

Three Counties Academy Trust



Prevent Duty Policy #SG2

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Policy lifespan: 1 year. To be reviewed no later than August 31st 2027

Version history

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Policy Abbreviations and Acronyms

DfE	Department for Education
DSL	Designated Safeguarding Lead
KCSIE	Keeping Children Safe in Education
LA	Local Authority
PSHE	Personal, Social and Health Education
SLT	Senior Leadership Team(s)
TCAT	Three Counties Academy Trust
UK GDPR	UK General Data Protection Regulation

NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.

Statement of intent

Three Counties Academy Trust (TCAT) recognises that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required.

We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values in order to enable pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the potential radicalisation of pupils at any TCAT school. For guidance on specific terrorist incidents, please see our Invacuation, Lockdown and Evacuation Policy.

NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.

Member, Trustee, Local Governor and Staff Summary

Purpose of the Policy

- TCAT is committed to protecting pupils from extremism, radicalisation and terrorism as part of its wider safeguarding responsibilities
- The policy supports compliance with the Prevent Duty and national safeguarding requirements
- TCAT promotes respect, tolerance, democracy, individual liberty and the rule of law

Governance and Accountability

- The Trust Board and Local Governing Bodies provide oversight and ensure appropriate safeguards are in place
- Trust and school leaders must assess local risks, maintain effective procedures and ensure compliance with the Prevent Duty
- Designated Safeguarding Leads, in consultation with TCATs Education Welfare and Safeguarding Support Officer coordinate referrals, provide advice and liaise with external agencies where required

Creating a Safe and Inclusive Culture

- TCAT schools promote Fundamental British Values through the curriculum and wider school life
- Pupils are encouraged to respect different faiths, cultures and backgrounds
- Schools provide safe environments where sensitive issues can be discussed and challenged appropriately
- Community engagement and partnership working help schools remain aware of local risks and emerging concerns

Preventing Radicalisation

- TCAT takes a safeguarding approach to identifying and responding to the risk of radicalisation
- Schools maintain appropriate filtering and monitoring systems to reduce exposure to harmful online content
- Visitors, speakers and users of TCAT premises are subject to appropriate checks and scrutiny
- Schools work closely with parents and external agencies when concerns arise

Recognising and Responding to Concerns

- All staff are expected to remain vigilant to behavioural changes or indicators that may suggest vulnerability to extremist influence
- Concerns must be reported immediately through safeguarding procedures
- Where appropriate, referrals may be made to Prevent, and support may be provided through Channel or other services
- Any immediate risk to safety or criminal activity will be reported to the police without delay

Training and Staff Expectations

- All staff receive regular safeguarding and Prevent training
- Specialist training is provided for Designated Safeguarding Leads and Prevent leads
- Staff are expected to use professional judgement, follow safeguarding procedures and contribute to a culture of vigilance and inclusion

Key Assurance for Members, Trustees and Governors

- The policy provides a clear framework for preventing radicalisation and supporting vulnerable pupils
- Prevent is embedded within existing safeguarding systems rather than operating as a standalone process
- Risk assessment, staff training, curriculum provision, community engagement and multi-agency working are central to the TCAT approach

Parent Summary

Keeping Children Safe

- TCAT and our schools have a legal duty to help protect children from extremism, radicalisation and terrorism as part of wider safeguarding responsibilities
- The policy is designed to keep children safe while respecting lawful discussion and freedom of expression

What This Means for Your Child

- Schools promote respect, tolerance, democracy, individual liberty and the rule of law
- Children are taught to understand different cultures, faiths and viewpoints and to challenge harmful ideas safely
- Schools aim to create an inclusive environment where every child feels valued and supported

How Schools Reduce Risk

- Online filtering and monitoring systems help reduce exposure to extremist content
- Visitors and speakers are checked before working with pupils
- Schools work with safeguarding partners and other agencies when concerns arise

Recognising Concerns

- Staff are trained to identify signs that a child may be vulnerable to radicalisation
- Concerns are treated as safeguarding matters and considered carefully and proportionately
- Parents are usually involved unless this could place a child at greater risk

Prevent Referrals

- Schools may seek support through the Prevent programme where appropriate
- Prevent is intended to provide support and early intervention
- Support through Prevent is not a criminal sanction and does not create a criminal record

