Prevent Policy (SS-31)

Approved by Governors:	Mr T Roberts, Chair of Safeguarding and Welfare Committee
Signature:	T.
Date:	1 July 2025

Ratified by SLT:	Mr R J King, Headteacher
Signature:	
Date:	1 July 2025

Committee Responsible:	Safeguarding and Welfare
Author:	Mr S Milledge, Deputy Headteacher/Designated Safeguarding Lead
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Version	Date	Comments		Author

02	Nov 2023	Mr S Milledge - Update	SMG
03	June 2024	Mr S Milledge – Update	SMG
04	July 2025	Mr S Milledge – update to include DfE risk assessment.	SMG

1. INTRODUCTION

Preventing Extremism and Radicalisation

Contact Name:
Designated Safeguarding Lead (DSL) – Mr S Milledge
Deputy Safeguarding Lead (Deputy DSL) – Mrs A Doyle and Mrs S Johnson
Headteacher – Mr R King

Designated Prevent Lead (DPL) – Mr S Milledge

Where there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately by the DSL. If a child is in immediate danger call 999.
Local Police Emergency 999
Local Police non-emergency 101

National Contacts:
NSPCC 24/7 Helpline – textline Tel: 0808 800 5000/88858
Email: help@nspcc.org.uk
DfE Prevent Helpline – for schools & parents Tel: 020 7340 7264 (non-emergency)
Email: counter.extremism@education.gsi.gov.uk

National Bullying Helpline Tel: 0845 22 55 787

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity.

Children and young people make up a significant proportion of Channel cases and, in recent years, there have been concerns regarding increased numbers of learners being arrested for terrorist-related offences. This policy is designed to provide guidance for staff and other young adults working with children in school to respond to safeguarding concerns for those children and young people who may be vulnerable to the messages of extremism. In addition, it provides details of the local inter-agency process and expectations in identifying appropriate interventions based on the child concern model/threshold of need and intervention model and the Channel process.

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

"Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas" (HM Government Prevent Strategy 2011).

2. PURPOSE

2.1   This "Preventing Radicalisation Policy" is part of our commitment to keeping children safe since the "Education and Inspections Act 2006", schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

2.2   Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. From 1 July 2015, schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("CTS 2015") in exercising their function "to have due regard to the need to prevent people from being drawn into terrorism".

2.3 Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that. Compliance with the Prevent duty will reflect existing good practice in safeguarding.

2.4 The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism & Security Act (2015)
- Keeping Children Safe in Education (September 2024)
- Working Together to Safeguard Children (February 2024)
- Prevent Duty Guidance: for England and Wales (2023)
- The Prevent Duty: Departmental Advice for Schools and Childminders (2023)
- The Use of social media for On-line Radicalisation (July 2015)

2.5 Non-statutory guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)
- Improving the spiritual, moral, social, and cultural (SMSC) development of pupils: supplementary information (DfE 2014)
- How social media is used to encourage travel to Syria and Iraq (Home Office).

Under Cumbria's police guidance, the school's responsibility is to:

- Establish a single point of contact for Prevent.
- Assess risk of pupils being drawn into terrorism.
- Develop an action plan to reduce the risk.
- Train staff to recognise radicalisation and extremism.
- Refer vulnerable people to Channel and co-operate with local Channel panels.
- Prohibit extremist speakers and events.
- Manage access to extremist material.

3. ETHOS

3.1 We are a values-based school where we demonstrate authentic positive behaviours to our colleagues, pupils, and stakeholders. The Prevent agenda is relevant to our value-based approach as this enables us all to safeguard vulnerable pupils and ensure their wellbeing. As a values-based policy this document covers:

- **Aspire** – we all strive to improve wellbeing through effective and targeted response to support vulnerable pupils.
- **Enjoy** – we ensure that opportunities to improve wellbeing are considered positively.
- **Include** – we ensure everyone is safe in school and in our community – whatever their needs or vulnerabilities.
- **Respect** – we ensure fairness, consistency, proportionality, and transparency in our approach and promote respect for the values of law and democracy in our society.
- **Community** – we strive to understand the risks and threats to young people in our community and the importance of keeping our community safe from the threat of radicalisation and terrorism.

We ensure that through our school vision, values, rules, diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Headteacher ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

The school's values of 'community' and 'respect' demonstrate our commitment to supporting and meeting the needs of our young people.

