Prevent Action Plan/ Risk Assessment

Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from risk of being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (December 2023) and Keeping Children Safe in Education (September 2025). Schools and colleges should work with Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm.

Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to have "due regard to the need to prevent people from being drawn into terrorism".

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

Prevent Risk Assessment

Cotgrave Candleby Lane School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

Reviewed – Sept 2025
Next Review – Sept 2026
Team-

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Duty	What this Risk means	Actions
Identifying Radicalisation	Definition: Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorists. **The levels of risk are:** • Low risk • At risk • Medium risk • High risk	• All staff have read Part One of Keeping Children Safe in Education (September 2025). • All staff receive annual safeguarding training. • Staff have been informed of their duties as set out in the Prevent Duty (DfE, June 2015; updated 2023). • All staff complete Prevent training (whole school). • All new staff complete Prevent online training as part of their induction.
Awareness of the risk factors	**Low risk behaviours include:** - Low risk behaviours may include: - Holding strong opinions or values (non-violent or non-extremist). - Criticising government policies. - Adopting visible signs of identity (non-violent or non-extremist). - Being active on social media. - Showing interest in political ideology or religion. - Supporting non-violent causes.	• Talk informally to the child about behavioural changes. • Provide safe opportunities to debate controversial issues. • Offer information about online safety. • Use resources from Educate Against Hate.

	At risk behaviour includes:	• Assess risk using holistic vulnerability assessment.
	- Following conspiracy theories.	• Talk to the child in a safe space.
	- Isolating from family and friends.	• Speak to parents/carers where safe to do so.
	- Engaging with inappropriate or extremist online content.	• Keep detailed written records.
	- Discriminatory behaviour.	• Make a Prevent referral if in doubt.
	- Sudden behavioural changes.	
	Medium & High risk behaviour includes:	• Immediate Prevent referral if there is risk of significant harm.
	- Expressing support for violence.	• Contact police if imminent risk is suspected.
	- Accessing extremist material online.	• Follow safeguarding procedures in partnership with LA and Prevent teams.
	- Expressing dehumanising or violent views.	
	- Planning or engaging in extremist violence.	

IT Policies

Schools must ensure children are safe from terrorist and extremist material when online.

• Filtering and monitoring systems comply with DfE Filtering and Monitoring Standards (2023).

• Systems are reviewed regularly for effectiveness.

• Leadership and staff understand provisions in place and how to escalate concerns.

• Risks linked to AI, gaming, social media, and encrypted platforms are considered.

• Children are taught about online safety with specific reference to radicalisation.

• School policies reference the Prevent Duty.

Working in Partnership

- Staff record and report concerns in line with policies and procedures.
- Concerns are reported to the Prevent Lead/DSL.
- Prevent Lead makes referrals to MASH, Channel Panel or police as appropriate.
- Records are kept securely on CPOMS, in compliance with UK GDPR and Data Protection Act 2018.
- Referrals are followed up.

Prevent Referral Pathway

1. Raising a Concern

- Any member of staff with a concern about radicalisation or extremism must report it immediately to the Designated Safeguarding Lead (DSL).
- Concerns may arise from: behaviour, conversations, online activity, peer/family influences, or specific incidents.
- Staff must record concerns on CPOMS (or the school's safeguarding recording system).

2. Making a Prevent Referral (DSL responsibility)

- When the DSL makes a Prevent referral, the following details should be included (where known):
- Why the concern has arisen and any specific incidents.
- Signs of extremist views, hate crime, terrorism, or violent ideology.
- Concerning use of the internet, AI tools, mobile phones, or social media.
- Contact with individuals or groups of concern.
- Any expression of wanting to cause harm or threats of violence.
- Additional needs, disability, or SEND factors.
- Wider family/peer safeguarding issues.
- Discussions held with the pupil, parents or carers, and their level of support.
- Clear explanation of what may happen if needs are not met.

Important:

- If a referral is not acknowledged within 1 working day, the DSL must follow up with Children's Social Care or the relevant agency.

- If there is an immediate risk of harm or criminal activity, staff or the DSL must contact the police on 999.

3. Assessment of the Referral

- Referrals may be reviewed by Counter Terrorism Policing and local safeguarding partners.