How Parents Can Help

- Take an interest in your child's online activity, friendships and wellbeing
- Encourage open conversations about current events and different viewpoints
- Share concerns with the school as early as possible
- Work alongside the school if advice or support is needed

Key Message

- The TCAT approach focuses on education, safeguarding, early support and partnership with families to help keep children safe

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- [Children Act 1989](#)
- [Education Act 1996](#)
- [Counter-Terrorism and Security Act 2015](#)
- [Childcare Act 2006](#)
- [Equality Act 2010](#)
- [Data Protection Act 2018](#)
- [UK GDPR](#)
- [Home Office 'Prevent duty guidance: for England and Wales'](#)
- [DfE 'Keeping children safe in education'](#)
- [DfE 'The Prevent duty: safeguarding learners vulnerable to radicalisation'](#)
- [DfE 'Working Together to Safeguard Children'](#)
- [DfE 'Making a referral to prevent'](#)
- [Home Office 'Channel Duty guidance: Protecting people susceptible to radicalisation'](#)

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available irrespective of the version quoted here.

This policy operates in conjunction with the following policies:

- Risk of Radicalisation Incident Register
- Data Protection Policy (FI20)
- Equality Information and Objectives Policy (GN7)
- Child Protection and Safeguarding Policy and Procedures (SG1)
- Invacuation, Lockdown and Evacuation Policy (SG33)

- Online Safety Policy (SG43)
- Guest Speaker Policy (SG49)

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website.

2. Definitions

For the purpose of this policy:

Extremism – is defined as vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This includes calling for the death of members of the armed forces.

Radicalisation – is defined as the process of a person legitimising support for, or use of, terrorist violence.

Terrorism – is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

3. Roles and responsibilities

The Trust Board and where delegated, Local Governing Bodies (LGBs) will be responsible for:

- Ensuring the appropriate measures are in place to protect pupils from radicalisation
- Ensuring the Prevent duty is seen as part of each TCAT school's wider safeguarding duties
- Ensuring each TCAT school has a designated lead in a senior management role who is responsible for the delivery of Prevent
- Having robust safeguarding policies in place to ensure that those at risk of radicalisation are identified and appropriate support is provided
- Ensuring that policies are in place which are proportionate and based on an understanding, shared with partners, of the threat and risk in the local area, the phase of education, and the size and type of school

The CEO will be responsible for:

- The overall implementation and management of this policy
- Ensuring that TCAT's safeguarding policies set out clear protocols for ensuring that any visiting speakers, whether invited by staff or by children themselves, are suitable and appropriately supervised
- Ensuring appropriate prevent training is undertaken by each member of staff
- Ensuring DSLs or Prevent leads receive in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels - updated at least every two years
- Ensuring each TCAT school has robust procedures for sharing information, both internally and externally
- Having measures in place to prevent TCAT facilities being exploited by radicalisers
- Ensuring that policies relating to the appropriate use of IT equipment and networks contain specific reference to the Prevent duty

Executive Headteachers, Headteachers and where delegated Heads of School will be responsible for:

- The overall implementation and management of this policy within their schools
- Ensuring each of their staff members is familiar with the scope of this policy
- Ensuring their pupils are taught about British values through the curriculum
- Ensuring that the teaching of the school curriculum encourages pupils to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010
- Ensuring that their schools are safe spaces in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas
- Having a clear rationale to assess how their pupils or staff may be at risk of being radicalised into terrorism, including online
- Identifying extremist risks in the local area
- Ensuring that invited speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Ensuring appropriate prevent training is undertaken by each member of their staff
- Ensuring their DSLs or Prevent leads receive in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels - updated at least every two years
- Ensuring their schools follow robust procedures for sharing information, both internally and externally

- Having measures in place to prevent their facilities being exploited by radicalisers
- Ensuring that policies relating to the appropriate use of IT equipment and networks, including any which contain specific reference to the Prevent duty are followed with fidelity in their schools
- Undertaking a risk assessment which assesses how their learners or staff may be at risk of being radicalised into terrorism, including online, and developing an action plan to set out the steps which will be taken to mitigate any identified risk
- Ensuring their staff know about [Prevent awareness e-learning](#) from the Home Office; the government's [Educate Against Hate](#) website and TCAT and their school's own internal guidance and resources

