
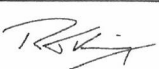


Prevent Policy (SS-31)

Approved by Governors:	Mr A Rankin, Chair of Governors
Signature:	
Date:	May 2026

Ratified by SLT:	Mr R J King, Headteacher
Signature:	
Date:	May 2026

Committee Responsible:	Safeguarding
Author:	Mr S Milledge, Deputy Headteacher/Designated Safeguarding Lead
Compliant with Equality Scheme:	Yes
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Version	Date	Comments	Author
02	Nov 2023	Mr S Milledge - Update	SMG
03	June 2024	Mr S Milledge – Update	SMG

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aspire - enjoy - include - respect - community

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Prevent Policy

04	July 2025	Mr S Milledge – update to include DfE risk assessment.	SMG
05	April 2026	Mr S Milledge - Update	SMG

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1. INTRODUCTION

Preventing Extremism and Radicalisation

Contact Name:

Designated Safeguarding Lead (DSL) – Steve Milledge

Deputy Safeguarding Lead (Deputy DSL – Mandy Doyle and Sarah Johnson

Headteacher – Richard King

Designated Prevent Lead (DPL) – Steve 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 students 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)

The key principles of prevent have been developed to set out and clarify existing Prevent policy and help people to understand Prevent's core purpose:

- Key Principles of Prevent (Feb 2026) [Key principles of Prevent - GOV.UK](#)

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 students: 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 students 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, students, and stakeholders. The Prevent agenda is relevant to our value-based approach as this enables us all to safeguard vulnerable students 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 students.
- **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 students' 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 severe in line with DfE guidance.
- 4.2 We will carry out an annual risk assessment which will identify the risk of students 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 Cumberland 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 students 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 students 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 students 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 Headteacher 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 students 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 follow safeguarding procedures and 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 student the DSL will discuss this with the headteacher and the CSCP so that appropriate actions can be taken to safeguard the student 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 \(www.gov.uk\)](https://www.gov.uk/government/forms/prevent-national-referral-form).

7. CURRICULUM

- 7.1 We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our students 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 students 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 \(www.gov.uk\)](https://www.gov.uk/government/consultations/political-impartiality-in-schools)).
- 7.4 We will include opportunities in the curriculum for students 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 students 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 and monitoring systems in our school blocks inappropriate content, including extremist content.
- 8.2 Students 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, students or visitors find unblocked extremist content they must report it to the DSL who will in turn discuss it with the Head.
- 8.5 We are aware that children and young people have access to unfiltered internet when using their mobile phones and so the use of phones is not allowed on the school site. Staff are alert to the need for vigilance when students 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 students, 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 students 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 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 Headteacher 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: May, 2022

Date for review: July, 2027

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.

National Risks – risk of radicalisation generally

What national risks are your areas of focus that could impact to your area, settings, students or families? For example, online radicalisation

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 significant threat from Islamist terrorism and Extremism. The current UK terrorism threat level is SUBSTANTIAL. The issue Terrorism (LASIT) accounts for a small percentage of CTPNW caseload. A key risk in the North West emanates from Self-initiated Terrorism (S-I-T) it is also a key risk nationally, largely due to the unpredictable nature of S-I-T, making detection difficult. S-I-Ts emanate from all ideologies. No CT convictions were observed in Cumbria during the reporting period 2024.

Risk 2

Islamist extremism is the greatest ideological threat within the North West. The accessing and dissemination of extremist literature, in particular, is a direct result of the easy and ready access to the internet. 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 has been used as a banner drops which does not meet the threshold for TACT prosecution. This trend is not observed within the Islamist extremist space.

Risk 4

Whilst LASIT & 'Other' accounts for a small minority of CTPNW caseload, it still presents a significant CT threat. Of note, Merseyside-based Jacob GRAHAM was sentenced to 13 years imprisonment on 18/03/2024. GRAHAM harboured an extremist ideology and aspired to conduct attacks against government buildings and infrastructure. Misogynism and 'incel' culture is a risk to our students through online influences.

