



# Nethergate Academy

Prevent Policy

Reviewed September 2025

Review September 2026

## 1. Policy Statement

At Nethergate, we are committed to safeguarding and promoting the welfare of all our pupils with special educational needs and disabilities (SEND). We recognise that some pupils may be more vulnerable to exploitation, radicalisation, or extremist influences due to their additional needs, communication barriers, or social circumstances. This policy outlines our approach to fulfilling the Prevent Duty as part of our wider safeguarding responsibilities.

## 2. Aims

- To protect pupils from the risk of radicalisation and extremism, including online threats.
- To ensure staff are trained to identify and respond to concerns appropriately.
- To promote a safe, inclusive environment where all pupils feel valued and respected.
- To work in partnership with families and external agencies.

## 3. Legal Framework

This policy is based on:

- The Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Equality Act 2010

## 4. Roles and Responsibilities

- **Greenwood Academy Trust:** Ensures the academy complies with the Prevent Duty.
- **Principal:** Overall responsibility for implementation.
- **Designated Safeguarding Lead (DSL):** Leads on Prevent, ensures staff training, and manages referrals.
- **All Staff:** Must be vigilant, complete training, and report concerns.

## 5. Recognising Vulnerabilities in SEND Pupils

- Pupils may have limited communication or be non-verbal.

- Changes in behaviour, mood, or social interaction may be subtle.
- Staff use alternative communication methods (e.g., PECS, Makaton, visual aids) to support understanding and expression.
- Staff are trained to recognise how vulnerabilities may present differently in pupils with autism, ADHD, or other learning difficulties.

## 6. Staff Training

- All staff receive annual safeguarding and Prevent training.
- Training covers signs of radicalisation, reporting procedures, and use of accessible communication.
- New staff receive Prevent training as part of induction.

## 7. Curriculum and Academy Ethos

- British values (democracy, rule of law, individual liberty, mutual respect, tolerance) are promoted through accessible lessons, assemblies, and daily routines.
- Diversity and inclusion are celebrated.
- Pupils are taught about safety, respect, and belonging using appropriate resources and methods.

## 8. Family and Community Engagement

- Information about Prevent and safeguarding is shared with families in clear, accessible language.
- Translations or interpreters are provided where needed.
- The academy builds trust with families, emphasising that Prevent is about safeguarding all children.

## 9. Online Safety Measures

- **Filtering and Monitoring:** The academy uses robust filtering and monitoring systems to restrict access to inappropriate or extremist content on all academy devices and networks.
- **Education:** Online safety is embedded in the curriculum, using accessible resources and visual supports to help pupils understand safe and unsafe online behaviour.

- **Supervision:** Pupils are supervised when using the internet at academy, with staff supporting them to navigate online spaces safely.
- **Communication:** Staff teach and model safe online communication, including how to seek help if something online makes them feel uncomfortable or worried.
- **Reporting:** Any concerns about online activity, including exposure to extremist content or online grooming, are reported to the DSL and recorded in line with safeguarding procedures.
- **Parental Engagement:** The academy provides guidance and workshops for families on online safety, including how to support children with SEND to stay safe online at home.
- **Individual Risk Assessment:** For pupils who are particularly vulnerable, individual online safety plans are developed in partnership with families and relevant professionals.

## 10. Reporting and Referral Procedures

- Any concerns about radicalisation or extremism (including online) are reported to the DSL.
- The DSL assesses the concern and, if necessary, refers to the local Prevent team or Channel Panel.
- The academy works with external agencies (e.g., social care, police, health) as appropriate.
- All concerns and actions are recorded securely.

## 11. Support for Pupils and Families

- Pupils and families are supported throughout any referral process.
- The academy provides ongoing pastoral support and signposts to external services if needed.

## 12. Policy Review

- This policy is reviewed annually or in response to changes in legislation or guidance.
- The review involves staff, governors, and, where appropriate, feedback from families.

## 13. Key Contacts

- **Designated Safeguarding Lead:** Sarah Heery
  - **Deputy DSL(s)** Tracey Ydlibi Sharon Mudeman, Beckie Shaw, Tracey Farrell, Katie Howse, Annie Chisiwa
  - **Local Authority Prevent Lead:** Mark Pollock, Prevent Coordinator
  - [Prevent@nottinghamcity.gov.uk](mailto:Prevent@nottinghamcity.gov.uk)
  - Tel: [07977 752444](tel:07977752444)
  - **Academy Office:** [Contact details]
- 

### **Appendix: Signs of Radicalisation in SEND Pupils**

- Unexplained changes in behaviour or mood
  - Withdrawal from usual activities or friendships
  - Fixation on particular topics or people
  - Use of new or unusual language
  - Expressing intolerant or extremist views (verbally, in writing, or through behaviour)
  - Attempts to access inappropriate online content
- 

### **Parental Online Safety Tips (for SEND Families)**

To help keep children safe online, especially those with additional needs, we recommend the following tips for parents and carers:

#### **1. Use Parental Controls**

- Set up parental controls on home broadband, devices, and apps to block inappropriate or extremist content.
- Use child-friendly search engines and activate "safe search" settings.

#### **2. Supervise Online Activity**

- Keep computers, tablets, and phones in shared family spaces where possible.
- Supervise your child's internet use, especially if they are non-verbal or have difficulty understanding risks.

### **3. Talk About Online Safety**

- Use simple language, pictures, or social stories to explain what is safe and unsafe online.
- Encourage your child to tell you or a trusted adult if they see anything online that upsets or confuses them.

### **4. Set Clear Rules**

- Agree on which websites, games, and apps your child can use.
- Set time limits for internet use and stick to routines.

### **5. Know Who They're Talking To**

- Check who your child is communicating with online. Remind them never to share personal information, photos, or passwords.
- Be aware of online games or chat features where strangers can make contact.

### **6. Use Accessible Resources**

- Use visual aids, Makaton, or PECS symbols to reinforce online safety messages.
- There are SEND-friendly online safety resources available from organisations like Childnet, NSPCC, and the UK Safer Internet Centre.

### **7. Stay Informed**

- Keep up to date with the latest apps, games, and online trends your child may be interested in.
- Attend academy workshops or ask staff for advice on online safety for children with SEND.

### **8. Report Concerns**

- If you are worried about something your child has seen or experienced online, report it to the academy's Designated Safeguarding Lead.
- You can also report harmful content to CEOP (Child Exploitation and Online Protection) or your internet service provider.

---

## **Remember**

Children with SEND may be more trusting, less aware of risks, or find it harder to communicate worries. Regular, open conversations and clear boundaries are key to keeping them safe online.