DSLs, and in their absence any deputies, in consultation with their Headteacher or Head of School and the Trust Education Welfare and Safeguarding Support Officer will be responsible for:

- Handling any referrals to Prevent and/or Channel and supporting staff who make referrals
- Co-operating as reasonably practicable with LA-led Channel panels
- Following up any referrals made to the Prevent
- Providing advice and support to staff on protecting pupils from the risk of radicalisation
- Delivering staff training on the Prevent duty
- Working with external agencies to support pupils at risk of being drawn into terrorism
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism
- Understanding local procedures for making a Prevent referral and making Prevent referrals in the first instance
- Considering if it would be appropriate to share any information with a new school or college in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives
- Undertaking specific prevent awareness training and providing advice and support to other staff on protecting pupils from the risk of radicalisation
- Maintaining an awareness of the risks relating to extremism in the local area
- Maintaining a clear understanding of prevent reporting and referral mechanisms

All staff members will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection
- Immediately raising any concerns with their DSL (or any deputies, in their absence), or in their case of Central Team Staff, the Trust Education Welfare and Safeguarding Support Officer, including where they believe a referral to Prevent is warranted
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to Prevent
- Engaging in staff training on the Prevent duty
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately

4. Promoting fundamental British values

Through the national curriculum, each TCAT school will:

- Teach our pupils a broad and balanced international history
- Represent the cultures of all of our pupils
- Teach a wide range of English and non-English literature
- Commemorate World War 1 and 2
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world

Through our social, moral, spiritual and cultural (SMSC) programme, each TCAT school will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of each school and to society more widely
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures
- Encourage respect for other people

- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

TCAT and each TCAT school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum
- Ensuring that all pupils within the school have a voice that is listened to, e.g. by demonstrating how democracy works via each school's council whose members are voted for by the pupils
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age
- Where appropriate, offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values

As a result of each TCAT school promoting fundamental British values, pupils will be expected to have:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination

5. Community links

Where appropriate, each TCAT school will engage in regular community round-table discussions with local community and religious leaders, and local law enforcement. Trust Board and Local Governing Body meetings will include discussion about extremism and terrorism where appropriate.

Each school will operate an open-door policy for community members to report concerns.

Each school will, where appropriate, partake in community festivals, religious celebrations and other events. Each school will select a range of charities to support across the year which represent the school community, including local community groups.

Each school will develop effective partnerships with local prevent leads, the police and the LA through multi-agency forums.

Each school will maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.

6. Safeguarding from extremism

Each TCAT school will remain alert not only to violent extremism, but also non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism. Each TCAT school will do its utmost to safeguard pupils from being drawn into extremism and terrorism, whilst also ensuring it protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

TCAT and our schools recognise that some groups and organisations that promote extremist ideologies are not proscribed terrorist groups or organisations. These groups support divisive or hateful narratives towards others but may not promote extreme violence. For example, they may hold views that support the distrust or hatred of people with different faiths or undermine the principles of democracy.

TCAT schools have a dedicated DSL who deals with any incidents of extremism and/or terrorism within that school community, supported across TCAT by the Education Welfare and Safeguarding Support Officer. As is each TCAT school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

Each TCAT school has strong relationships with their local safeguarding partners and will involve them at the earliest opportunity if safeguarding issues arise.

Each TCAT school will seek to engage with pupils' parents. Staff will assist and advise parents who raise concerns and point them towards support mechanisms. Each TCAT school will encourage any pupil, parent, staff member or member of the wider school community to speak to the DSL if they have concerns about:

- Pupils becoming radicalised
- Groups, clubs or societies with extremist or radical views
- Friends and/or families of pupils becoming radicalised or involved in extremism
- Pupils planning to visit known areas of conflict
- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism

Visitors and speakers coming into any TCAT school will be vetted prior to them having access to pupils. All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the Headteacher or Head of School. Due diligence checks will also be carried out on those hiring and using the school premises in line with the provisions of TCAT's Guest Speaker Policy.

Pupil-led groups, clubs and societies will be subject to regular unannounced inspections by the appropriate DSL or TCAT's Education Welfare and Safeguarding Support Officer.

