# LAAT
# Prevent Duty Policy

This is policy for the Trust Central Team and all Schools, in particular Executive Headteachers, Headteachers and Prevent Leads.

It should be read alongside the Trust and School's Safeguarding Policy, Health and Safety Policy and Critical Incident Planning.

This guidance sets out:

- The Trust's overall commitment to Prevent as part of its overall safeguarding duties.
- Each school's commitment to Prevent as part of its overall safeguarding duties.
- The relationship between the Prevent Duty and RSHE.
- A Prevent Action Plan template.
- Appendices to support and guide schools.

## Trust statement of commitment to the Prevent Duty

We recognise our role within the Prevent Duty, as part of our wider safeguarding and welfare responsibilities outlined in KCSIE and Working Together to Safeguard Children, in helping our schools prevent the risk of pupils becoming terrorists, supporting terrorism or supporting any extremist views which advocate hate speech and harm to others. This could be through violent or non-violent extremism. (*Prevent Duty Guidance, 2023 and The Prevent Duty: an introduction for those with safeguarding responsibilities, September 2023).*

We recognise our responsibility to ensure robust recruitment processes are in place to both deter and stop unsuitable staff from working with our children. Part of this starts before appointment and during the recruitment process. Due Diligence is done to ensure as far as possible that no staff in our schools have affiliations with an extremist groups, organisations or individuals (see appendix 1).This is set out in our recruitment protocols and our expectations of employed staff is also set out clearly in our Code of Conduct for All Adults and ICT User and Social Media Policy. All contracts of employment and Job Descriptions require colleagues to comply with this legislation and legal duties.

We expect our schools to work with their local partnerships, to understand the particular **local risks** for the pupils in their setting and expect that all staff, volunteers and Governors undertake annual training on preventing radicalisation and extremism. The chosen Trust course (via Flick) is in line with all DFE requirements and is signed off as approved training course by the Home Office.

We expect our school leaders, and Prevent Lead, to know the local Prevent referral process and the local partners that can offer advice, guidance and any local threats and risks in their local area, as well as national sources of support.
**These are our actions to support this duty:**

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| **Identifying and reporting risk** | 1. Trust Prevent Guidance and Action Planning support.<br>**2.** Trust expectations around the prevention of extremist speakers and literature in schools, including online access.<br>**3.** Knowledge and expertise of Trust Safeguarding Team in supporting schools with their wider Prevent Duty. |
| **Working in Partnership** | 1. Trust Safeguarding Team in contact with DFE regional Prevent coordinators and access to briefings and local eventshttps://www.gov.uk/guidance/regional-prevent-education-coordinator<br>2. Trust acting to support schools with identification of local risk.<br>3. The promotion of schools being in contact with their local services, including the police. |
| **Ongoing Professional Development** | 1. Trust professional plan for Prevent via Flick, Leadership briefings and Safeguarding 'spotlights.'<br>2. Scheduled supervision which includes any Prevent Duty cases.<br>3. Central Team training on Prevent, relevant to role.<br>4. Trust Safeguarding Team are Prevent trained. |
| **Technology** | 1. Provision of Trust wide filtering and monitoring via *Securly.*<br>2. Trust access to *Securly* alerts and reports to monitor any Prevent concerns.<br>3. ICT User and Social Media Policy makes clear expectations of safe and compliant use of technology both in and outside of school/office. Conduct and use outside of school/office is deemed the same in regard to prevent duty guidance..<br>4. The Trust code of conduct for all adults prohibits affiliation with extremist groups and individuals, including online and sets out expectations for conduct.<br>**5.** Trust wide banned sites for pupils including all social media and YouTube to prevent online access, including on devices pupils take home. |

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| **Building Resilience through the curriculum** | 1. To design curricula that specifically address the issues and provide pupils with counter narratives to extremist views.<br>2. To support pupils to critically explore issues, including extremist views, in a safe, age appropriate and protective environment.<br>3. Embedding British values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs across subjects.<br>4. Incorporating opportunities for pupils to develop critical thinking, empathy, and respectful debate through PSHE, Citizenship, and Humanities.<br>5. Ensuring staff are equipped to facilitate sensitive discussions and challenge extremist ideologies appropriately.<br>6. Promoting digital literacy and online safety education to help pupils recognise and resist extremist content online. |

## How Prevent links with RSHE

Both the September 2026 RSHE (Relationships, Sex and Health Education) guidance and the Prevent Duty for schools have a shared focus on safeguarding, resilience building, and preparing pupils for modern Britain and the World beyond, in the following ways:

**1. Shared Safeguarding Objectives**

Both the Prevent Duty and RSHE aim to protect children from harm. The Prevent Duty requires schools to have "due regard to the need to prevent
people from being drawn into terrorism" under the Counter-Terrorism and Security Act 2015.