Local Risks – risk of radicalisation in your area and institution

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

Risk 1

Islamist extremism is the greater ideological threat within the North West.

Risk 2

ERWT is the second highest ideological threat within the North West.

Risk 3

ERWT is the second highest ideological threat within the North West.

Risk 4

Whilst LASIT & 'Other' accounts for a small minority of CTPNW caseload, it still presents a significant CT threat.

Leadership and Partnership

Colleges

Risk

What is the risk here?
The setting does not place sufficient priority to prevent and risk assessment plans (or do not have sufficient understanding of the mitigate risks and meet the requirements of the Duty are not effective

Hazard

Where are the hazards?
Leaders (including governors, within the organisation do not have sufficient understanding of the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level

Risk management

What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?
Prevent training/briefing for staff (including SLT) and governors

Rag

Further action needed
What does your institution need to further action to address the identified risks?
Leaders are trained in online safety which includes the Prevent Duty and have biannual Prevent updates. 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 including

Lead officer

Steve Milledge

Support available

Home Office offers a free e-learning package on Prevent covering:
- Prevent awareness
- Prevent referrals
- an understanding of Channel
Users that complete this training will receive a certificate
<https://www.support-people-who-able-to-english.com/worksheets/>

Date for completion

Jul-25

Leadership

Colleges

Risk

What is the risk here?
Leaders do not have an effective safeguarding culture across the institution

Hazard

Where are the hazards?
Leaders do not have sufficient understanding of the importance of the duty
Leaders do not have an effective safeguarding culture across the institution

Risk management

What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?
Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT
Leadership have clear understanding of reporting and referral mechanisms

Rag

Further action needed
What does your institution need to further action to address the identified risks?
DSL has from the trainer Prevent (training and an annual update from Claire Little at the Cumbria annual DSL Conference
Claire Little
Prevent Policy and Behaviour Unit (PPOU)
Counter-Extremism and Non-School Education Division (CENSED)
T: 07385 114867 | E: clare.little@education.gov.uk
or wjedge1 (@education.gov.uk) in communication.gov.uk
Prevent Risk assessment is discussed at least annually at the governors Safeguarding and Welfare committee
Reporting and referral mechanisms are reviewed in supervision sessions where caseload is discussed. There is a display in the staff room

Lead officer

Steve Milledge

Support available

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- Prevent awareness
- Prevent referrals
- an understanding of Channel
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Date for completion