4. RISK ASSESSMENT

4.1   We assess the risk of radicalisation in our community to be substantial in line with DfE guidance.

4.2   We will carry out an annual risk assessment which will identify the risk of pupils being drawn into terrorism or extremism. The risk assessment will be undertaken with the advice of the police and will look at the general risks affecting children and young people in the local area and the specific risks which may affect groups or individuals within the school, and it will propose measures to mitigate and manage these risks.

5. RESPONSIBILITIES AND TRAINING

5.1   The Designated Prevent Lead will liaise regularly with the Head and the Governors on matters relating to the Prevent duty and will monitor the school's compliance with this duty through training and updates from the Designated Safeguarding Lead Network meetings. As part of this process the Designated Prevent Lead will:

     5.1.1   ensure that this policy is understood and effectively implemented by staff throughout the school;

     5.1.2   ensure that the School's Prevent policies and procedures and general safeguarding arrangements consider the policies and procedures of the Cumbria Safeguarding Children's Partnership (CSCP).

     5.2.1   be the single point of contact to oversee and coordinate the school's implementation of the Prevent duty;

     5.2.2   undertake regular prevent awareness training, which is refreshed at least every two years;

     5.2.3   undertake training to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology;

     5.2.4   provide Prevent duty training to all staff so that they (a) understand the general risks affecting pupils at the school; (b) can identify individual children who might be at risk of radicalisation; and (c) know what to do to support these children. The Prevent lead will give consideration to the appropriateness and reliability of training resources using advice on the government website Educate Against Hate (Educate Against Hate – Prevent Radicalisation & Extremism;

     5.2.5   provide advice and support to other members of staff on protecting pupils from the risk of radicalisation;

     5.2.6   liaise with local partners, including the Police and the CSCP, to establish what advice and support they can provide and to seek guidance on the general levels of risk within the local area;

     5.2.7   have responsibility for ensuring that any visiting speakers whether invited by staff or pupils are suitable and are appropriately supervised (see below);

     5.2.8   receive safeguarding concerns about children and young people who may be vulnerable;

     5.2.9   work in partnership with the CSCP on all matters covered by this policy and the School will follow any locally agreed procedures which are set out by the CSCP;

     5.2.10   report to the Head Teach and Governors on these matters.

5.3   All staff will:

5.3.1   undergo regular Prevent duty training so that staff have the knowledge and confidence to be able to

(a) understand the general risks of radicalisation affecting pupils at the school;

(b) identify individual children who might be at risk of radicalisation (see Paragraph 9 below) and spot signs of extremism (see Paragraph 10 below);

(c) challenge extremist views; and

(d) provide appropriate advice to children who are at risk of radicalisation.

5.3.2   be alert to changes in children's behaviour which could indicate that they may need help or protection;

5.3.3   use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

6. REFERRAL PROCESS

6.1   All staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability to radicalisation to the Designated Safeguarding Lead (DSL) or in their absence to the Deputy Safeguarding Lead (Deputy DSL). For further details about safeguarding referrals please see the School's Child Protection Procedures.

6.2   If the DSL becomes aware of a concern relating to the radicalisation of a pupil the DSL will discuss this with the Head and the CSCP so that appropriate actions can be taken to safeguard the pupil and appropriate referrals, including to the Channel programme, can be made including the use of the Prevent national referral form Get help for radicalisation concerns – GOV.UK (www.gov.uk).

7. CURRICULUM

7.1   We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

7.2   Our values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. These values will help to build resilience to radicalisation and extremism.

7.3   We aim to provide a safe space in which pupils can understand the risks associated with terrorism and develop the knowledge, skills and confidence to be able to challenge extremist views. In doing so we are mindful of our existing duties on political impartiality and ensure the balanced presentation of political issues (Political impartiality in schools – GOV.UK (www.gov.uk).

7.4   We will include opportunities in the curriculum for pupils to build resilience to pressure and to develop the skills they need to recognise and stay safe from abuse and radicalisation, in particular:

7.4.1   PD lessons will be used along with form periods to teach pupils to understand and manage risks associated with terrorism and extremism and radicalisation, online safety, resist pressure, make safer choices and seek help if necessary. Computing lessons will also include content on online safety.

7.4.2   By promoting British values such as tolerance and respect as indicated above.

7.4.3 Through citizenship, religious education and other relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debates around contentious issues.

8. INTERNET SAFETY

8.1 The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems in our school blocks inappropriate content, including extremist content.