RSHE 2026 strengthens this by embedding safeguarding themes directly into the curriculum, including:

- **Online safety** (e.g. sextortion, deepfakes, incel ideology)
- **Misogyny and toxic online influence**
- **Violence against women and girls and we also add LGBTQ+ to this group**
- **Suicide prevention and mental health support**

These topics help build pupils' resilience to extremist narratives and manipulation which are core goals of Prevent.

2. **Reducing Permissive Environments**

The Prevent guidance introduces the concept of "reducing permissive environments"—spaces where extremist ideologies might flourish.

RSHE 2026 supports this by:

- Promoting **critical thinking** and **media literacy**
- Teaching pupils to **recognise and challenge harmful ideologies**
- Encouraging respectful discussion of **protected characteristics** under the Equality Act

This helps schools create environments that are inclusive, informed, and resistant to radicalisation and extremism, including hate speech.

**3. Curriculum as a Tool for Resilience**

The Prevent guidance emphasises using the curriculum to build resilience against radicalisation.

RSHE 2026 does this by:

- Teaching **emotional literacy** and **mental health awareness**
- Addressing **grief, loss, and loneliness**
- Including **age-appropriate discussions** on gender, identity, and relationships

These elements help pupils understand themselves and others, reducing vulnerability to extremist recruitment and ideologies.

**4. Staff Training and Whole-School Approach**

Both frameworks stress the importance of staff being trained to identify and respond to safeguarding concerns.
RSHE 2026 requires schools to:

- Ensure staff are confident in handling disclosures
- Use **distancing techniques** and **safe learning environments**
- Communicate clearly with parents and governors

Prevent guidance similarly calls for proportionate training based on local risk and for safeguarding to be integrated into broader school policies.

**Prevent Action Plan (2025/2026)**

**School Name: Harrowby C of E Primary School**

**School's statement of commitment to the Prevent Duty**

Our school is part of Lincoln Anglican Academy Trust (LAAT) and we recognise our role, within the Prevent Duty, in helping to prevent the risk of our pupils becoming terrorists, supporting terrorism, or supporting any extremist views which advocate harm and hate to others. This could be through violent or non-violent extremism. This includes safeguarding pupils from extremist ideologies and radicalisation (*Prevent Duty Guidance, 2023 and The Prevent Duty: an introduction for those with safeguarding responsibilities, September 2023).*

Our school understands the particular local risks for the pupils in our setting and our staff have undertaken annual training via our E Learning portal that includes;

- The definitions of radicalisation, terrorism, extremism, and hateful extremism, a look at lone actors, as well as identifying who is most at risk and how people become radicalised.
- Forms and consequences - The methods used by those seeking to radicalise – in particular on social media. Reasons why people are attracted to extremism, consequences of radicalisation - for individuals and their families.
- Signs and behaviours - when to take urgent action, how to act if you suspect someone is being radicalised, what to do.
- Action - The Government's counter-terrorism strategy, including Contest, Prevent and Channel, the Counter-Terrorism and Security Act, Prevent Duty Guidance and requirements, and who to contact for help.
- Extremism - A detailed look at different types of extremism and the dangers it poses to the UK, as well as what is being done to counteract it.

Our school leaders, and Prevent Lead, know the local Prevent referral process and the local partners that can offer advice, guidance and any local threats and risks in our local area. These partners are:

- Local Authority Prevent lead
- DfE regional Prevent coordinator (via the Trust)
- Local Authority children's services
- Safeguarding Children Partnership
- Local policing team

Our school leaders, and Prevent Lead, know how to identify support for a pupil at risk of radicalisation and have built in opportunities within our curriculum to build resilience including how to keep pupils safe online and reduce their exposure to Permissive Environments which are spaces where extreme ideologies may flourish.

Our staff have no affiliations with any extremist groups or individuals and fully understand that any such affiliations could be in breach of the Trust's Code of Conduct for All Adults and the Child Protection and Safeguarding Policy.

