

PREVENT DUTY

01 December 2023

The Home Office has updated the Prevent duty guidance. There are no new legal or additional responsibilities for schools. However, the following updates have been made:

- * You should designate a staff member to oversee Prevent (although it's likely that your designated safeguarding lead (DSL) already does this)
- * Clarification that you don't need consent to share information about a pupil who might be susceptible to radicalisation.

What is the Prevent duty?

The Prevent duty requires all schools to "have due regard to the need to prevent people being drawn into terrorism", under the Counter-Terrorism and Security Act 2015. The duty covers all types of extremism, whether political, religious or ideological.

What does it mean for your school?

You need to protect pupils from the risk of radicalisation, as part of your wider safeguarding duties and duty to promote the spiritual, moral, social and cultural development of pupils.

To do this, you should:

- * Promote the fundamental British values in your curriculum
- * Make sure your school is a safe space for pupils to discuss sensitive topics, including terrorism and extremism
- * Ensure you have robust safeguarding procedures to identify children at risk
- * Engage with your LA's risk assessment to determine the potential risk of individuals being drawn into terrorism in your local area
- * Make sure you have measures in place to protect pupils from harmful online content, including setting up appropriate filtering and monitoring systems
- * Make sure staff receive training to help them identify pupils at risk, challenge extremist ideas, and know how to act if they have a concern
- * As a minimum, your designated safeguarding lead (DSL) should have Prevent awareness training. But it's best practice for all staff to be trained in the Prevent duty.

<https://www.mi5.gov.uk/threats-and-advice/terrorism-threat-levels>

Threat levels

There are 5 levels of threat:

- low - an attack is highly unlikely
- moderate - an attack is possible but not likely
- substantial - an attack is likely
- severe - an attack is highly likely
- critical - an attack is highly likely in the near future

Threat levels do not have an expiry date. They can change at any time as different information becomes available

National threat level

The threat to the UK (England, Wales, Scotland and Northern Ireland) from terrorism is **substantial**.

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The UK's primary domestic threat comes from Islamist terrorism, with the remainder predominantly driven by extreme right-wing terrorism.

Prevent risk assessment for schools

Person completing: Lucy Deakin, Headteacher

Date Implemented: March 2024

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 pupils vulnerable to radicalisation. Schools should access 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 KCSIE requirements, or following a serious incident.

National Risks – risk of radicalisation generally

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

Risk 1: Extreme Right Wing Terrorism

The government updated its definition of extremism on 14 March, but the DfE is not currently asking schools to adopt this definition or apply the principles. It will review existing guidance in due course.

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)

TERRORISM THREAT LEVEL

CRITICAL	An attack is highly likely in the near future.
SEVERE	An attack is highly likely.
SUBSTANTIAL	An attack is a strong possibility.
MODERATE	An attack is possible but not likely.
LOW	An attack is unlikely.

The public should remain vigilant and report any concerns they may have to the Police at www.gov.uk/ACT or call the police on 101. In an emergency where there is immediate risk to life or property, always use 999.



Northamptonshire Counter Terrorism Priorities



Online Extremism

Self Initiated Terrorism

Extreme Right Wing Terrorism

Islamist Terrorism

Extremism In Prisons



Leadership and Partnership

Category	Risk	Hazard	Risk management	Further action needed
	<i>What is the risk here?</i>	<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>	<i>What does your institution need to further action to address the identified risk(s)?</i>
Leadership	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	<p>Leaders (including governors) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation.</p> <p>The Duty is not managed or enabled at a sufficiently senior level.</p> <p>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.</p>	<p>At CPS, Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.</p> <p>The Headteacher is the Lead DSL and has undertaken the listed training of radicalisation.</p> <p>The Headteacher has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of Prevent risk assessment</p> <p>Lead DSL (Headteacher) has undertaken additional training with LGFL and receives their updates.</p> <p>All DSLs have taken Prevent Awareness Training & Prevent Referrals : HM Government.</p> <p>All Teaching staff have undertaken Prevent Duty Training in January 2024.</p> <p>The Prevent Duty is an agenda item on the PAW Governor committee.</p>	Teaching Assistants and wider school community to undertake training. through the national College - Professional Development Platform.