8.2 Pupils will be taught how to stay safe online, both in school and outside school. They will be taught to understand the risks posed by adults or young people who use the internet and social media to groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

8.3 We also filter out social media. Searches and web addresses are monitored and the Smoothwall and the IT team will alert the DSL where there are concerns and prevent further access when new sites that are unblocked are found.

8.4 Where staff, pupils or visitors find unblocked extremist content they must report it to the DSL who will in turn discuss it with the Headteacher.

8.5 We are aware that children and young people have access to unfiltered internet when using their mobile phones. Mobile phones which are brought into school must be turned off and stored out of sight (in a bag or locker, not pockets) immediately as the pupil arrives at the school gate. They must remain turned off, and out of sight, until the pupil has left the site at the end of the day. Staff are alert to the need for vigilance when pupils are using school devices.

9. VISITORS AND VISITING SPEAKERS

9.1 All staff are responsible for ensuring that all visitors and visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised. Where appropriate the DSL will make enquiries of the agency/person who introduced the individual to the school and/or will undertake appropriate due diligence.

9.2 On the rare occasion that a visitor or visiting speaker will have unsupervised access to pupils they will need to be enhanced DBS checked.

10. SIGNS OF VULNERABILITY

10.1 There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are several signs that together increase the risk. Signs of vulnerability include but are not limited to:

- underachievement;
- being in possession of extremist literature;
- poverty;
- social exclusion;
- traumatic events;
- global or national events;
- religious conversation;
- change in behaviour;
- extremist influences;
- conflict with family over lifestyle;
- confused identity;
- victim or witness to race or hate crimes; and
- rejection by peers, family, social and faith groups.

11.   RECOGNISING EXTREMISM

11.1   A part of our wide safeguarding responsibilities to identify signs of abuse we will be alert to early indicators of radicalisation or extremism which may include:

- showing sympathy for extremist causes;
- glorifying violence;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possession of illegal or extremist literature;
- advocating messages similar to those coming from illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not seem apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- advocating violence towards others.

12.   CONTACT DETAILS

12.1   Contact details of local partners and organisations which offer support and advice about extremism will be displayed prominently in the school.

12.2   These will include the local authority Prevent lead, the local Channel contact, and the local Police force, 101 and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff:

020 7340 7264 and counter-extremism@education.gsi.gov.uk

13.   CHANNEL

13.1   Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

13.2   Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

13.3   Section 38 of the CTSA 2015 requires partners of Channel to cooperate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

13.4   Guidance issued under section 36(7) and section 38(6) of the CTSA February 2021 in respect of Channel is available at:
https://www.gov.uk/government/publications/channel-guidance

14. MONITORING AND REVIEW

14.1 This Policy will be reviewed by the Head and the DSL annually.

14.2 The effectiveness and implementation of this policy will be monitored by the DSL who will carry an annual review for this purpose. For further information see the school's separate policy on Child Protection. The DSL will meet with the Chair of the Governors' Safeguarding and Welfare Committee for quality assurance during each academic year.

Related Policies

- Attendance Policy
- Equality & Diversity Policy
- School Behaviour Policy
- Child Protection Policy & Procedures
- Safeguarding: Procedures for Dealing with Allegations of Abuse Against Teachers & Other Staff
- Safeguarding: Safer Recruitment Policy & Procedures
- Safeguarding: Code of Conduct for School Based Staff
- Whistleblowing Policy
- Lost or Missing Children Policy
- Acceptable use of IT Policy
- PD Policy.

Prevent risk assessment for schools

Person completing: Steve Milledge DSL   Date Implemented: July 2025   Date for Review: July 2026

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Providers may choose to have a specific, separate risk assessment to better communicate to staff and document actions taken to mitigate any risks.

The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education. This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

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What national risks are you aware of that could impact to your area, setting, students or families?

Risk 1
Online radicalisation from a variety of groups.

The current UK terrorism threat level is SUBSTANTIAL, an attack is likely.

The UK continues to face a persistent threat from Islamist terrorism and Extreme Right Wing Terrorism (ERWT). Left Wing, Anarchist and Single Issue Terrorism (LASIT) accounts for a small percentage of CTPNW caseload.

A key risk in the North West emanates from Self-Initiated Terrorism (S-IT), it is also a key risk nationally, largely due to the unpredictable nature of geographical boundaries and facilitates access to wider networks.

No CT convictions were observed in Cumbria during the reporting period 2024.

Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)

Risk 1
Students gain access to extremist material online, or through local extremist activity, such as marches, events, stickering or graffiti. Students are exposed to ideological views of family members, friends or members of the local community.

