent as part of Staff training and complete the Prevent on-line training modules.
All of the School's SLT will additionally complete the two higher level government awareness training packages.

IT policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The School ensures that suitable filtering is in place and alerts are monitored and discussed within the Designated Safeguarding Lead team.

Risk assessment and indicators of concern

The School recognises that there is no single profile of an individual susceptible to radicalisation. Staff should remain alert to changes in behaviour, relationships, interests, communications or circumstances which may indicate that a student is vulnerable to radicalising influences or being drawn towards terrorism.

Indicators may include, but are not limited to:

- Expressing, promoting or increasingly legitimising support for terrorist violence or terrorist organisations.
- Attempting to justify, glorify or encourage violence against individuals or groups.
- Sharing, distributing, accessing or promoting terrorist propaganda, material or narratives.
- Developing an unusual or concerning fixation with mass violence, weaponry, explosives or terrorist attacks, particularly where this is accompanied by other concerning behaviours or indicators.
- Concerning antisemitic behaviour, language, narratives or activity, particularly where associated with the promotion of violence, hatred, conspiracy narratives or extremist influence.
- Increasing association with individuals or groups who seek to promote, encourage or facilitate terrorism.
- Significant changes in behaviour, relationships, online activity, interests or expressed views when considered alongside other indicators of concern.
- Attempts to recruit, influence, intimidate or pressure other students towards extremist or terrorist-related activity.
- Evidence that an individual is being manipulated, groomed, coerced or exploited by radicalising influences.

These indicators must not be considered in isolation or treated as a diagnostic checklist. Staff should consider the wider context, the student's age, circumstances, behaviour, vulnerabilities, protective factors, relationships and any evidence of escalating concern.

Staff should be particularly alert to concerning behaviour or material encountered online, including content accessed through social media, messaging platforms, gaming, video-sharing platforms, forums or personal devices.

Where a concern arises, staff must report it promptly to the DSL or a DDSL. Staff must not investigate the matter independently, confront individuals about suspected radicalisation, attempt to determine whether a particular ideology is present or delay reporting while attempting to establish proof.

The DSL will consider the concern alongside other safeguarding information, record the rationale for decisions and determine whether monitoring, pastoral support, safeguarding intervention, external advice, a Prevent referral or other action is appropriate.

Reporting concerns and the Prevent referral process

All staff have a responsibility to report concerns relating to radicalisation or susceptibility to being drawn into terrorism. Concerns must be reported promptly to the DSL or a DDSL in accordance with the School's safeguarding reporting procedures.

The DSL will consider the information available, including:

- The nature and seriousness of the concern.
- The student's behaviour, circumstances and relevant history.
- Any vulnerabilities, protective factors or additional safeguarding concerns.
- Whether there is evidence of increasing or escalating concern.
- Whether further information or support is required.
- Whether advice should be sought from local safeguarding or Prevent partners.
- Whether a Prevent referral, children's social care referral, police referral or other intervention is appropriate.

A Prevent referral should not be delayed while staff attempt to establish proof of radicalisation or terrorism-related activity. A specific ideology does not have to be identified before a referral is considered. The decision should be based on the concern, available information and the individual's potential susceptibility to radicalisation.

Where concerns are emerging but do not currently justify an external referral, the DSL may arrange appropriate pastoral support, further information gathering, monitoring and review. Such actions must be proportionate, recorded and reviewed to ensure that concerns are not overlooked or allowed to escalate.

Where concerns are increasing or significant, the DSL should seek advice from appropriate local Prevent partners and consider a Prevent referral alongside any other safeguarding referral required.

Where there is an immediate risk of harm, suspected criminal activity or an immediate threat to the student or others, the School must take urgent action, including contacting the police or emergency services as appropriate.

The DSL will ensure that decisions, referrals, advice received, actions taken and outcomes are recorded securely, with appropriate follow-up and review.