			Teaching Assistants have an overview of the Prevent Duty through their annual safeguarding training, code of conduct and staff bulletin updates.	
		Leaders do not communicate and promote the importance of the duty.	<p>Safeguarding updates, including Prevent, are shared as weekly feature in staff bulletin.</p> <p>Leaders and those responsible for governance and all staff exemplify British Values in their attitudes and behaviours, through the Curriculum and school activities – e.g Assemblies</p> <p>Fortnightly safeguarding meeting among leadership team ensure all safeguarding concerns are reviewed/ discussed.</p> <p>A DSL attends contextual safeguarding meeting monthly and notes are shared to all DSLs.</p>	DSLs to continue to grow awareness of the threat of terrorism threat and what this means for them as a staff member/ member of public living in an area where there is a substantial threat of terrorism. .
		Leaders do not drive an effective safeguarding culture across the institution.	<p>A Safeguarding culture is firmly embedded throughout CPS – our systems are highly effective.</p> <p>Thresholds and Pathways is used as a reference point in all safeguarding conversations.</p> <p>All staff know that safeguarding is everyone's responsibility and extremism and radicalisation is a safeguarding concern.</p> <p>See Prevent Awareness Poster - displayed in staffroom as a visual reminder of the duty.</p> <p>The Prevent Duty is an agenda item on the PAW Governor committee.</p>	

		<p>Leaders do not provide a safe environment in which children can learn.</p>	<p>KCSIE updates and refresher training is provided annually.</p> <p>Safeguarding policies are shared annually and staff are required to sign to say they have read and understood the policy content.</p> <p>Staff read and sign the school Code of Conduct annually. This is updated to annually to ensure it reflects the school community and its needs.</p> <p>Safeguarding updates are shared weekly in the in staff bulletin.</p> <p>Leaders ensure statutory safeguarding updates and refresher training does not lapse.</p> <p>Weekly Leadership assemblies promote the values of being a <i>good citizen</i> and respond to school/community need.</p> <p>Curriculum leads audited the Curriculum using "The Key's Anti Racist audit" to ensure a broad and unbiased representation of what is taught.</p> <p>Leaders and staff have created, through their stability, clear systems and processes, and an ethos of nurture, a positive and respectful environment. Pupils are safe, they feel safe and understand how to share any concerns.</p>	
		<p>Governors cannot carry out their role to monitor the school's Prevent Policy.</p>	<p>All governors receive KCSIE updates in line with those received by school staff. The Prevent Duty is an agenda item on the PAW Governor committee.</p>	<p>Copy of Completed Prevent Duty shared with PAW committee members for evaluation.</p>

				Governors to undertake further training. through the National College - Professional Development Platform.
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 networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	<p>The leaders of CPS have strong working partnerships with:</p> <ul style="list-style-type: none"> • Local Safeguarding Children's Partnership • DSL / Headteacher forums • Community Safety Partnerships • Police Prevent Team • Local Primary/Secondary schools <p>The Headteacher and leadership team are long serving who have deep rooted community knowledge, the make-up of school families and their circumstances. The team are trusted by school families to act and support those in need without judgement.</p> <p>DSLs know when it is applicable to share information: <i>Share all the information you need to, with an appropriate person or authority, in order to safeguard a child. (GDPR).</i></p> <p>CPS also links well with community religious groups to support the ethnically diverse community of CPS.</p> <p>The Headteacher has signed up to MI5 risk alerts to ensure all leaders are aware of the national picture.</p>	Continue to work closely with partnership organisations.
Capabilities				