**Prevent Action Plan for East Ravendale C of E Primary School** **Name of Prevent Lead: Becky Farr**

**Anything written in red will need to be deleted prior to publication. Actions can be added to this template but not deleted.**

**Local factors affecting our school:** There are no known factors that place the school at any higher risk than other schools in the area.

| Duty | Evidence | Action | By Whom | Monitored by |
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| **Identifying and reporting risk** | | | | |
| ***Assess the risk of children being drawn into terrorism and other extremist views, and report concerns.*** | All staff, commensurate with their role, can demonstrate an understanding of the general risks around pupils becoming radicalised. | All staff have read the most current version of KCSIE and know how to minimise and report pupils at risk of radicalisation and extreme hate world views.<br><br>All staff have Undertaken Home Office approved training on preventing radicalisation (Flick). | All staff | SG Governor<br>HT (if not the Prevent Lead) |
| | The school's DSL and DDSLs have an enhanced knowledge of the risks around pupils becoming radicalised by extremist views, including politics, ethnicity, faith, gender and sexual identity. | The DSL & DDSL(s), one of which will be the Prevent Lead, have had enhanced | DSL<br>DDSL<br>Prevent Lead | SG Governor |

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| | | training, via the Trust, and Government websites such as *'Educate Against Hate'* and take responsibility for the annual construction of the Prevent Action Plan, its implementation and monitoring, in line with their broader safeguarding duties. | | |
| | Any pupil at risk of radicalisation has a support plan to minimise this risk, including liaison with the appropriate bodies such as the LA to report the concern. This may be in tandem with statutory interventions put in place by a Channel panel following their assessment. | The Prevent Lead oversees the construction, implementation and monitoring of any individual pupil's plan, | Prevent Lead | SG Governor<br>EHT/HT (if not the Prevent Lead)<br>Trust SG Team. |

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| | | reporting these to the LA and informing the Trust SG Team. | | |
| | The school has a Prevent Lead which is either the DSL or one of the DDSLs and as such they are a critical part of the school's Safeguarding Team. | This is always either the DSL or one of the DDSL(s) and this information is shared with all staff and Governors. | EHT/HT | SG Governor |
| | All staff know the internal processes for raising a concern under the Prevent Duty and the Prevent Lead knows how to report a Prevent concern to the LA. The Prevent Lead is aware of the assessment stages of the Prevent Case Management and possible escalation to Channel (see appendix for flow chart of Prevent referral). | The Prevent Lead regularly, and no less than termly, reminds all staff of the risks of radicalisation and how to report this to them as part of the Safeguarding Team. | All staff Prevent Lead | SG Governor EHT/HT (if not the Prevent Lead) |

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| | The Prevent Lead knows how to report a risk to the Trust Safeguarding Team, following a Prevent referral to their LA. | The Prevent Lead has the contact details of the Trust SG team and can articulate the mechanism of informing them of a Prevent concern.<br>All Prevent concerns are logged on CPOMs in addition to a formal referral to the Local Authority, including the outcome of the referral and whether the case is being referred to Channel. | Prevent Lead | SG Governor<br>EHT/ HT (if not the Prevent Lead<br>Trust SG Team |

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| **Prohibit extremist speakers, events and literature in school, including access to harmful online content.** | All speakers, events and literature are triaged by the school's Senior Leadership Team (SLT)with all origins checked and cross referenced with the Trust's assured providers. | All events and speakers to provide a detailed content plan. SLT to conduct due diligence by researching and sense checking origins, including links to 3rd party organisations. School staff are always present and empowered to intervene appropriately, if necessary. | SLT<br>Prevent Lead<br><br>SLT<br>Prevent Lead | SG Governor<br>Trust SG Team |
| | The school monitors any *Securly* alerts for unrecognised or prohibited websites, including on school devices used at home. | Any literature to be assessed by SLT in the first instance and SLT to conduct due diligence by researching and sense checking origins, including links to 3rd party organisations. | Prevent Lead<br>SLT | |

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| | | Any *Securly* alerts which pupils are staff are attempting to access prohibited organisations, sites or individuals, is to be recorded and reported as a Prevent concern, including reporting to the Trust Safeguarding Team.<br>If the concern is regarding a staff member, Trust Colleague Services, are informed without delay for guidance and considering CP and SG referrals to LADO and channel/police as required. | | |