Jul-25

<p>Leaders do not provide a safe environment in which children can learn.</p> <p>These leaders provide safeguarding culture in school and staff feel concerns about extremism or radicalisation</p> <p>The safeguarding team is not reflective and fails to review and analyse safeguarding data to spot trends or concerns</p> <p>The setting is not fully apprised of relevant local and national information such as the Local Authority and Police Prevent Team.</p> <p>The setting does not have access to good practice advice, guidance or supportive peer networks</p>	<p>Ensuring the sharing of safeguarding policies – staff completion of training is logged and followed up.</p> <p>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</p> <p>Leaders use self-evaluation to identify key priorities for continuous improvement</p> <p>The school has strong partnerships with external agencies such as the Local Authority and Police</p> <p>DSL / Headteacher forums</p> <p>LADO</p> <p>Community Safety Partnerships - including the Child Centred Policing team</p> <p>Senior Prevent Team</p> <p>Channel panel</p> <p>Child and family</p>	<p>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</p> <p>DSL and DSLs have monthly supervision with Senior Practitioner social worker and lead for safeguarding team</p> <p>This school makes and members strong relationships with external agencies in the with Working Together</p> <p>We can demonstrate effective partnerships by use of the referral process and involvement in Channel</p>	<p>Online safety and prevent training records are kept and followed up to ensure all staff attend</p> <p>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</p> <p>DSL and DSLs have monthly supervision with Senior Practitioner social worker and lead for safeguarding team</p> <p>This school makes and members strong relationships with external agencies in the with Working Together</p> <p>We can demonstrate effective partnerships by use of the referral process and involvement in Channel</p>	<p>Steve Mileidge</p> <p>Steve Mileidge</p> <p>Steve Mileidge</p>	<p>July-25</p> <p>July-25</p> <p>July-25</p>	<p>Prevent duty guidance</p> <p>Outline the requirements of the duty, including working in partnership with others</p> <p>https://www.gov.uk/government/publications/prevent-duty-guidance-for-english-and-welsh-early-childhood-approaches-to-prevent-duty</p> <p>Understanding channel</p> <p>An overview of channel support and the Prevent Main Agency Panels (PMAs)</p>
<p>Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.</p>	<p>Training is broad and takes place in a variety of ways such as face to face and e-learning</p> <p>The school ensures all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies</p> <p>DSL / Headteacher forums</p> <p>LADO</p> <p>Community Safety Partnerships - including the Child Centred Policing team</p> <p>Senior Prevent Team</p> <p>Channel panel</p> <p>Child and family</p>	<p>Frontline staff including governors, do not know what signs of abuse or vulnerabilities are and do not know how to obtain support for people who may be exploited by radicalising influences</p> <p>Staff do not access Prevent training or refresher training</p>	<p>We communicate information to staff via staff updates, bulletins, notices, emails</p> <p>CPD includes statutory training as outlined above</p>	<p>Steve Mileidge</p> <p>Steve Mileidge</p>	<p>July-25</p> <p>July-25</p>	<p>Prevent e-learning</p> <p>Home Office offer a free e-learning package on Prevent covering</p> <ul style="list-style-type: none"> Prevent awareness Prevent referrals Understanding Channel <p>Users that complete e-learning will receive a certificate.</p> <p>https://www.support-people-able-to-identify-radicalisation.gov.uk/</p> <p>Prevent resources, guidance and support</p> <p>The department's Educatio Agent has website provides a range of training and guidance materials.</p> <p>www.educationagent.co.uk</p>
<p>Staff do not share information with relevant partners in a timely manner</p>	<p>The school ensures all staff attend Prevent training with a focus on Notice, Check, Share</p> <p>The school ensures governors attend Prevent training</p> <p>The school maintains records of all staff and governor training</p> <p>Refresher training takes place regularly</p> <p>Training is quality assured and evaluated for effectiveness on a regular basis</p>	<p>Staff do not feel confident sharing information with partners regarding radicalisation concerns</p> <p>Staff are not aware of the Prevent referral process</p>	<p>CPD and regular staff communication ensures a positive culture of safeguarding at Cokermonth School. Staff are regularly trained and are reminded of reporting procedures and use CPOMS well to raise concerns and report issues.</p>	<p>Steve Mileidge</p>	<p>July-25</p>	<p>Resources to support information sharing</p> <p>The department has published guidance on making Prevent referrals.</p> <p>https://www.gov.uk/guidance/making-a-referral-to-prevent</p>
<p>Children and young people are exposed to intolerant or extremist views and are not fully understood and are not supported by relevant agencies and extremist ideologies that underpin them</p>	<p>Cokermonth School has a culture of safeguarding that supports effective arrangements to</p> <ul style="list-style-type: none"> 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, or referring in a timely way to those who have the expertise to help. We have clear processes for raising radicalisation concerns and making a Prevent referral 	<p>The setting does not provide a safe space in which children and young people can understand and challenge these views as part of terrorist ideology, and learn how to challenge these ideas</p>	<p>The school has a strong code of conduct that is regularly reviewed and shared with staff. Where concerns are raised about an adult working with children, the senior leaders take action, working with relevant partners such as the LADO</p>	<p>Steve Mileidge</p>	<p>July-25</p>	<p>Resources for having difficult classroom conversations</p> <p>Educatio Agent has a range of resources to help teachers contact difficult conversations with students. Educatio Agent has also developed to help facilitate conversations about topics such as extremist British values, extremist right wing terrorism and Islamist extremism.</p> <p>www.educationagent.co.uk</p> <p>www.educationagent.co.uk/category/teachers-data-resources</p>