- An initial assessment is usually completed within 5 working days.

4. Channel Panel

- Channel is a multi-agency safeguarding panel which includes police, education, health and other partners.

- If a case goes to Channel:

- No Channel support – the case is signposted back to school or other safeguarding services.

- Channel support – a tailored package is put in place, such as mentoring, specialist input, or family support.

5. Targeted Violence

- Prevent also covers threats of targeted violence, even without a clear extremist ideology (e.g., threats to harm staff or peers, or interest in groups promoting violence such as incels).

- These cases are treated as safeguarding concerns and referred to the DSL, who may seek advice from the Prevent team or Local Authority.

6. Informing Parents/Carers

- The DSL should usually inform parents/carers when a Prevent referral is made, unless this would increase risk.

- Parents should be reassured that a referral is about safeguarding and support, not criminalisation.

7. Information Sharing

- Consent from parents/carers should be sought where possible, unless this increases risk.

- Information may be shared without consent if necessary to protect the child or others.

- All decisions about information sharing must be recorded, including who received the information and why.

- Early sharing of information is vital — staff must not assume someone else will pass on critical details.

How to speak to a child, or adult who may be vulnerable.

Purpose: To provide staff with guidance on engaging safely, respectfully, and effectively with learners who may be at risk of radicalisation.

Guidance for Staff:

1. **Approach with Care**

- Remain calm, non-judgmental, and respectful.

- Ensure the setting is safe, private, and appropriate for discussion.

2. **Listen and Observe**
   - Prioritise listening over talking.
   - Use open-ended questions (e.g., "Can you tell me more about your thoughts?").
   - Observe for signs of distress, isolation, or sudden changes in behaviour.

3. **Avoid Directly Challenging Beliefs**
   - Focus on the learner's safety and well-being, rather than debating ideology.
   - Encourage reflection and critical thinking without confrontation.

4. **Explain Confidentiality**
   - Be clear about what can remain confidential and what must be shared with safeguarding leads.

5. **Know Your Referral Pathways**
   - Immediately report concerns to the Designated Safeguarding Lead (DSL) or Prevent coordinator.
   - Follow organisational safeguarding procedures consistently.

6. **Follow-Up**
   - Ensure the learner receives ongoing support.
   - Document discussions factually and securely.

Prohibition of Extremist Speakers and Events

The school prohibits extremist speakers and events that promote violence, hatred, or intolerance based on religion, ethnicity, gender, disability, sexual orientation, or any protected characteristic.

Procedure:

- All proposed external speakers, workshops, and events must be approved by the Senior Leadership Team (SLT).
- A risk assessment will be conducted to ensure the safety of learners and appropriateness of content.
- Staff must report any concerns regarding proposed content to the DSL or Prevent coordinator.

Educational Approach:

While extremist material is strictly prohibited, the school encourages educational activities that explore controversial issues safely and promote critical thinking. This ensures learners are informed, resilient, and able to challenge extremist narratives constructively.

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Staff Training

Assess the training needs of staff in the light of the school's assessment of the-
- risk to pupils at the school of being drawn into terrorism.

- DSL and deputies undertake Prevent Awareness Training.

- All staff complete Prevent training as part of safeguarding CPD.

- New staff complete Prevent training during induction.

- Training needs are reviewed annually in light of risk assessments.

Building children's resilience to radicalisation

**Pupils develop "the knowledge, skills and understanding to prepare them to
play a full and active part in society"**
- Through PSHE, citizenship and curriculum activities, pupils explore political, religious, and social issues.

- Pupils learn about diverse identities in the UK and the importance of mutual respect.

- Pupils are encouraged to develop resilience, self-esteem, determination, and confidence.

- Staff provide safe environments for discussing controversial issues.

Fundamental British values

Actively promoting the values means-

- challenging opinions or behaviours in school that are contrary to fundamental

- British values Promote self-knowledge, self-esteem, and self-confidence.

- Encourage respect for the rule of law.

- Enable pupils to contribute positively to school and community life.

- Teach respect for democracy and the democratic process.

- Promote tolerance and harmony between cultures.

- Provide pupils with a voice through structures such as the School Council.