<p>Staff Training</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>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.</p> <p>Staff do not access Prevent training or refresher training.</p> <p>Staff do not access Prevent training or refresher training.</p>	<p>Staff are given access to Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation, and to know what to do when such concerns are identified.</p> <p>All staff are required to attend safeguarding training during their induction period and annually thereafter.</p> <p>Safeguarding/Prevent Training: as above</p> <p>Lead DSL (Headteacher) has undertaken additional training with LGFL and receives their updates.</p> <p>All DSLs have taken Prevent Awareness Training & Prevent Referrals : HM Government.</p> <p>All Teaching staff have undertaken Prevent Duty Training in January 2024.</p> <p>The Prevent Duty is an agenda item on the PAW Governor committee.</p> <p>Teaching Assistants have an overview of the Prevent Duty through their annual safeguarding training, code of conduct and staff bulletin updates</p> <p>Governors complete annual safeguarding training. Staff training records are shared via the Training and Development Personnel Committee.</p> <p>A DSL attends contextual safeguarding meeting monthly and notes are shared within the team.</p>	<p>Teaching Assistants and wider school community to undertake training through the national College - Professional Development Platform.</p> <p>The platform provides an electronic training log for all staff.</p> <p>Note : <i>Your Prevent Duty course certificate will not expire. However, to ensure your knowledge of the Prevent Duty is still current and that you remain vigilant in spotting any warning signs that a child may be at risk, we recommend refreshing the course after 2 years from completion. (School year 9/26)</i></p> <p><i>Safeguarding Updates continue to be shared on the weekly Staff bulletin.</i></p>
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			<p>Simple Notice, Check, Share Poster - Poster shared on staff notice board as a prompt/visual reminder of the Duty. Directed Time is given for teachers/TA to undertake training.</p>	
		<p>DSLs and SLT are unable to fulfil their role.</p>	<p>All DSLs meet formally two times per six weeks to discuss individual need/ contextual issues to ensure all DSLs are able to undertake their role.</p> <p>Whilst this is a formally minuted meeting – DSLs are continually communicating re updates on their children, emerging needs and to social care requests for information.</p> <p>A DSL attends contextual safeguarding meeting monthly and notes are shared within the team.</p> <p>.</p> <p>The Headteacher receives Andrew Hall weekly Safeguarding updates. These are shared with relevant staff to ensure all DSLs are working with the most up-to-date information.</p> <p>The school has effective emergency response strategies in place for evacuation/ lockdown/invacuation. Staff and pupils are familiar with these; these are shared and practised each term.</p>	

Information Sharing	Staff do not share information with relevant partners in a timely manner.	<p>Staff do not feel confident sharing information with partners regarding radicalisation concerns.</p> <p>Staff are not aware of the Prevent referral process. Parents/Carers are not aware of Prevent</p>	<p>Croyland Primary 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. <p>All DSLs meet formally two times per six weeks to discuss individual need/ contextual issues to ensure all DSLs are able to undertake their role.</p> <p>They review and build profiles of all children, share concerns, worries and agree further action.</p> <p>Whilst this is a formally minuted meeting – DSLs are continually communicating re updates on their children, emerging needs and to social care requests for information</p> <p>The NNCC has shared the processes for raising concerns regarding radicalisation and making a Prevent referral.</p> <p>Staff have been made aware of the process and it has been made clear through a staffroom poster.</p>	Continue to share information with staff on noticeboards, staff bulletins and training days.
Reducing Permissive Environments				
	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist	The setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism	Anonymous pupil safety surveys are conducted termly to identify individuals and themes that leaders can act on to support pupils with feeling safe.	

Building children's resilience to radicalisation	organisations and extremist ideologies that underpin them.	and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	<p>CPS has a pastoral team that provides drop in support/ intervention to support identified children and dig deeper into their words.</p> <p>Online Safety and how to share your concerns is taught through our E – safety Curriculum,</p> <p>Classroom posters make clear which staff are available for children to talk to – if they need it.</p>	
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of pupils and fundamental British values and community cohesion.	<p>School ethos of "belonging to a family". Assemblies focus on together as a unit/ a pumpkin patch.</p> <p>Class and individual reward systems including Croyland Spotted rewards celebrate the unit of the class.</p> <p>Curriculum leads audited and revised curriculum using "The Key's Anti-Racist Audit" to ensure broad and unbiased representations across all subjects,</p> <p>Curriculum coverage is monitored at the end of every term to ensure all subjects, including PSHE, RE, Celebrity C Factor, are taught to all pupils.</p> <p>Teaching is monitored by leaders through observations and book checks and is quality assured to ensure all LTP are being followed.</p> <p>Pupils are taught through Oracy/Assemblies/PHSE how to engage with views, beliefs and opinions that are different from their own in considered ways.</p>	<p>June 2024 New Government</p> <p>Leaders to act swiftly on any new expectations that are shared from Parliament</p> <p>August 2024 Right wing Protest Leaders to act swiftly on any expectations that are shared from Parliament.</p> <p>LD create a Blue Fish Guide to British Values/Link to School Values</p>

			RE; Curriculum ensures all school religions are taught- no family is left feeling marginalised. Children are used as Teaching tools to celebrate their individual beliefs, customs, and life journeys.	
Recruitment	Children learning inappropriate extremist content via staff.	Staff do not support the school's values and ethos, or they support and promote extremist ideas.	<p>The staff recruitment process reflects the school's values and promotes good safeguarding practice.</p> <p>School values and commitment to safeguarding are included in job advertisements.</p> <p>The annually reviewed Staff Code of Conduct makes clear the ethos and climate of the school as well as detailing systems and processes.</p> <p>Safer recruitment procedures are followed. The school's new induction programme includes Prevent awareness training, which highlights school specific requirements and procedures.</p> <p>School Values/British Values are revisited weekly in the theme of Leadership assemblies All classroom staff are party to these assemblies</p>	

