

Prevent Duty Action Plan and Risk Assessment



September 2026

Review: September 2027

1. Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding and promoting the welfare of children. At Cotgrave Candleby Lane School, safeguarding is everyone's responsibility, and protecting children from radicalisation and extremism forms an integral part of our whole-school safeguarding culture.

The school recognises that children may be vulnerable to extremist ideologies or influences, both online and offline. Radicalisation is a safeguarding concern and should be considered alongside other forms of abuse and exploitation. Extremist groups and individuals may seek to exploit vulnerable children by promoting harmful ideologies, encouraging intolerance, or advocating violence. The school is committed to identifying concerns at the earliest opportunity and taking appropriate action to safeguard pupils.

We are committed to providing a safe, inclusive and respectful learning environment where pupils feel valued, listened to and able to discuss sensitive or controversial issues in an age-appropriate and supportive manner. Through our curriculum, pastoral support and wider school ethos, we promote critical thinking, respect for others, equality, diversity and the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school acknowledges its statutory duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have **due regard to the need to prevent people from being drawn into terrorism**. We fulfil this duty through effective leadership, staff training, robust safeguarding procedures, partnership working, appropriate filtering and monitoring systems, and a curriculum that builds resilience to radicalisation and extremist narratives.

The Prevent Duty is embedded within the school's wider safeguarding arrangements and should not be viewed in isolation. Staff understand that concerns relating to radicalisation are managed using the same child-centred approach applied to all safeguarding concerns. Where appropriate, concerns will be discussed with the Designated Safeguarding Lead (DSL), recorded on the school's safeguarding recording system (CPOMS), and referrals made to external agencies, including Children's Social Care, the Local Authority Prevent Team or the Channel Programme.

The school works closely with parents and carers, the Local Authority, Children's Social Care, Health Services, the Police, the Prevent Team and other safeguarding partners to ensure children receive the right support at the right time.

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Staff Code of Conduct
- Acceptable Use Agreements
- Whistleblowing Policy

- Equality Information and Objectives
- Relationships, Sex and Health Education (RSHE) Policy
- Anti-Bullying Policy

This policy has been developed with regard to the following legislation and statutory guidance:

- Counter-Terrorism and Security Act 2015
- Prevent Duty Guidance (England and Wales)
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children (2023)
- Equality Act 2010
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Data Protection Act 2018 and UK GDPR (where information sharing is required for safeguarding purposes)

The Governing Body and Headteacher are committed to ensuring that the school remains vigilant to the risks of radicalisation and extremism and that effective systems are in place to protect all members of the school community.

2. Aims

The aims of this policy are to:

- Ensure the school fulfils its statutory duties under the Counter-Terrorism and Security Act 2015 and associated Prevent Duty Guidance.
- Protect pupils, staff and the wider school community from the risks associated with radicalisation, extremism and terrorism.
- Embed the Prevent Duty within the school's wider safeguarding culture and child protection procedures.
- Provide a safe, inclusive and respectful learning environment where pupils feel able to express their views, discuss sensitive issues and challenge extremist narratives appropriately.
- Promote the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.
- Develop pupils' resilience, critical thinking skills, media literacy and digital resilience so they are better equipped to recognise and challenge harmful or extremist content, including online.
- Ensure all staff understand the signs and indicators of radicalisation, know how to respond to concerns and are confident in following the school's safeguarding and referral procedures.
- Ensure appropriate training is provided for all staff, governors and volunteers in line with their roles and responsibilities.
- Promote effective partnership working with parents and carers, the Local Authority, Children's Social Care, the Police, the Prevent Team, Channel Panel and other relevant agencies to safeguard children at risk.

- Ensure appropriate filtering and monitoring systems are in place to reduce pupils' exposure to extremist or harmful online material while supporting safe and responsible use of technology.
- Maintain clear procedures for recording, reporting and responding to concerns relating to radicalisation or extremism, ensuring all concerns are managed promptly, proportionately and in accordance with statutory safeguarding guidance.
- Regularly review the school's Prevent arrangements, risk assessment and action plan to ensure they remain effective, reflect current legislation and respond to local and national risks.