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| **Working in Partnership** | | | | |
| **The school works with the LA and local services.** | The school knows, and keeps up to date contact with:<br>• The LA Prevent lead<br>• DfE regional Prevent coordinator (via the Trust)<br>• LA children or adult services<br>• safeguarding children partnership<br>• The local policing team | Prevent Lead to check these contacts each year and share with SLT and staff, displaying prominently on staff notice board. | Prevent Lead<br>SLT | SG Governor |
| **The school liaises with the Trust SG team to exercise its Prevent Duty.** | The Prevent Lead attends Leadership briefings and all relevant training. | Prevent messages are heard and shared in school.<br><br>Prevent Lead has all of the relevant contact details for reporting to the Trust. | Prevent Lead | SG Governor<br>EHT/HT (if not the Prevent Lead) |
| **The school uses the existing SG arrangements in exercising its Prevent Duty.** | Staff notify the Prevent Lead of a Prevent concern by initially notifying them via CPOMs. The Prevent Lead will then make the referral to the Local Authority notify the Trust SG team. (see appendix for flowchart of referral). | Prevent Lead regularly, and not less than termly, reminds staff of how to report a Prevent concern. | Prevent Lead | SG Governor<br>EHT/HT (if not the Prevent Lead)<br>Trust SG Team<br>Trust Data Analysts |

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| | | The Prevent Lead regularly analyses, and not less than termly, any Prevent concerns and referrals to look for patterns and trends for any identified pupils or groups at risk reporting this to the school safeguarding team. | | |
| **Supporting parents' and carer's understanding of the school's Prevent Duty.** | Parents and Carers are aware of the school's Prevent Duty as part of its broader SG duty.<br><br>Parents and Carers know how to report a Prevent concern to the school.<br><br>Parents and Carers know how to access information about the school's Prevent Duty. | Prevent Lead to ensure parents/carers know how to report a concern.<br><br>The school's SG pages on the website also detail the Prevent Duty.<br><br>The school shares the Prevent Action Plan with all stakeholders via the school's website. | Prevent | EHT /HT (if not the Prevent Lead)<br>SG Governor<br>Trust SG Team |

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| **Governors engaging critically with Prevent as part of their wider Safeguarding duties** | Governors are confident in monitoring and evaluating the school's Prevent Duty effectiveness across:<br>1. Policy and process<br>2. Training and Awareness<br>3. Community and Parental Engagement<br>4. Curriculum and Resilience/Critical Thinking<br>https://www.nga.org.uk/news-views/directory/navigating-the-prevent-duty | The SG Governor and Prevent Lead monitor the effectiveness of the Prevent Action Plan twice per academic year and report to the Academy Committee.<br><br>The SG Governor completes two monitoring visits regarding the School's Prevent Duty which will include the 4 areas across the year. | Prevent Lead | Academy Committee<br>EHT/ HT (if not the Prevent Lead) |

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| **Ongoing professional development** | | | | |
| **All staff, Governors and volunteers receive adequate training in how to identify and challenge extremist ideas and report them.** | Prevent training is mandatory for all staff, Governors and Volunteers, as part of the wider SG duty.<br>There is a broad and regular training program in place which includes **some of the following, over time**:<br>• School-based training (as part of the mandatory annual updates on SG) and ongoing staff briefings<br>• Trust training and briefings<br>• Refresher training for Prevent Leads (annually)<br>• Education Against Hate resources https://www.educateagainsthate.com/<br>• Action Against Counter Terrorism https://actearly.uk/<br>• Notice, check, share procedures https://www.support-people-susceptible-to-radicalisation.service.gov.uk/awareness-course/introducing-notice-check-share-procedure<br>• Specific Governor training www.nga.org.uk/news-views/directory/navigating-the-prevent-duty<br>• Other refresher courses via the Gov.uk site https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities#staff-responsibilities-in-relation-to-the-prevent-duty | The Prevent lead, in consultation with SLT and the Trust, and taking into account local factors, will prepare an annual training plan for all staff, Governors and Volunteers. | Prevent Lead | SG Governor EHT/HT (if not the Prevent Lead) |