Prevent and Channel

Prevent referrals are assessed through the appropriate local arrangements. Where a referral is considered suitable, an individual may be considered for support through the Channel process, which is a voluntary, confidential, multi-agency process designed to provide early support to individuals susceptible to being drawn into terrorism.

Channel is not a disciplinary process and is not a substitute for the School's safeguarding responsibilities. The School will continue to provide appropriate safeguarding support and take any necessary protective action, regardless of whether a Prevent referral is made or whether a referral progresses to Channel.

Equality and Diversity

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.

EF ACADEMY

International Boarding Schools

EF ACADEMY OXFORD PREVENT DUTY ACTION PLAN

No.	Prevent Vulnerability and Risk Areas	Action taken or already in place tomitigate and address risk	Action Plan	By Who and When
1	LEADERSHIP Do the following people have a good understanding oftheir own and the school responsibilities in relation to the "Prevent Duty"? Yes • Governors: Prevent training including WRAP regular updates • SLT: Prevent training, regular updates • Teachers: from local authority • Support staff: part of Safeguard training • Safeguarding team: local and national training	• School has a comprehensive safeguarding policy directly referencing radicalisation and prevention. • Prevent training for Senior Management Team, DDSLs, SLT and teachers led by DSL. • All school staff, including support staff and admin staff to have regular safeguarding briefings, including the Prevent duty. • All support staff and admin to complete online 'safeguard' training which includes extremism and radicalisation. • DSLs attend external conferences on extremism and radicalisation.	• Regular briefings to include Prevent duty. • All teaching and support staff to complete on-line Prevent training	Ongoing briefings throughout year delivered by the Deputy Head Teacher (DSL)
2	PARTNERSHIP Is there active engagement from the school'sGovernors, SLT, managers and leaders? Does the school have an identified single point ofcontact (SPOC) in relation to Prevent? Does the school engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards / Steering Groups at Strategic and Operational level?	• Prevent duty is given high profile at all safeguarding meetings/training. The safeguarding link governor has been provided with access to the school Safeguard software which includes training in extremism and radicalisation. • The Deputy Head, DSL and ADSLs are SPOC. • DSLs attend and participate in all strategy meetings in relation to Prevent when invited to do so. All understand their responsibilities in sharing Prevent- related information. • The school actively engages with the local authority and police and have, made referrals	• All governors to be provided with the link in order to complete online Prevent training • Continual engagement with all stakeholders	DSL. Link on online training to be provided to governors

		to the Local Authority designated Officer (LADO).		
3	STAFF TRAINING Do all leaders and teachers have sufficient knowledge and confidence to: • exemplify British Values in their management, teaching and through general behaviours in the institution? Yes • understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism? Yes • have sufficient training to be able to recognise thisvulnerability and be aware of what action to take in response? Yes	• All staff have had briefings on the Prevent duty. • All staff have been provided with materials on the Prevent duty in orderto understand their roles and responsibilities. • All staff, including admin and auxiliary, will be provided with the link to complete online Prevent training. • All SLT, teachers, support staff and admin staff have completed online 'Safeguard' training. • DSL haveattended external conferences on extremism and radicalisation. • The school community actively embraces British values. • Assemblies, whole school events and medium-term plans.	• All school staff instructed to read and understand Keeping Children Safe in Education (KCSIE). • All teaching staff receive full Prevent training. • All school staff to receive regular Prevent duty updates, and materials. • All staff to understand their responsibilities in reporting concerns related to radicalisation. • All staff will access online training through the safeguard software. • Regular safeguarding updates. • Continued exploration of opportunities to promote British values • All staff able to report safeguarding concerns, including extremism and radicalisation through an online portal.	Training at start of academic year for staff and induction training for new staff.
4	WELFARE AND PASTORAL SUPPORT	• The school has: ○ Pastoral Support Worker.		