Through these aims, Cotgrave Candleby Lane School seeks to create a school community where diversity is celebrated, respectful discussion is encouraged, and all pupils are supported to become safe, responsible and active citizens who are resilient to extremist influences.

3. Roles and Responsibilities

Safeguarding is everyone's responsibility. All members of the school community have a role to play in protecting children from radicalisation and extremism. Cotgrave Candleby Lane School recognises that effective implementation of the Prevent Duty relies upon strong leadership, well-trained staff and effective partnership working.

3.1 The Governing Body

The Governing Body is responsible for ensuring that the school complies with its statutory duties under the Counter-Terrorism and Security Act 2015 and the Prevent Duty Guidance. Governors will:

- Ensure appropriate policies and procedures are in place to safeguard pupils from radicalisation and extremism.
- Monitor the effectiveness of the school's Prevent arrangements through regular safeguarding reports and policy reviews.
- Ensure appropriate filtering and monitoring systems are in place to reduce pupils' exposure to harmful or extremist online content.
- Ensure sufficient resources are available to implement the Prevent Duty effectively.
- Ensure safeguarding, including Prevent, is regularly reviewed and remains compliant with current legislation and statutory guidance.
- Support a whole-school culture that promotes inclusion, equality, diversity and respect.

3.2 The Headteacher

The Headteacher has overall responsibility for ensuring that the Prevent Duty is effectively implemented throughout the school. This includes:

- Promoting a strong safeguarding culture across the school.
- Ensuring all safeguarding policies are implemented effectively.
- Supporting the Designated Safeguarding Lead (DSL) in managing Prevent concerns.
- Ensuring staff receive appropriate Prevent and safeguarding training.

- Ensuring appropriate curriculum opportunities promote resilience to radicalisation.
- Ensuring appropriate filtering and monitoring systems are implemented and reviewed.
- Working closely with governors and external agencies where necessary.

3.3 The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead has lead responsibility for Prevent within the school's safeguarding arrangements and will:

- Act as the school's Prevent Lead.
- Maintain up-to-date knowledge of Prevent legislation, guidance and local procedures.
- Provide advice and support to staff regarding Prevent concerns.
- Receive, assess and respond to concerns relating to radicalisation and extremism.
- Record concerns, actions and decisions on CPOMS.
- Make referrals to Children's Social Care, the Local Authority Prevent Team or the Channel Programme where appropriate.
- Liaise with the Police, Local Authority, Channel Panel and other safeguarding partners.
- Ensure Prevent is included within staff induction and ongoing safeguarding training.
- Monitor emerging risks, including online radicalisation and local safeguarding intelligence.
- Review the school's Prevent Risk Assessment annually or sooner where required.

3.4 All Staff

All staff, including temporary staff, volunteers, governors and contractors working regularly within the school, have a responsibility to:

- Understand that safeguarding includes protecting children from radicalisation and extremism.
- Read and comply with Part One (or Annex A, where appropriate) of *Keeping Children Safe in Education*.
- Complete Prevent and safeguarding training appropriate to their role.
- Remain vigilant to changes in pupils' behaviour or circumstances that may indicate vulnerability to radicalisation.
- Promote Fundamental British Values through their daily practice.
- Challenge discriminatory language or behaviour appropriately.
- Report any concerns immediately to the Designated Safeguarding Lead.
- Record safeguarding concerns accurately and promptly using CPOMS.
- Maintain professional curiosity and never assume that another member of staff has reported a concern.

3.5 Pupils

Pupils are encouraged and supported to:

- Treat others with kindness, dignity and respect.
- Celebrate diversity and value different backgrounds, beliefs and cultures.
- Speak to a trusted adult if they are worried about themselves or another person.
- Develop critical thinking skills and question information appropriately.

- Use technology safely and responsibly.
- Challenge prejudice, discrimination and harmful behaviour in an appropriate way.