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| **Technology** | | | | |
| **Protecting children from extremist content, online, while at school.** | Trust wide, effective firewalls are in place, which do not allow access to extremist environments.<br><br>*Securly* will identify any pupil trying to access such sites, extremist individuals, groups or extremist searches online which will be reported to the school, Trust and LA. A support plan will be put in place for the pupil.<br><br>School devices, taken home, will also be subject to the same stringent monitoring. | The Prevent Lead and EHT/HT i(f not the Prevent Lead) will liaise with the Trust to review 'Whitelisted' websites to ensure this is adequately protecting their pupils. | Prevent Lead<br>EHT/HT | Trust Managed Service Provider<br>SG Governor<br>Trust Safeguarding Team<br>EHT/HT (if not the Prevent Lead) |
| **IT policies support the school's Prevent Duty.** | The Trust ICT and Social Media Policy has clear reference to expectations of staff in relation to their online searches, online presence in and outside of work and makes clear the responsibility of all staff not to access extremist content. The policy sets clear expectations for the use of emails and the language that is not acceptable.<br><br>The Code of Conduct for all adults makes clear that the trust expects the highest level of conduct in and outside of work and that any affiliations to any extremist groups, including via social media is in breach of legal duties, statutory guidance and fundamentally in breach of the contract of employment. | The Prevent Lead ensures all staff have read and understood the code of conduct, including the use of personal social media, making staff aware of their duty to ensure the policy is upheld.<br>All staff know how to inform the Prevent Lead if they are concerned about the conduct, views, or affiliations a colleague may have which are in breach of this. | Prevent Lead<br>EHT/HT | EHT/HT (if not the Prevent Lead)<br>SG Governor |

| Building Resilience within the Curriculum | | | | |
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| **Developing curriculum materials and space to act as counterbalance to extremist views.** | The school's RSHE and PSHE curriculum specifically addresses, at an age and stage appropriate level, issues related to social, religious and political issues, including extremist ideologies around race, faith and gender, and how to debate and explore these issues safely with teachers in school, using resources such as 'Educate Against Hate' https://www.educateagainsthate.com/ and safe online materials.<br><br>The school's RSHE and PSHE curriculum specifically address Diversity, Equality and Inclusion (DEI) not only in multi-cultural Britain, but the wider world. | The Prevent Lead, in conjunction with RSHE and PSHE Leads, reviews the curriculum annually to ensure local context, in school issues, as well as the national issues are addressed within the curriculum. This should be done in tandem with the Trust Education Team.<br><br>Parents and Carers are provided with opportunities to engage with the curriculum and the issues facing pupils, via school workshops and individual support where necessary. | Prevent Lead<br>RSHE Lead<br>PSHE Lead | EHT/HT (if not the Prevent Lead)<br>SG Governor<br>Trust Education Team |

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| **Keep pupils safe from, and know how to identify, permissive online environments.** | In conjunction with the school's RSHE and PSHE curriculum, the school's Computing curriculum and E Safety policy, specifically addresses, at an age and stage appropriate level, how pupils can keep themselves online by identifying environments that offer a distorted and harmful view of particular groups, advocating violent or non-violent extremist views.<br><br>The school addresses gaming, in particular, the chat functions of such spaces, and how these are used by extremist organisations and individuals to radicalise young people into extremist views and harmful behaviours.<br>https://www.theguardian.com/politics/2025/jul/31/far-right-extremists-games-platforms-radicalise-teenagers-report | The Prevent Lead, in conjunction with the Computing Lead, reviews the curriculum annually to ensure local context, in school issues as well as the national issues are addressed within the curriculum. This should be done in tandem with the Trust Education Team.<br><br>The Prevent Lead to be part of the review of the E Safety Policy.<br><br>Parents and Carers are provided with opportunities to engage with the curriculum and the issues facing pupils, via school workshops and individual support where necessary. | Prevent Lead<br>Computing Lead<br>SLT (E safety policy) | EHT/HT (if not the Prevent Lead)<br>SG Governor<br>Trust Education Team |

**Local partnership contacts:**

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| Local Authority Prevent Lead | **prevent@lincolnshire.gov.uk** |
| Dfe Regional Prevent Coordinator | **Sam Slack (East Midlands)** |
| Local Authority Children's Services | • **01472 326292** (option 2) |
| Safeguarding Children Partnership | **Lincolnshire Safeguarding Children Board** |
| Local Policing Team | **Lincolnshire Police** |
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**National contacts**