Category	Risk		Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completio
	What is the risk level?	**What are the hazards?**		**What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?**		**What does your institution need to further action to address the identified risk(s)?**		
	Risk 2 Islamist extremism is the greatest ideological threat within the North West. The accessing and dissemination of extremist material is a common theme. This is a direct result of the easily and readily accessible material online. The nature of the online space transcends geographical boundaries and facilitates access to wider networks.	**Risk 3** ERWT is the second highest ideological threat within the North West. The accessing of extremist materials online is also a common theme within ERWT caseload. CTPNW observes activity indicative of an ERW mindset (such as banner drops) which does not meet the threshold for TACT prosecution. This trend is not observed within the Islamist extremist space.		**Risk 4** While LASIT & 'Other' accounts for a small minority of CTPNW caseload, it still presents a significant CT threat. Or note, Merseyside-based Jacob GRAHAM was sentenced on 18/03/2024, GRAHAM harboured an anarchic mind-set and aspired to conduct attack's against government buildings. Misogynism and 'incel' culture is a risk to our students through online influences.				
Leadership and Partnership	**Risk 2** Islamist extremism is the greatest ideological threat within the North West.	**Risk 3** ERWT is the second highest ideological threat within the North West.		**Risk 4** While LASIT & 'Other' accounts for a small minority of CTPNW caseload, it still presents a significant CT threat.				
Leadership	The setting does not place sufficient priority on Prevent and risk assessment/action plan (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.		Prevent training/briefing for staff (including SLT) and governors.		Leaders are trained in online safety which includes the Prevent Duty and have biannual training in Prevent Duty specifically. Governors and senior leaders discuss the Prevent agenda annually when the risk assessment is reviewed. All staff have had annual online safety training and a Prevent update training.	Steve Milledge	Jul-25
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the Duty effectively.		Lead governor for safeguarding/Prevent lead is at appropriate seniority.		North West Regional Prevent Coordinator Prevent Policy and Delivery Unit (PPDU) Counter-Extremism and Non-School Education Division (CENSED) T: 07385 114847	E: clare.little@education.gov.uk gov.uk/dfe	E: correhoducation@gov.uk	Steve Milledge	Jul-25
		Leaders do not communicate and prioritise the importance of the duty.		Sufficient leadership ownership – risk assessment, safeguarding policies, etc being signed off by SLT.		Prevent Risk assessment is discussed at least annually at the governor's/safeguarding and Welfare	Steve Milledge	Jul-25
		Leaders do not drive an effective safeguarding culture across the institution.		Leadership have clear understanding of reporting and referral mechanism.		Reporting and referral mechanisms are included in the regular training and reinforced in supervision sessions when caseload is discussed. There is a deploy in the Prevent update including	Steve Milledge	Jul-25
		Leaders do not provide a safe environment in which children can learn.		Ensuring the sharing of safeguarding policies – staff completion of training is logged and followed up.		Online safety and prevent training records are kept and followed up to ensure all staff attend	Steve Milledge	Jul-25
		There is not a positive safeguarding culture in school and staff fail to report concerns about extremism or radicalisation.		Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers		Staff induction ensures all staff have online safety training, safeguarding training and a discussion with the DSL about local threats and the school's systems for filtering and monitoring.	Steve Milledge	Jul-25
		The safeguarding team is not reflective and fails to use review and analyse safeguarding data to spot trends or concerns.		Leaders use self-evaluation to identify key priorities for continuous improvement		DSL and DDSLs have monthly supervision with Senior Practitioner social worker and lead fortnightly supervision for other members of the safeguarding	Steve Milledge	Jul-25