3.6 Parents and Carers

The school recognises that parents and carers play an essential role in safeguarding children. Parents and carers are encouraged to:

- Support the school's values of respect, inclusion and equality.
- Engage positively with the school where safeguarding concerns arise.
- Promote safe and responsible use of technology at home.
- Report concerns about radicalisation, extremism or online activity to the school.
- Work in partnership with the school and external agencies where support is required.

3.7 Partnership Working

Cotgrave Candleby Lane School works closely with a range of agencies to fulfil its Prevent Duty. These may include:

- Nottinghamshire Safeguarding Children Partnership
- Nottinghamshire Local Authority Prevent Team
- Children's Social Care
- Nottinghamshire Police
- Channel Panel
- Health professionals
- Education welfare and early help services
- Other relevant safeguarding partners

Effective information sharing and multi-agency working are essential to ensuring children receive the right support at the earliest opportunity. All information sharing will be undertaken in accordance with safeguarding legislation, data protection requirements and the best interests of the child.

4. Prevent Risk Assessment and Action Plan

Cotgrave Candleby Lane School recognises that there is no single profile of a child who may be vulnerable to radicalisation. Vulnerability can arise from a range of social, emotional, environmental and personal factors. Radicalisation should be considered alongside other safeguarding concerns and assessed using a child-centred approach.

The school undertakes an annual Prevent Risk Assessment, which is reviewed by the Designated Safeguarding Lead (DSL) and Governing Body, or sooner where there are significant changes in local or national risk, legislation or school circumstances.

The purpose of the Prevent Risk Assessment is to:

- Identify the level of risk of children being drawn into terrorism or extremist ideologies.
- Assess the effectiveness of the school's current safeguarding arrangements.

- Ensure appropriate measures are in place to reduce identified risks.
- Support staff in recognising and responding to concerns at the earliest opportunity.
- Ensure compliance with the Prevent Duty and wider safeguarding responsibilities.

The school's assessment considers a range of factors, including:

- The local and national Prevent threat level.
- Risks associated with online radicalisation, social media, gaming platforms and encrypted messaging services.
- The age, needs and vulnerabilities of pupils, including those with SEND, mental health needs or other additional vulnerabilities.
- Community cohesion and local safeguarding intelligence.
- The effectiveness of staff training and awareness.
- The curriculum's contribution to promoting critical thinking, digital resilience and Fundamental British Values.
- The effectiveness of filtering and monitoring systems.
- Existing safeguarding procedures, partnership working and referral pathways.

Prevent concerns are assessed on an individual basis using all available information. Staff consider the child's circumstances, protective factors and any wider safeguarding concerns before determining the appropriate response. The school recognises that holding strong views, practising a faith or expressing political opinions does not, in itself, indicate radicalisation.

Any concerns relating to radicalisation or extremism will be:

- Reported immediately to the Designated Safeguarding Lead (DSL).
- Recorded promptly on CPOMS.
- Assessed alongside any other safeguarding concerns.
- Discussed with external agencies where appropriate.
- Referred to the Local Authority Prevent Team, Children's Social Care or the Channel Programme where the threshold for referral is met.
- Monitored and reviewed to ensure appropriate support is provided.

The following Prevent Risk Assessment and Action Plan outlines the school's current controls, identifies potential risks and details the actions in place to minimise those risks and ensure ongoing compliance with the Prevent Duty.

