

**includEd Learning**

**Independent Specialist Education Provider**



## PREVENT STRATEGY

## → What is the Prevent Strategy?

### Introduction

At IncludEd Learning, we are dedicated to promoting the safety and wellbeing of our pupils. As part of our safeguarding responsibilities, we fully support the UK government's Prevent strategy, which aims to prevent individuals from being drawn into terrorism or extremist ideologies.

Our school works closely with local authorities, police, and other agencies to identify and provide early intervention for those who may be vulnerable to radicalisation.

We are committed to ensuring that all members of our school community are aware of the signs of radicalisation and understand the importance of reporting concerns. Staff receive regular training to support this, and our policies reflect the need to protect our pupils from all forms of harm.

### How Does The Prevent Strategy Apply To Schools?

The **Prevent strategy** is implemented in the school as part of the broader safeguarding framework to protect pupils from the risk of radicalisation and extremism. Schools play a crucial role in identifying vulnerable individuals and providing support. Here's how it is implemented:

#### 1. Leadership and Policy

- The school has clear policies in place that outline their commitment to the Prevent strategy. The Safeguarding and Child Protection Policy includes specific sections on Prevent, which are reviewed regularly.
- School leadership, including the Designated Safeguarding Lead (DSL), is responsible for overseeing the implementation of Prevent. They ensure the strategy is embedded in the school's ethos and day-to-day operations.

#### 2. Staff Training

- All staff receive **Prevent awareness training**, which equips them to recognise the early signs of radicalisation or extremism. This training helps them understand their role in safeguarding pupils and knowing how to respond if they have concerns.
- The training covers how to make referrals to the appropriate channels, like the school's safeguarding team or external agencies such as the local authority's **Channel Panel**, which supports individuals vulnerable to radicalisation.

### 3. Curriculum Integration

- The school integrates Prevent into the **curriculum**, especially through subjects like **Personal, Social, Health, and Economic (PSHE) education**. These subjects promote critical thinking, tolerance, and understanding of different cultures and religions.

### 4. Pupil Support

- The school provides a safe and supportive environment where pupils feel comfortable discussing any issues that concern them, including radicalisation.
- Pastoral care teams and therapists may work with pupils who are identified as being at risk. The school may also engage external services or **support programs** like the Channel initiative, which provides tailored interventions to address the specific needs of vulnerable pupils.

### 5. Online Safety

- Through **e-safety lessons**, students learn how to navigate the internet safely.
- The school also monitors internet use within the school environment, using appropriate filtering and monitoring systems to detect any access to extremist materials.

### 6. Partnership with Local Authorities and External Agencies

- The school works in partnership with **local authorities, the police, and other agencies** to implement the Prevent strategy effectively. This includes sharing information and making referrals if concerns arise about a student's vulnerability to radicalisation.

### 7. Reporting and Referrals

- If staff notice any behaviour that suggests a pupil may be at risk of radicalisation, they can make a **referral to the school's safeguarding team**. The team, led by the DSL, assesses the concern and may refer the pupil to external agencies, such as the **Channel Panel** or local Prevent coordinators, for further intervention.

### 8. Promoting British Values

- The school promotes **fundamental British values** such as democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These values are embedded throughout school life, helping students build resilience against extremist ideologies.

## Key Terms

**Extremism** – vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs.

**Ideology** – a set of beliefs.

**Terrorism** – a violent action against people or property, designed to create fear and advance a political, religious or ideological cause.

**Radicalisation** – the process by which a person comes to support extremism and terrorism.

## What Does This Mean At IncludEd Learning?

Many of the things we already do at school, including the clear teaching of our ethos and values, help our pupils become positive members of society. Our curriculum and a variety of school activities also contribute to the Prevent strategy. At IncludEd Learning we:

- Put the safeguarding of our children above everything else
- Train our staff to spot signs early on and to voice concerns immediately
- Challenge prejudices and any racist comments
- Learn about a variety of religions through our RE teaching
- Develop high self-esteem for all pupils
- Promote the spiritual, moral, social and cultural development of pupils
- Promote British values such as democracy through our school council
- Protect our children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting who comes into school to work with pupils.

Please click the link to see the most recent Government Prevent documentation.