Support available
Prevent e-learning
Home Office offer a free e-learning package on Prevent covering:
- Prevent awareness
- Prevent referrals
- understanding Channel
Users that complete this training will receive a certificate.
https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completed	Support available
Working in Partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer network.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team. • Local Safeguarding Children's Partnership - regular meetings and briefings • DSL / headteacher forum • LADO • Community Safety Partnership - including the Child Centred Policing team • Police Prevent Team • Channel panel • Child and family	The school has strong partnerships with:		*The school makes and maintains strong relationships with all partners in line with 'Working together ...'. We can demonstrate effective partnerships by use of the referral process and involvement in Channel*	Steve Milledge	Jul-25	**Prevent duty guidance** Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales/revised-prevent-duty-guidance-for-england-and-wales#co-the-prevent-duty **Understanding channel** An overview of channel support and the Prevent Multi-Agency Panels (PMAP),
Capabilities	Staff do not recognise the signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism. Training is broader than face to face or e-learning	Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies		*We communicate information to staff via staff updates, bulletins, notices, emails*	Steve Milledge	Jul-25	**Prevent e-learning** Home Office offer a free e-learning package on Prevent covering - Prevent awareness - Prevent referral - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-co-radicalisation.service.gov.uk/ The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
Staff training		Frontline staff including governors, do not know what measures 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 access Prevent training or refresher training	Ensure all staff attend Prevent training with a focus on Notice, Check, Share. Ensure governors attend Prevent training. Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent. Maintain records of all staff and governor training. Refresher training to take place regularly. Training is quality assured and evaluated for effectiveness on a regular basis.		*CPD includes statutory training as outlined above.*	Steve Milledge	Jul-25	**Prevent resources, guidance and support** www.educateagainsthate.com
					CPD is safeguarding training is part of the core statutory CPD training.	Steve Milledge	Jul-25	
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns. Staff are not aware of the Prevent referral process.	The provider has a culture of safeguarding that supports effective arrangements to: • Identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation. • help children reduce their risk of harm by securing the support they need. • help children reduce their risk of harm in a timely way to those who have the expertise to help.		*CPD and regular staff communication ensures a positive culture of safeguarding at Cockermouth. School Staff are regularly trained and are reminded of reporting procedures and use CPOMS well to raise concerns and report issues.*	Steve Milledge	Jul-25	**Resources to support information sharing** https://www.gov.uk/guidance/making-a-prevent-referral-to-prevent The department has published guidance on making a Prevent referral.
Reducing Permissive Environments	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The setting does not provide a safe space 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.	The institution has codes of conduct for all staff (teaching and non-teaching staff) The institution carries out safer recruitment checks on all staff. Teaching is monitored by senior leaders through observations, book checks and is quality assured. The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills.		*The school has a strong code of conduct which is regularly reviewed and shared with staff. Senior leaders promote staff with reminders and updates on a regular basis. Where concerns are raised about an additional working with children, the senior leaders take action, working with relevant partners such as the LADO.* *Senior leaders are trained in safer recruitment, carry out the required checks and record this information on the Single Central Record. Senior leaders and curriculum leaders carry out regular checks of the suitability of the curriculum and wider teaching.*	Steve Milledge	Jul-25	**Resources for having difficult classroom conversations** Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme & right-wing terrorism and Islamist extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
Building children's resilience to radicalisation		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural and physical development of students and fundamental British values and community cohesion.	The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.			Steve Milledge	Jul-25	

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	The school ensures appropriate internet filtering is in place.		*The school follows the guidance on filtering and online safety.*	Steve Milledge	Jul-25	**Web filtering and online safety**
								https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges
								The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty.
		Students may distribute extremist material using the institution IT system.	The school ensures that there is a clear reporting process in place should DDSL and followed up appropriately. Staff report concerns via CPOMS.		*Safeguard all inputs are monitored by the DSL and DDSL and followed up appropriately. Staff report concerns via CPOMS.*	Steve Milledge	Jul-25	Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring
		Under linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).		*The responsibilities of the DSL are made clear in the Online Safety Policy which is reviewed by Governors annually.*	Steve Milledge	Jul-25	You can test whether your internet service provider removes terrorist content at http://testfiltering.com/
		The curriculum does not have a clear focus on online safety and students do not follow a curriculum which keeps them safe.	The school equips children and young people with the skills to stay safe online, both in school and outside.		*The online safer curriculum is coordinated between the computing and PD departments with regular input from the safeguarding and pastoral teams used*	Steve Milledge	Jul-25	The Joint Information Systems Committee (JISC) can provide specialist
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors.		*Visitors re DBS checked in accordance with KCSIE and supervised on an if necessary. Reception staff are trained and lost visitors on safeguarding expectations.*	Steve Milledge	Jul-25	**Political Impartiality Guidance**
								When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK
		Setting do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.		*All staff are reminded of political impartiality guidance and speakers to school are vetted, their materials checked before any visit the school and staff members attend their presentations/assemblies to ensure the content is delivered in a safe manner.*	Steve Milledge	Jul-25	https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law
			The private commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.					
			The setting does not conduct any due diligence checks on visitors or the materials they may use.		*The letting policy and processes are clear about expectations and responsibilities.*	Steve Milledge	Jul-25	
			The setting seeks advice and support from partners where necessary to make an assessment of suitability.					

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