TCAT and our schools will incorporate appropriate filtering and monitoring systems to limit pupils' exposure to online risks, including extremist content. Each TCAT school will deal with harmful online behaviour in the same way as offline activity.

Each DSL will work together with TCATs Senior ICT Technician to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or prevent-related concerns.

Preventing radicalisation

Each TCAT school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.

Each TCAT school is aware that extremist propaganda is widely available online and will educate pupils to ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society. Each school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within that school.

All internet activity that takes place on any TCAT site will be recorded, as well as activity on any TCAT-owned computers, laptops and tablets off site, and appropriate filters will be installed to protect children from terrorist and extremist material online, in accordance with TCAT's Online Safety Policy. In accordance with KCSIE and our Child Protection and Safeguarding Policy and Procedures, pupils will be taught about the importance of staying safe online through PSHE lessons.

Each TCAT school recognises that pupils' parents and families are best placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

TCAT schools will not permit speakers who may promote extremist views on our premises.

TCAT schools will always aim to integrate and engage every child within their school and the wider TCAT community. A range of different religious and cultural festivals will be celebrated across the year giving every pupil the opportunity to take part.

Each TCAT school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a pupil has been identified as at risk of radicalisation, their school will take action proportionate to the incident or risk.

7. Identifying concerns

Although extremist behaviour can be presented in many forms, TCAT schools recognise that any concerning changes in behaviour, which may be emotional, verbal or physical, may indicate a safeguarding concern. Each TCAT school recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which is counter to the school's Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil's work
- Disassociation from existing friendship groups

- Distancing themselves from their cultural or religious heritage
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Making significant changes to their appearance
- Family and/or community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

Each TCAT school recognises that some pupils may appear to be at risk or susceptible to radicalisation into terrorism without showing a clear ideology. This could include pupils who:

- Show an interest in multiple extremist ideologies at the same time
- Switch from one ideology to another over time
- Target a 'perceived other' of some kind, but do not otherwise identify with one particular terrorist ideology or cause, e.g. involuntary celibates (incels)
- Are obsessed with massacre, or extreme or mass violence, without specifically targeting a particular group
- Show an interest in conspiracy theories which can act as gateway to radicalised thinking
- May be susceptible to being drawn into terrorism out of a sense of duty, or a desire for belonging, rather than out of any strongly held beliefs

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise with, or support, extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?

- Has the pupil previously been a victim of discrimination or a religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil is:

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- In possession of extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Making significant changes to their appearance and/or behaviour

TCAT schools will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

8. Making a referral

In accordance with TCAT's Child Protection and Safeguarding Policy and Procedures, if any member of staff has any concerns about a pupil, they will raise this with their DSL. The school will ensure that the DSL undertakes awareness training to comply with the Prevent duty. DSLs will provide advice and support to members of staff on protecting children from the risk of radicalisation.

The DSL will inform the pupil that they are going to speak with their parents. Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to Prevent. In most cases, the DSL will refer the case to Prevent where there is a radicalisation concern, as appropriate.

If there is a concern about potential radicalisation into terrorism or reason to believe that someone is susceptible to radicalisation staff members will make referrals using the Prevent national referral form – the DSL will be notified in all cases and will support staff members who do so.

What happens when a person is referred to Prevent?

Prevent referrals will usually follow the process set out below:

1. The local police force will look at each referral first. They will check if there is an immediate security threat. They will also check if there is a genuine risk of radicalisation
2. If the person isn't at risk of radicalisation, they will not be deemed a case for Prevent. Where appropriate, the person may instead be offered other support, for example being referred to mental health services or social services
3. If there is a risk of radicalisation, a panel of local experts will assess the referral. The panel is led by the LA and may include the police, children's services, social services, education professionals and mental health care professionals
4. If the panel decides that a person is at risk, they will be invited to join a support programme called Channel. This is voluntary, so a person can choose whether to take part. If a person chooses not to take part in the programme, they may be offered other support instead and any risk will be managed by the police

The support provided by the Channel programme may include the following:

- Mentoring

- Mental health support such as counselling
- Education or career development support
- Online safety training for parents

The police will be notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence and the school's emergency procedures will be followed.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in TCATs Data Protection Policy.