Prevent Risk Assessment and Action Plan

Area of Risk	Potential Risk	Current Controls / Evidence	Further Actions Required	Lead	Review Date
Leadership and Governance	Prevent Duty not fully embedded across the school.	Prevent forms part of the school's safeguarding arrangements. Annual policy review undertaken. Governing Body receives safeguarding updates. DSL leads on Prevent. Prevent Risk Assessment reviewed annually or following significant changes.	Continue annual review and governor monitoring	Headteacher / DSL / Governors	Annually
Staff Awareness and Training	Staff do not recognise signs of radicalisation or know how to respond appropriately	All staff receive annual safeguarding and Prevent training. New staff complete safeguarding induction, including Prevent. DSL and deputies receive enhanced safeguarding training. Staff understand reporting procedures and use CPOMS.	Deliver safeguarding updates throughout the year and monitor staff confidence through audits and supervision	DSL	Ongoing
Recognising Vulnerability	Pupils vulnerable to radicalisation are not identified early enough.	Staff understand that radicalisation is a safeguarding concern. Staff consider behaviour, attendance, wellbeing, SEND, mental health, online activity, peer relationships and family circumstances alongside other safeguarding information. Professional curiosity is encouraged	Continue to review vulnerability indicators and local safeguarding intelligence	DSL	Ongoing
Online Safety	Pupils access extremist or harmful material online.	Appropriate filtering and monitoring systems are in place and reviewed regularly. Online Safety education is delivered across the curriculum. Staff understand procedures for reporting inappropriate online content. Internet use is monitored in accordance with school policies.	Continue monitoring filtering systems and review effectiveness annually	DSL / IT Lead	Annual
Curriculum	Pupils lack resilience to extremist	PSHE, RSHE, Computing, RE, assemblies and wider curriculum promote critical thinking, media	Continue reviewing curriculum to reflect emerging	SLT / Subject Leaders	Annual

	narratives or misinformation	literacy, equality, diversity, respectful discussion and Fundamental British Values. Pupils are taught how to stay safe online and challenge misinformation.	risks and current guidance		
Safe Environment	Pupils do not feel confident discussing concerns or controversial issues.	The school promotes an inclusive culture where pupils feel safe, respected and listened to. Trusted adults are available. Staff encourage respectful debate and challenge discriminatory language and behaviour appropriately.	Monitor pupil voice and wellbeing through surveys and pastoral support.	All Staff	Ongoing
Identifying Concerns	Concerns relating to radicalisation are not recognised or acted upon.	Staff report concerns immediately to the DSL. Concerns are recorded on CPOMS. DSL assesses concerns alongside wider safeguarding information and consults external agencies where appropriate.	Reinforce reporting expectations through safeguarding briefings	DSL	Ongoing
Referral Process	Appropriate referrals are not made when thresholds are met.	DSL understands Prevent referral procedures and Channel process. Referrals are made to the Local Authority Prevent Team, Children's Social Care or the Police where appropriate. Records of decisions and actions are maintained.	Review referral pathways annually and maintain links with partner agencies	DSL	Annual
Working in Partnership	Poor communication between agencies delays support.	School works with parents, Children's Social Care, Health, Police, Local Authority, Prevent Team, Channel Panel and other safeguarding partners. Information is shared appropriately in line with safeguarding legislation.	Maintain effective partnership working and attend multi-agency meetings where required	DSL	Ongoing
External Speakers and Visitors	External visitors promote extremist views or inappropriate material.	Visitors follow the school's Visitor Policy. External speakers are risk assessed where appropriate. The purpose of visits is checked in advance. Speakers may be supervised and events cancelled if concerns arise.	Continue due diligence before approving external visitors	Headteacher	Annual

Fundamental British Values	Pupils do not understand democracy, equality, respect or the rule of law.	Fundamental British Values are embedded through the curriculum, assemblies, School Council, pupil leadership opportunities and wider school life. Diversity is celebrated and discriminatory behaviour challenged.	Continue to review opportunities for pupil participation and community engagement	SLT	Annual
Filtering and Monitoring	Inappropriate online material is not identified.	Filtering and monitoring systems meet statutory expectations. Leadership understands how systems operate and reviews reports where appropriate. Concerns are escalated through safeguarding procedures.	Annual review of filtering and monitoring arrangements and staff awareness	DSL / IT Lead	Annual
School Community	Parents and carers are unaware of Prevent responsibilities or online risks.	Parents receive safeguarding information through newsletters, policies, workshops and the school website. Online Safety guidance is shared regularly.	Continue to provide information on emerging online risks and Prevent awareness	DSL	Ongoing
Monitoring and Review	Prevent arrangements become outdated or ineffective.	The Prevent Policy, Risk Assessment and Action Plan are reviewed annually or sooner if legislation or local risks change. Governors monitor safeguarding effectiveness.	Complete annual audit and update action plan where required.	DSL / Governors	Annual

5. Recognising the Signs of Radicalisation

This is useful for staff and inspectors. Include:

- Definition of radicalisation and extremism.
- Vulnerability factors (e.g. social isolation, trauma, SEND, mental health, online influences).
- Possible indicators (emphasising that no single indicator confirms radicalisation).
- Reminder that concerns should be viewed alongside other safeguarding concerns.