Working in Partnership

Capabilities

Staff training

Information Sharing

Reducing Permissive Environments

Building children's resilience to radicalisation						Senior leaders are trained in safer recruitment, carry out the required checks and record this information on the Single Central Record (SCR) and ensure that all staff carry out regular checks of the suitability of the curriculum and staff teaching	Steve Mileidge	Jul-25	www.educationgovernments.co.uk/category/teachers/teachers/teachers/whats-new-krust
	<p>The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental, physical development of students and fundamental British values and democratic education.</p> <p>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</p>	<p>Teaching is monitored by senior leaders through observations, book checks and is quality assured</p> <p>The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills</p> <p>The school embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment</p> <p>The school ensures appropriate internet filtering is in place</p>	<p>Students can access terrorist and extremist material when accessing the internet at the institution</p> <p>Students may debate extremist material using the institution IT system</p> <p>Unclear messages between IT policy and the Prevent duty. Monitoring as a means of restricting access to harmful content.</p> <p>The curriculum does not have a clear focus on online safety and students do not follow a curriculum which keeps them safe</p>	<p>Leaders do not provide a safe space for children to learn</p> <p>Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised</p> <p>The setting does not conduct any due diligence checks on visitors or the materials they may use</p>	<p>Senior leaders are trained in safer recruitment, carry out the required checks and record this information on the Single Central Record (SCR) and ensure that all staff carry out regular checks of the suitability of the curriculum and staff teaching</p> <p>The school follows the guidance on filtering and online safety</p> <p>Students' reports are monitored by the DSL for appropriateness. Staff report concerns via CPOWS</p> <p>The responsibilities of the DSL are made clear in the e-Safety Policy which is reviewed by Governors annually</p> <p>The online safety curriculum is coordinated by regular input from the safeguarding and pastoral teams and external providers</p> <p>Visitors are DBS checked in accordance with KS2E and supervised on site. If necessary safeguarding specialists</p> <p>All staff are reminded of political impartiality and are required to ensure that their materials checked before they visit the school and staff members attend their presentations/assemblies to ensure the content is delivered in a safe manner</p> <p>The filtering policy and processes are clear about expectations and responsibilities</p>	Steve Mileidge	Jul-25	<p>The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring products, including specific measures to comply with the Prevent duty</p> <p>https://www.gov.uk/guidance/using-digital-and-technology-products-in-schools-and-colleges/using-in-education-products-for-digital-safety-collage</p> <p>Further guidance is available at https://uk.prevent.org.uk/products-and-responses/teachers-prods-checklist and appropriate filtering and monitoring approaches are outlined</p> <p>You can test whether your internet service provider removes terrorist content at https://filtering.com/</p> <p>The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place</p> <p>Teach about online extremism</p> <p>The 'Going For It' resources from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online</p> <p>https://www.educateagainsthate.com/resources/going-for-it/</p> <p>Political Impartiality Guidance</p> <p>When using external agencies, schools in England must be mindful of their ongoing duty regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK</p> <p>https://www.gov.uk/guidance/political-impartiality-in-part-of-schools-political-impartiality-in-schools</p>	
			<p>A process is in place to manage site visitors, including sub-contractors</p> <p>The school has a robust risk assessment and carries out due diligence checks on visitors and organisations they represent and the materials they promote or share.</p> <p>The private/commercial use of the school's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent</p> <p>The school seeks advice and support from partners when necessary to make an assessment of suitability</p>	<p>Leaders do not provide a safe space for children to learn</p> <p>Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised</p> <p>The setting does not conduct any due diligence checks on visitors or the materials they may use</p>	<p>External speakers or visitors being given a platform to make a speech, and young people or adults helpful to divisive narratives</p> <p>Visitors</p>	Steve Mileidge	Jul-25		

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