The school will ensure that all of those involved in a referral understand that referrals are not made to the Home Office and that getting support from Prevent is not a punishment and will not go on a person's criminal record, nor will it impact their education prospects. Instead, it allows any relevant safeguarding support to be provided.

9. Training

All TCAT staff will attend safeguarding training which includes information on preventing people from being drawn into terrorism or extremist groups. Prevent training will be provided annually and will be updated as required. Training will include details of the 'Notice, Check, Share' process.

Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism as required.

Staff will be made aware of:

- [Prevent awareness e-learning](#) from the Home Office
- The government's [Educate Against Hate](#) website
- TCAT and the school's internal guidance and resources

The SLT and DSL in each TCAT school will receive additional support from local partnerships and training on local processes for Prevent. When identifying training needs, consideration will be given to the level of knowledge needed for different roles.

Records will be maintained of training provided to ensure that training needs are being met and kept up to date.

Training will be quality assured by the Trust Education Welfare and Safeguarding Support Officer, and its effectiveness reviewed regularly. Each school will make use of government quality assured prevent training resources.

Staff will be trained to be aware of and to identify concerning behaviour that may indicate a pupil is susceptible to radicalisation, e.g. voicing intolerant narratives.

Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area.

Staff will be trained to be vigilant toward the push and pull factors that could make a pupil vulnerable to being drawn into extremism or radicalisation.

Staff will look out for 'push factors' including where a pupil may be feeling:

- Isolated
- That they do not belong
- That they have no purpose
- Low in self-esteem
- That their aspirations are unmet
- Angry or frustrated
- A sense of injustice
- Confused about life or the world
- Real or perceived personal grievances

In conjunction with these push factors, staff will be aware of the 'pull factors' that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings.

Staff will be aware that pull factors can include where extremist or terrorist groups:

- Offer a sense of community and a support network

- Promise fulfilment or excitement
- Make the pupil feel special and part of a wider mission
- Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- Offer inaccurate answers or falsehoods to grievances
- Encourage conspiracy theories
- Promote an 'us vs. them' mentality
- Blame specific communities for grievances
- Encourage the use of hatred and violent actions to get justice
- Encourage ideas of supremacy

Monitoring and review

At any point this policy is updated or fully reviewed, it will be updated on the main TCAT website and will automatically update on all TCAT school websites simultaneously.

Where an annual check or other check results in minor changes, the Version History will be reviewed and updated with a change in the number following the decimal point, for example, v1.1 ⇒ v1.2. Where the policy is reviewed in full, then the number before the decimal point will change and reset, for example v1.4 ⇒ v2.0.

Any changes made by the CEO in collaboration with the Board Appointed Trustee will be passed to the Trust Board for ratification and subsequently be notified to Clerks to Local Governing Bodies and Headteachers/Heads of School.

TCAT will ensure that any child protection incidents at any of our schools will be followed by a review of the safeguarding procedures within that school and a prompt report to the Local Governing Body and the Trust Board. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to TCAT and the school's procedures.

If any concerns are raised by the LADO or Ofsted about safeguarding issues, the following actions will be taken:

- The DSL conducts an investigation as a priority and comply with any deadlines given
- The Chair of the Trust Board reports to the LADO or Ofsted on the findings of the investigation and sets out any action to be taken
- TCAT and the school endeavours to comply as soon as possible with any recommendations from the LADO or Ofsted

The next scheduled full review date for this policy is 31st August 2027.

Date approved by the Board Appointed Trustee: 3rd August 2026.

To be ratified and recorded in the minutes at the first Trust Board Meeting after 3rd August 2026.