6. Responding to Concerns and Making Referrals

Explain:

- Immediate reporting to the DSL.
- Recording concerns on CPOMS.
- DSL decision-making.
- When to seek advice from the Prevent Team.
- Prevent referrals.

- Channel process.
- Emergency procedures (999 if there is an immediate risk).

This replaces having referral information scattered throughout the risk assessment.

7. Building Resilience Through the Curriculum

Describe how the curriculum supports Prevent through:

- PSHE
- RSHE
- Computing
- RE
- Assemblies
- British Values
- Protected Characteristics
- Online Safety
- Critical thinking
- Media literacy
- Respectful discussion

This demonstrates that Prevent is proactive rather than reactive.

8. Online Safety

Although referenced elsewhere, it is worth having a dedicated section covering:

- Filtering and monitoring
- Cyber security
- Social media
- Gaming platforms
- Online radicalisation
- Misinformation and disinformation
- Staff responsibilities
- Links to the Online Safety Policy

This reflects the greater emphasis in KCSIE.

9. Monitoring, Review and Quality Assurance

Include:

- Annual review.
- Review following legislation or local intelligence changes.
- Governor oversight.
- Staff training audits.
- Safeguarding audits.
- Monitoring referrals and outcomes.

This demonstrates ongoing evaluation.

10. Links with Other Policies

List all related policies, for example:

- Child Protection and Safeguarding
- Behaviour
- Online Safety
- Staff Code of Conduct
- Acceptable Use
- Whistleblowing
- Equality
- RSHE
- Anti-Bullying
- Visitors
- Complaints



Appendix 1 – Prevent Referral Flowchart

Prevent Concern

Identified- A member of staff notices a concern that a pupil may be vulnerable to radicalisation or extremism.

Examples may include:

- Changes in behaviour, beliefs or attitudes.
- Exposure to extremist material online.
- Expressions of support for extremist ideologies or violence.
- Interest in terrorist groups or targeted violence.
- Concerns raised by another pupil, parent or professional.

Immediate Action by Staff

- Stay calm and listen carefully.
- Do **not** investigate the concern yourself.
- Do **not** promise confidentiality.
- Record the facts accurately using the child's own words where possible.
- Report the concern **immediately** to the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Record the concern on **CPOMS** in accordance with the school's safeguarding procedures.

DSL Assessment- The DSL will:

- Review all available safeguarding information.
- Consider any previous safeguarding concerns.
- Assess protective and risk factors.
- Speak with the pupil where appropriate.
- Consider whether discussions with parents/carers are appropriate and safe.
- Seek advice from the Local Authority Prevent Team if required.
- Record all decisions, actions and rationale on CPOMS.

Does the concern meet the threshold for further action?

<u>No</u>	<u>Yes</u>
• Continue to monitor the pupil. • Provide pastoral or early help support where appropriate. • Share information with relevant staff on a need-to-know basis. • Review if further concerns arise.	The DSL will determine the most appropriate course of action, which may include: • Early Help. • Children's Social Care referral. • Consultation with the Local Authority Prevent Team. • Prevent referral. • Channel referral. • Police involvement where appropriate.

Immediate Risk?

Is there an immediate risk of serious harm or criminal activity? Yes • Contact 999 immediately. • Inform the Police. • Inform Children's Social Care where appropriate. • Inform the Headteacher. • Continue to record all actions on CPOMS.	No • Follow Prevent and safeguarding referral procedures. • Work with partner agencies. • Continue to support the pupil within school.
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Ongoing Support

Following assessment or referral, the school will:

- Continue to safeguard and support the pupil.
- Attend multi-agency meetings where appropriate.
- Contribute to Early Help, Child in Need, Child Protection or Channel plans.
- Monitor progress and wellbeing.
- Maintain accurate safeguarding records.
- Review risk regularly.