[Prevent duty guidance: Guidance for specified authorities in England and Wales](#)

**Ms. N Khan Pre Head of Centre/Prevent Lead - October 2024**

**Date of next review - October 2025**

## IncludEd Learning Prevent duty risk assessment

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's [statutory guidance](#).

This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

**Extremism** is defined as 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. Extremism isn't exclusive to any section of society and can take many forms.

**Radicalisation** is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Assessment / Audit Levels grid		
RAG Rating	Self-Audit Level	Definition
Red – not met	4 - inadequate	There is no policy or practice in place and/or requirements of the Prevent duty and EIF are not being implemented effectively
Amber – in progress	3 - basic	There is policy or fundamental aspects of practice in place, but they are not detailed in scope or scale, or embedded in routine practice and are insufficient to address complex or challenging environments or incidents
Green - completed	2 - business as usual	Required policy and practice are effectively embedded and staff and students are included in their development; Policies are detailed, applied across the organisation in all relevant areas of business and are supported by robust and transparent management and governance processes
Blue – N/A	1 - advanced	There is sound and effective implementation and understanding of how policy and practice work together to implement all relevant requirements of the Prevent duty and EIF to safeguard students. There is ongoing reflection of best practice, testing of impact and effectiveness and knowledge is shared across the institution and with appropriate networks and partners

# Leadership

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	RESPONSIBLE	RISK LEVEL	SELF AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Pupils, staff and Advisory Panel members Visitors	<p>The school values clearly set out our commitment to British values. For example:</p> <ul style="list-style-type: none"> <li>Values are displayed on the home page of our website</li> <li>Values include a commitment to tolerance, diversity and mutual respect</li> <li>Regular discussions to promote British Values</li> <li>Embedded PSHE curriculum linked to Emotional Wellbeing programme</li> <li>Annual focus days through the year such as online safety week, wellbeing week, safeguarding week.</li> </ul>	HT / SLT		1	<p>Continue to ensure British Values are promoted in all aspects of school life</p> <p>Raise profile of school values, Curriculum rationale</p>
Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Pupils and staff	<p>School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same.</p> <p>School leaders stay up to date with local developments and risks. Include any specific steps taken, for example:</p> <ul style="list-style-type: none"> <li>The school is in regular communication with local police/ PCSO</li> </ul>	HT / SLT		1	<p>Regular briefings to include Prevent duty.</p> <p>All teaching and support staff to complete online Prevent training: <a href="#">Prevent duty training</a></p> <p>Refresh the leadership team on the school's responsibilities under the Prevent duty.</p>

<p>Arrangements and resources in place to provide pastoral care and support as required are not in place.</p> <p>Monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies are not in place.</p>	Pupils and staff	<p>Class teachers &amp; support staff trained to identify any concerns relating to extremist behaviour</p> <p>CPOMs system used to alert and monitor any concerns</p> <p>Support provided by the Head as Safeguarding &amp; Attendance Lead &amp; SLT</p> <p>All relevant policies in place</p>	HT / SLT		1	<p>Continue to update staff training</p> <p>Monitor concerns on CPOMs &amp; ensure all actions are logged</p>
---	------------------	---	----------	--	---	---

## Working in Partnership

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	RESPONSIBLE	RISK LEVEL	SELF AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils and staff	<p>We work &amp; communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism.</p> <p>The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism.</p> <p>Records of referrals are kept on CPOMS, and referrals are followed up appropriately.</p>	All staff		1	Use of CPOMs to share concerns to continue

# Training and Capability

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	RESPONSIBLE	RISK LEVEL	SELF AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Pupils and staff	<ul style="list-style-type: none"> <li>• All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education.</li> <li>• All staff have completed Prevent training through gov.uk.</li> <li>• Staff members are aware that they can go to SLT for advice, support, and to escalate concerns.</li> <li>• The school community actively embraces British values.</li> <li>• Whole school events and medium-term plans, where appropriate ( eg, Mental Health &amp; Wellbeing week, World Book day, rewards, PSHE, curriculum, peer mentors.</li> </ul>	HT/LT		1	<p>Update our child protection policy annually.</p> <p>Induction process to include Prevent training &amp; KCSIE updates.</p> <p>All school staff have regular safeguarding briefings, including the Prevent duty.</p> <p>All staff to complete online 'safeguarding' training which includes extremism and radicalisation.</p> <p>NKN provided with the link in order to complete online Prevent training: <a href="#">Prevent duty training</a></p> <p>Continue exploration of opportunities to promote British values</p> <p>All staff to be able to report safeguarding concerns, including those of extremism and radicalisation through CPOMS.</p>