Trust Glossary

AA	Admissions Authority	H&S	Health and Safety
AAI	Adrenaline Auto-Injector (Epi Pen)	HoS	Head of School
ACM	Asbestos Containing Materials	HSE	Health and Safety Executive
AHT	Assistant Headteacher	ICO	Information Commissioners Office
AIR	Attendance Intervention Reviews	IDSR	Inspection Data Summary Report
APDR	Assess Plan Do Review Cycle	IHP	Individual Healthcare Plan
APIs	Application Programming Interfaces	IRMS	Information and Records Management Society
ASC	Autistic Spectrum Condition	IWF	Internet Watch Foundation
ASP	Analyse School Performance	KCSIE	Keeping Children Safe in Education
ATH	Academy Trust Handbook	KS1/2/3/4	Key Stage 1/2/3/4
BAME	Black, Asian and Minority Ethnic Backgrounds	LAC	Looked After Child
BAT	Board Appointed Trustee	LADO	Local Authority Designated Officer
BCP	Business Continuity Plan	LGB	Local Governing Body
BFR	Budget Forecast Return	LLC	Low-Level Concerns
CEO	Chief Executive Officer	LSA	Learning Support Assistants
CFO	Chief Financial Officer	MASH	Multi-Agency Safeguarding Hub
CIF	Condition Improvement Fund	MAT	Multi-Academy Trust

CIN	Child in Need	MFA	Multi-Factor Authentication
CLA	Children Looked After	MFL	Modern Foreign Language
CMIE	Child Missing in Education	NCSC	National Cyber Security Centre
COO	Chief Operating Officer	NoV	Note of Visit
COSHH	Control of Substances Hazardous to Health	NPQ	National Professional Qualifications
CP	Child Protection	PA	Persistent Absence
CPD	Continuing Professional Development	PAN	Published Admission Number
CPOMS	Child Protection Online Management System	PECR	Privacy and Electronic Communications Regulations
CSCS	Children's Social Care Services	PEP	Personal Education Plan
CSE	Child Sexual Exploitation	PEEP	Personal Emergency Evacuation Plan
CTIRU	Counter-Terrorism Internet Referral Unit	PEx	Permanent Exclusion
CWD	Children with Disabilities	PP	Pupil Premium
CYPMHS	Children and Young People's Mental Health Services	PPG	Pupil Premium Grant
DBS	Disclosure and Barring Service	PSHE	Personal, Social and Health Education
DDSL	Deputy Designated Safeguarding Lead	PSED	Public Sector Equality Duty
DfE	Department for Education	PTFA	Parent, Teacher and Friends Association
DHT	Deputy Headteacher	QA	Quality Assurance

DSE	Display Screen Equipment	RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
DSL	Designated Safeguarding Lead	RHE	Relationships and Health Education
DPO	Data Protection Officer	RPA	Risk Protection Arrangement
EAL	English as an Additional Language	RSHE	Relationships, Sex and Health Education
ECT	Early Career Teacher	SA	Severely Absent
EDIB	Equality, Diversity, Inclusion and Belonging	SALT	Speech and Language Therapist
EHA	Early Help Assessment	SARC	Sexual Assault Referral Centre
EHENA	Education, Health and Care Needs Assessment	SBM	School Business Manager
EHCP	Education, Health and Care Plan	SCC	Standard Contractual Clause
EHE	Elective Home Education	SCITT	School-Centred Initial Teacher Training
ELSA	Emotional Literacy Support Assistant	SCR	Single Central Record
ESFA	Education and Skills Funding Agency	SDP	School Development Plan
EVC	Educational Visit Coordinator	SDQ	Strengths and Difficulties Questionnaire
EWOSSE	Education Welfare and Safeguarding Support Officer	SEF	Self-Evaluation Form
EYFS	Early Years Foundation Stage	SEMH	Social, Emotional, and Mental Health
FBV	Fundamental British Values	SENCO	Special Educational Needs Coordinator
FFT	Fischer Family Trust	SEND	Special Educational Needs and Disabilities

FGM	Female Genital Mutilation	SIP	School Improvement Partner
FGMPO	FGM Protection Order	SLA	Service Level Agreement
FOI	Freedom of Information	SLCN	Speech, Language and Communication Needs
FSM	Free School Meals	SLT	Senior Leadership Team
FTS	Find a Tender Service	SPOC	Single Point of Contact
GAG	General Annual Grant	STEM	Science, Technology, Engineering and Maths
GDPR	General Data Protection Regulation	TA	Teaching Assistant
GIAS	Get Information about Schools	TAC	Team Around the Child
HASH	Herefordshire Association of Secondary Heads	TCAT	Three Counties Academy Trust
HBA	Honour Based Abuse	TUPE	Transfer of Undertakings (Protection of Employment)
HR	Human Resources	VSH	Virtual School Headteacher