Remember

- Radicalisation is a **safeguarding concern**, not solely a criminal matter.
- There is **no single indicator** that a child is being radicalised.
- Concerns should always be considered alongside other safeguarding information.
- If you are unsure, **always speak to the Designated Safeguarding Lead.**
- **Never delay reporting a concern because you are uncertain.**

Appendix 2 – Indicators of Vulnerability to Radicalisation

Recognising Vulnerability

There is **no single profile** of a child who is vulnerable to radicalisation, and no single indicator confirms that a child is being radicalised. Children may become vulnerable for many different reasons, and concerns should always be considered alongside other safeguarding information.

The following indicators are **examples only** and should not be viewed in isolation.

Area	Possible Indicators
Behaviour	Sudden or significant changes in behaviour, becoming withdrawn or isolated, increased aggression, secrecy, rejecting long-standing friendships, or associating with new peer groups that raise concern.
Attitudes and Beliefs	Expressing intolerant, hateful or extremist views; justifying violence to achieve political, religious or ideological aims; developing an "us versus them" mindset; showing an unwillingness to respect differing opinions or beliefs.
Online Activity	Accessing or sharing extremist material online; excessive secrecy around internet use; engaging with extremist content through social media, gaming platforms or messaging apps; sharing harmful propaganda or conspiracy theories.
Language and Communication	Using extremist language, symbols or slogans; repeating narratives that promote hatred or violence; expressing admiration for terrorist groups or individuals.
Identity and Belonging	Expressing feelings of isolation, rejection or grievance; searching for identity, purpose or belonging; becoming increasingly influenced by a particular individual or online community.
Relationships	Breaking away from family or established friendship groups; increased association with individuals who promote intolerance or extremist views; concerning contact with unknown individuals online.
Education	Sudden decline in engagement, attendance or academic performance where linked to wider concerns; refusal to participate in discussions promoting equality, diversity or inclusion.
Interest in Violence	Fascination with mass violence, school attacks or terrorist incidents; expressing admiration for individuals responsible for violent acts; researching weapons or attack methods without a legitimate reason.
Protective Factors Reduced	Loss of positive friendships, trusted adults or support networks; increased social isolation; significant changes in family circumstances or emotional wellbeing.

Factors That May Increase Vulnerability

Some children may be more susceptible to radicalisation due to a combination of factors, including:

- Social isolation or loneliness.
- Bullying or discrimination.
- Mental health or emotional wellbeing concerns.
- Special Educational Needs and Disabilities (SEND).
- Communication difficulties.
- Adverse Childhood Experiences (ACEs) or trauma.
- Family difficulties or domestic abuse.
- Exposure to harmful online content.
- Peer pressure or grooming.
- Feelings of injustice, anger or grievance.
- A desire for identity, belonging or purpose.

These factors **do not cause radicalisation** but may increase vulnerability and should be considered as part of a holistic safeguarding assessment.

Protective Factors

Protective factors that may reduce vulnerability include:

- Positive relationships with trusted adults.
- Strong family support.
- Good school attendance and engagement.
- Positive peer relationships.
- Participation in clubs, sports and community activities.
- A sense of belonging and inclusion.
- Critical thinking and media literacy skills.
- Good emotional wellbeing and resilience.
- Opportunities to discuss sensitive issues in a safe and supportive environment.

Staff Responsibilities

All staff should:

- Remain professionally curious.
- Be alert to changes in behaviour or presentation.
- Avoid making assumptions based on a child's race, religion, ethnicity or protected characteristics.
- Consider concerns alongside other safeguarding information.
- Record concerns promptly on CPOMS.
- Report concerns immediately to the Designated Safeguarding Lead (DSL).
- Never investigate concerns themselves or promise confidentiality.
- Seek advice from the DSL whenever they are unsure.

Remember: Radicalisation is a safeguarding issue. Early identification, appropriate support and timely information sharing are essential to keeping children safe.