	Are there adequate arrangements and resources in place to provide pastoral care and support as required bythe school? Are their adequate monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies?	○ Family Support Worker. • The school currently works closelywith a CAMHS Outreach worker. • All safeguarding concerns and welfare concerns are currently reported to the 'Safeguard' software which links with other schools ontransfer of pupils. • The school has a proactive Concerns team that includes the Deputy Head, two deputy DSL, a Family Support Worker and a Pastoral Support Worker. • The Concerns team meets fortnightly and on an adhoc basis to discuss issues as they arise and actions.	• Ongoing commitment to develop parent engagement. • School to continue to work with CFCS and CAMHS Outreach worker. • School to continue to provide support for parents through Family Support Worker. • Ongoing Pastoral support.	
5	SPEAKERS AND EVENTS Is there an effective policy / framework for managing speaker requests? SLT to authorise any guest speakers Is it well communicated to staff/students and complied with? Is there a policy/framework for managing on site events i.e. charity events?	• Any requests for speakers, performers and training are discussed by SLT who also consider the content of presentation. • School has a lettings policy and restricted sports lettings for and whole schoolevents. • Members of school staff are always onsite during these activities. • All school staff are aware that requests for speakers and visitors tothe school is agreed by the SLT. • Visitors without DBS clearance are escorted by school staff at all times while on the school premises. • Policies and risk assessments ofvenues using evolve.	Ongoing	SLT ongoing

6	SAFETY ONLINE Does the school have a policy relating to the use of ICT and does it contain a specific reference and inclusion of the Prevent Duty? Yes Does the school employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material? Yes Does this also include the use of using their own devices via Wi-Fi? Yes Does the system alert to serious and/or repeated breaches or attempted breaches of the policy? Is there a policy in place for students and staff using IT equipment to research terrorism and counter terrorism in the course of their learning?	• There is a school online safety policy, which includes acceptable use procedures. The use of USB is mentioned and it is expected that all staff use an encrypted USB provided by the school. There is reference to security within section 4 of the policy and this covers various elements. • School's network is filtered by firewall systems (covering wifi) that prevent access to extremist websites and materials. • The online safety policy refers to the school's responsibilities under the Prevent Duty, without impacting users 'freedom to access mainstream news sites and conduct research, even if it is about terrorism. The filtering policy is one which blocks any material which may be deemed as offensive, or inappropriate. • If staff connect their own device to Wifi apply the same restrictions as if they were using a laptop/pc within the school. • The current system does not have the capability to alert to breaches of the policy which take place online. For example, if someone tries to log in and gets a password incorrect 10 times, we will not be notified. • There are different levels of access for pupils and staff. While staff are able to 'unlock' some websites, there are still restrictions and they are still not able to view inappropriate content. The chances of inadvertently accessing inappropriate videos on YouTube		

		have also been reduced with a 'safe search' option, which is enabled by default by YouTube. • The school has a comprehensive online safety framework that is taught throughout the school. However, currently, there are no links to the teaching of terrorism.		
7	PRAYER AND FAITH FACILITIES Does the school have prayer facilities? Are good governance and management procedures in place in respect of activities andspace in these facilities?	• A space is allocated for staff who wish to pray during the school day, regardless of their faith. • This space is for individual prayer and is unmonitored and 'out of bounds' for pupils.	Include guidelines for appropriate use of prayer facilities in safeguarding policy.	
8	SCHOOL SECURITY Are there effective arrangements in place to manage access to the school by visitors and non-students/staff? Yes Is there a policy regarding the wearing of ID inschool? Yes. Is it enforced? Yes Are dangerous substances kept and stored onsite? Yes Is there a policy in place to manage the storage, transport, handling and audit of such substances? Yes Is there a policy covering the distribution (including electronic) of leaflets or other publicising material? Implicit Does the school intervene where off site activities are identified or are likely to impact upon staff and/or pupils i.e. leafleting, protestetc? Yes	• Visitors are admitted via reception, which is staffed all day. • Authorised access is managed, with visitors displaying photographic ID and being provided with self-adhesive visitors' badges, which are also provided to visiting parents and/or volunteers. • All visitors working with children are required to provide evidence of DBS clearance on entry. • On arrival at reception all visitors, less regular visitors, are given safeguarding information, outlining responsibilities. • All school employees wear badges on school lanyards, bearing school's name. • Staff are advised that the Deputy Head teacher will monitor all leaflets to be given	Include reference to distribution of material in safeguarding policy. Include reference to Prevent duty on Lettings policy.	