Advisory Panel members cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils and staff	All members have read our child protection policy and Keeping Children Safe in Education.	HT/SLT		1	<p>Advisory Panel – Provided with Prevent guidance from Gov.uk, including KCSIE updates - LA training – regular updates to be provided</p> <p>Risk assessment and Prevent statement shared in meeting &amp; on website</p> <p>Members to be provided with the link in order to complete online Prevent training: <a href="#">Prevent duty training</a></p>
Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupils and staff	<p>The staff recruitment process reflects the school's values and promotes good safeguarding practice.</p> <ul style="list-style-type: none"> <li>• School values and commitment to safeguarding are included in job advertisements</li> <li>• Safer recruitment procedures are followed</li> </ul>	HT/SLT		1	All staff able to recruit attend regular 'safer recruitment' training and updates

# School Curriculum and Culture

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	RESPONSIBLE	RISK LEVEL	SELF AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British Values	Pupils	<p>Opportunities to promote British values are clearly identified within all curriculum areas.</p> <p>Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies.</p> <p>Discussions reference British Values led by phase leaders (First News)</p>	All staff		1	Review our current practices for promoting British Values and consider where we could do more to embed these values into our curriculum
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils, staff, AP members and parents	<p>Our behaviour policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour.</p> <p>Pupils are encouraged to challenge harassment or abusive behaviour among their peers.</p>	All staff		1	<p>Review and update behaviour policy annually Anti-bullying week annually</p> <p>Regular discussions with children re: expectations, how to report &amp; strategies to resolve conflict</p>
British values are not promoted outside of the classroom	Pupils and staff	<p>Steps taken to promote British values around the school include:</p> <ul style="list-style-type: none"> <li>• Pupils participate in democracy through school council and student leadership elections</li> <li>• Discussions promoting diversity, human rights, and</li> </ul>	All staff		1	<ul style="list-style-type: none"> <li>• Through PSHE/RE and other curriculum activities, pupils are able to explore political, religious and social issues.</li> <li>• Pupils are taught about the diverse national, regional</li> </ul>

		respect <ul style="list-style-type: none"> <li>• Celebrations from multiple religions and cultures are celebrated around the school</li> </ul>				and ethnic identities in the UK and the need for mutual respect. <ul style="list-style-type: none"> <li>• Relevant staff are aware of the government guidance</li> </ul>
--	--	--	--	--	--	--

## IT and Internet Safety

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	RESPONSIBLE	RISK LEVEL	SELF AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Pupils	<p>The ICT curriculum includes teaching pupils how to stay safe online.</p> <p>Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.</p>	SW / IT team / CLPT		1	<p>Share online safety factsheets with parents to help them support their children</p> <p>Ensure all IT policies are updated regularly</p> <ul style="list-style-type: none"> <li>• Online safety policy</li> <li>• Acceptable use policy</li> <li>• Anti-bullying policy</li> </ul> <p>The curriculum for computing and PSHE reflects this duty.</p>

## Speaker and Events

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	RESPONSIBLE	RISK LEVEL	SELF AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	Details of your procedures for visiting speakers, for example: <ul style="list-style-type: none"> <li>• The materials that visiting speakers deliver are discussed and approved prior to their visit</li> <li>• Visitors are never left alone with pupils</li> </ul>	All staff		1	Robust policies and checks in place to ensure visitors do not hold extremist views  Ensure staff aware of expectations for all visitors in school, including check of content & evaluations from other schools where content has been delivered
The school site is used to host events which support extremist ideologies or promote hatred	Pupils and staff	All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred	n/a	n/a	n/a	No hiring / letting agreements in place at present

## School Security

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	RESPONSIBLE	RISK LEVEL	SELF AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
Non-approved visitors access the school site to spread extremist ideology	Pupils and staff	Visitor procedure includes: <ul style="list-style-type: none"> <li>• All visitors to the school must sign in electronically and wear ID badges</li> <li>• Visitors are accompanied around the school site by a member of staff at all times</li> </ul>	All Staff		1	Review policies & procedures regularly follow legislation