IT & Online Safety	Ineffective IT policies increases the likelihood of pupils and staff being drawn into extremist material and narratives online. Inappropriate internet use by pupils is not identified or followed up.	Pupils can access terrorist and extremist material when accessing the internet at the institution. Staff can access terrorist and extremist material when accessing the internet at the institution.	<p>The school's internet is filtered by web admin schools broadband so as to ensure children are not exposed to inappropriate materials; in this case, access to extremist ideas.</p> <p>Staff internet blocked searches are shared monthly with the Headteacher/whole school to make staff aware that searches are undertaken.</p> <p>The ICT curriculum includes teaching pupils how to stay safe online. Online safety training is embedded in the PSHE & IT curriculum and in our "Acceptable Use" document for pupils. These are included in our pupil reading journals and are updated biannually to reflect the current online safeguarding need.</p> <p>Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable and to report concerns about what those in their friendship group may be sharing.</p>	
	Children accessing inappropriate material on own devices in their own time.	Pupils access extremist material on their own devices or on social media, or are targeted for online radicalisation.	<p>The ICT curriculum includes teaching pupils how to stay safe online. Online safety training is embedded in the PSHE & IT Curriculum and in our "Acceptable Use" document for pupils.</p> <p>Pupils are encouraged to report any material they come across online - even when they are at home, which makes them worried or uncomfortable and to report concerns about what those in their friendship group may be sharing or doing online.</p> <p>Parents are provided with support on how to help their children access the internet safely and spot the signs of radicalisation.</p>	

Visitors	<p>External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.</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>Pupils are exposed to extremist ideologies by visiting speakers.</p>	<p>Croyland operate a secure and robust visitor checking system including volunteers and contractors. Photo and address ID is checked and DBS details are recorded on SCR.</p> <p>The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.</p> <p>Visitors in RE and PSHE are not left unsupervised and are accompanied by a teacher or subject lead. CPS is not a venue to promote radicalisation.</p> <p>Staff are aware to challenge a visitor without a lanyard or unaccompanied whilst wearing a red lanyard.</p> <p>The materials that visiting speakers deliver are discussed and approved prior to their visit.</p>	
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Support Available	
Prevent e-learning	Home office offer a free e-learning package on Prevent covering: <ul style="list-style-type: none"> * 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/
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#c-a-risk-based-approach-to-the-prevent-duty
Understanding Channel	An overview of channel support and the Prevent Multi-Agency Panels (PMAP). https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance
Sign up for Hate Against Hate newsletter	Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect pupils from radicalisation https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac
Resources for having difficult classroom conversations	Educate Against Hate has a range of resources to help teachers conduct difficult conversations with pupils. 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
Teach about online extremism	The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach pupils about staying safe online. https://www.educateagainsthate.com/resources/going-too-far/
Web filtering and online safety	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. https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring You can test whether your internet service provider removes terrorist content at http://testfiltering.com/ The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure pupils are safe online and appropriate safeguards are in place.
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. https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law

Local advice and knowledge

Sylvia Morton Safeguarding in Education- NNCC Safeguarding contacts
<https://www.northnorthants.gov.uk/safeguarding-education-service/about-safeguarding-education-service>

Prevent Referrals

If you have concerns about anyone in school being radicalised,
please contact a Designated Safeguarding Lead

December 2023

There is a new system to report Prevent referrals in to the Police.

Please do not use any previously saved forms.

Refer someone to the Prevent Team | Northamptonshire Police (northants.police.uk)

Contact **Police Prevent Team** for advice and guidance

Email: prevent@northants.pnn.police.uk or Telephone 101 ext. 341166

Prevent Referrals

If you've seen or heard something that could potentially be related to terrorism, trust your instincts and report it. Your actions could save lives.

It only takes a moment to make a report online.

In an emergency, or if you need urgent police assistance, you should always dial 999.

You can also report suspicious activity by contacting the police in confidence on 0800 789 321.

Every year thousands of reports from the public help the police keep communities safe from terrorism.

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[Refer someone to the Prevent Team | Northamptonshire Police \(northants.police.uk\)](#)

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Email: prevent@northants.pnn.police.uk or Telephone 101 ext. 341166