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| National Police Prevent advice line | 0800 011 3764 |
| Metropolitan Police advice about Prevent | https://www.met.police.uk/advice/advice-and-information/t/prevent/prevent/ |
| Anti-Terrorist hotline | 0800 789321 |
| Crimestoppers | 0800 555111 |

**Appendix 1 - Helpful websites**

- Prevent Duty Guidance
https://www.gov.uk/government/publications/prevent-duty-guidance
https://www.support-people-susceptible-to-radicalisation.service.gov.uk/awareness-course/introducing-notice-check-share-procedure
https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities

- List or Government proscribed terror groups https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2/proscribed-terrorist-groups-or-organisations-accessible-version#list-of-proscribed-international-terrorist-groups

- Guidance on making a referral
https://www.gov.uk/guidance/making-a-referral-to-prevent#how-a-referral-is-assessed

- Understanding risk in your local area/setting
https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/understanding-and-identifying-radicalisation-risk-in-your-education-setting

- Resources to support Prevent Leads and Curriculum Leads
https://actearly.uk/
https://www.educateagainsthate.com/

- For Governors
www.nga.org.uk/news-views/directory/navigating-the-prevent-duty

- Further training
https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities#staff-responsibilities-in-relation-to-the-prevent-duty

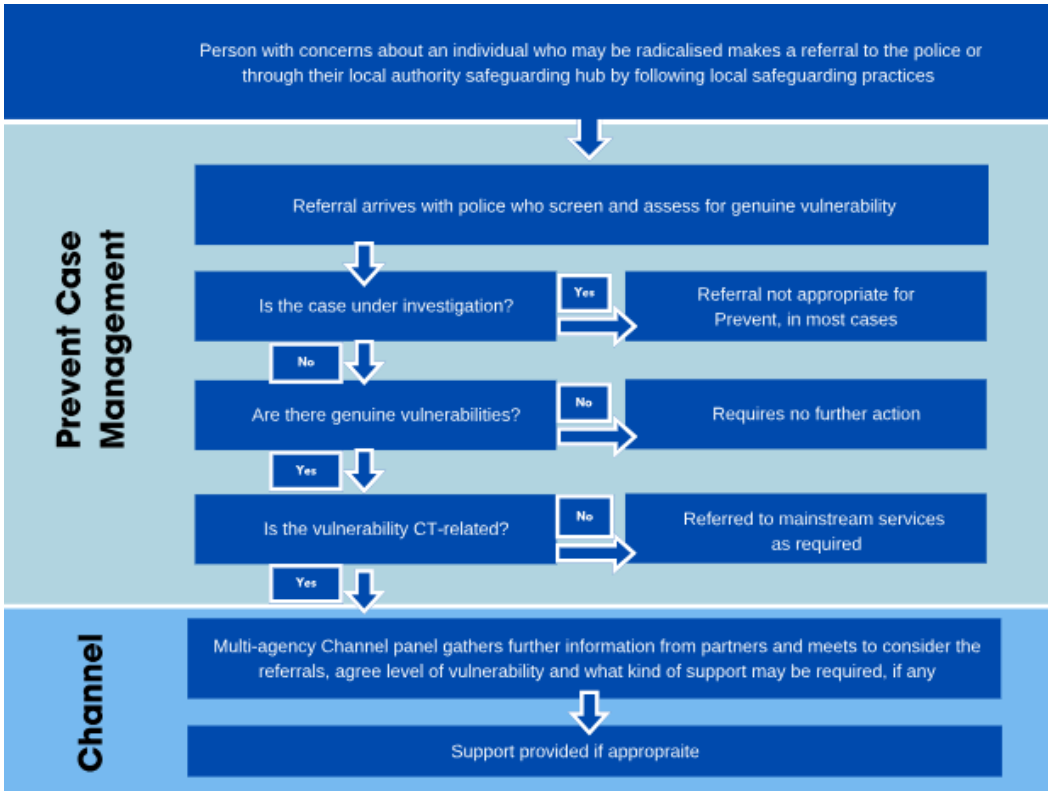
- DfE Regional Prevent Coordinator
https://www.gov.uk/guidance/regional-prevent-education-coordinator

**Appendix 2**

**Flowchart for a school making a Prevent referral**

1. Staff member is concerned about a student in relation to Prevent

2. Staff member records on CPOMs which notifies the Prevent Lead

3. Prevent Lead makes a Prevent referral to the LA

**Flowchart once a referral is received by the Local Authority**