		out in school and all staff will challenge any leaflets distributed without this permission • The school's Health and Safety policy requires that any dangerous materials / substances onsite are stored in a secure place and safely disposed of as required. • School does not permit distribution of any material without the Deputy Head's permission. Any attempt at off-site activism will be reported to the Prevent team. • The school has intervened where out-of-school activity may impact on others – ie, Facebook use.		
9	SAFEGUARDING Is protection against the risk of radicalisation andextremism included within Safeguarding and other relevant policies? Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referralsrelating to radicalisation and extremism? Does the school utilise Channel as a support mechanism in cases of radicalisation and extremism?	• Information on Radicalisation and Extremism is included in existing Safeguarding & Child Protection Policies. • Staff have received WRAP and other relevant training that will help them deal with extremism related issues effectively, including an understanding of Channel and how to make referrals.	Review relevant policies All school staff to complete online training – as above.	
10	COMMUNICATIONS Is the school Prevent Lead and their role widelyknown across the institution? Are staff and pupils made aware of the Prevent Duty, current risks and appropriate activities inthis area?	• Staff are aware of the Prevent duty and any other associated activities.		

	Are there information sharing protocols in placeto facilitate information sharing with Prevent partners?	• Data sharing agreements with the Metropolitan Police Service and local authority via the Prevent team and LADO in order to share Prevent related concerns.		
11	INCIDENT MANAGEMENT • Does the institution have a critical incident management plan which is capable of dealing with terrorist related issues? • Is a suitably trained and informed person identified to lead on the response to such an incident? • Does the Communications /Media lead understand the nature of such an incident and the response that may be required? • Does the institution have effective arrangements in place to identify and respond to tensions on or off campus which might impact upon staff, student and/or public safety? • Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?	• In the event of a terrorist related incident that impacts on the school, we have a plan and a lead who can deal with the fallout, which may involve dealing with parental concerns, potentially the media and appropriate local partners. The protocols are included in the Critical Incident policy. • The Deputy Head of School have a secure understanding of theirresponsibilities in the case of a critical incident. • Any such concerns are discussed by the Pastoral Concerns Team (UPAWS) and/or the Leadership Team. • Staff are appraised of tensions when appropriate.	• Ongoing staff briefings to keep staff reminded and upto date • Ensure management of critical incidents in relation to the Prevent Duty is included in the Safeguarding Policy. • Ensure management of critical incidents in relation to the Prevent Duty is included in the Safeguarding Policy. • Ensure management of critical incidents in relation to the Prevent Duty is included in the Safeguarding Policy.	Ongoing Ongoing Ongoing Ongoing
12	SUBCONTRACTED PROVISION			Ongoing

	Does awareness training extend to sub-contracted provision?	All providers of learning that operate on thesite or interact with pupils are provided with school guidance with regard to their safeguarding responsibilities including 'Prevent'.	School visitor badges on lanyards with safeguarding information.	
13	FREEDOM OF EXPRESSION Does the institution have a Freedom of Speech/Expression policy? Does this policy recognise and incorporate therisks associated with radicalisation and extremism? Is the need to protect vulnerable individuals covered within this policy?	• The school does not have a Freedom of Speech / Expression Policy but has an ethos which encourages individual expression and pupil voice as long as the expression of personal views, is not offensive, or may be regarded as hate speech, inciting violence or aimed at radicalisation. • The school has secure safeguarding procedures, including a Concerns team (UPAWS) which identifies vulnerable individuals and works with other stakeholders to protect them.	Ongoing	Ongoing
14	ARE THERE WHISTLEBLOWING AND COMPLAINTS POLICIES?	Whistleblowing and complaints procedures are included within the Safeguarding Policy.	Ongoing	Ongoing