

# Horizons Education



**PREVENT POLICY AND**  
**RISK ASSESSMENT**

***Policy Issued: Sept 2023***  
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***Reviewed by: T Gott***  
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The policy is written with due regard to the following:

Prevent Duty Guidance: for England and Wales (April 2019) (Prevent); Keeping Children Safe in Education (September 2019) (KCSIE); Channel Duty Guidance (April 2015) (Channel); ISI Handbook: The Regulatory Requirements (Sept 2016); Working Together to Safeguard Children (WTSC) July 2018.

Prevent is supplemented by non-statutory advice and a briefing note:

The Prevent duty: Departmental advice for schools and childminders (June 2015), The use of social media for online radicalisation (July 2015)

## **1. What is Prevent?**

Prevent is part of the UK's counter terrorism strategy preventing people from becoming radicalised, involved in terrorism or supporting terrorism. It is the only aspect of the counter-terrorism strategy that operates before a crime has been committed. Prevent aims to identify children, young people and families at risk and to assess and reduce that risk. It includes non-terrorist forms of radicalisation including a range of extremist beliefs. It is part of the safeguarding agenda and links to our understanding of respecting and upholding British Values.

## **2. What is the Prevent duty?**

HM Government Prevent Duty guidance states the following: 'From 1 July 2015 all schools....are subject to a 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. This duty is known as the Prevent duty.' Colehill First School recognises its duty to implement procedures to fulfil its duties under Prevent. Prevent is part of the school's wider responsibility for Safeguarding and Child Protection. The Headteacher/Head of School has tasked the designated Safeguarding Lead as the person responsible for implementing the Prevent duty.

These duties are:

### **1. Risk Assessment – see Risk Assessment at Appendix 2.**

- Assess the general level of risk, depending on geographical area or intake, of pupils being subject to radicalisation or drawn into terrorism/extremist activity.
- Put in place means to identify individual children who may be at risk of radicalisation or being drawn into terrorism/extremist activity.

### **2. Policies and Procedures**

- Update safeguarding policies and procedures to identify children at risk of radicalisation and protect them. Such policies to include:
  - indicators of vulnerability (Channel Duty Guidance Annex C);
  - when it is appropriate to make a referral, whether to Children's Services in the normal way or to make a referral to the

Channel programme;

- protocols to ensure that visiting speakers, whether invited by staff or pupils, are suitably supervised;
- procedures when a child goes missing;
- a single point of contact to oversee and coordinate the school's implementation of the Prevent duty.

### *3. Training*

- Provide training to staff on the Prevent duty. See Appendix 1 for general information given to staff.
- The DSL and Deputy DSL have each undertaken the online Prevent training (<https://www.elearning.prevent.homeoffice.gov.uk/>) in order to advise and train staff.

### *4. Building Resilience to Radicalisation*

- In part through the existing duty to promote fundamental British values.
- In part through the PSHE/RSE curriculum teaching pupils to manage risk, resist pressure, make safer choices and seek help if necessary.
- In part through the citizenship, religious education and other relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debate of political issues in a non-partisan manner.

### *5. IT Policies and Training*

- Ensure that children are safe from terrorist and extremist material when accessing the internet in school.
- Check filters and revise ICT acceptable use policies.
- Equip (ie training) children to stay safe online, both in school and outside of school.
- Ensure teaching staff are aware of the risks posed by online activity of extremist and terrorist groups.

### *6. Working in Partnership*

- Liaise with Local Safeguarding Children's Board (LSCB) to establish what advice and support they can provide and for their assessment of general levels of risk within the local area.

The following links are to the above guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

<https://www.gov.uk/government/publications/channel-guidance>

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

## **Appendix 1 – Guidance to Staff on Prevent Duty**

### **What is Prevent?**

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### **Behavioural indicators**

The following are possible signs that someone is being radicalised or drawn into terrorism:

- Change in behaviour or appearance;
- Adopting styles of clothes associated with groups with whom they have had no previous contact;
- Becoming isolated from friends, peers or family members;
- Becoming involved with groups of pupils who have strong ideologies;
- Viewing websites which contain extremist ideologies or symbols;
- Attempting to recruit others to an extremist ideology or cause;
- Vocalising extremist ideologies or using extreme language;
- Questioning identity and sense of belonging;
- Glorifying current terrorist activity seen in the media;
- Displaying extreme behaviour related to ideology and/or religion;
- Requesting extended holidays to unsafe places or places not associated with the family;
- Possessing or discussing extremist material; and
- Family not being aware of absence.

Motivators for such behaviours could be wide ranging. Terrorism is very unlikely but not impossible. Whatever the reason for a pupil's behaviour, remember that young people can be vulnerable and will benefit from our support.

Please remember that the most important thing is to do something.

**What do you do if you have a concern?**

- Record your concern on 'My Concern'.
- At Horizons Education the Designated Safeguarding Leads is Tanya Gott and Roger Boulton.. Tanya Gott is also the Prevent Lead.
- The concerns may result in a referral to the Multi-Agency Safeguarding Hub (MASH), who will carry out a risk-assessment and then pass the concern onto the Channel Programme if they deem it to meet the required threshold. Channel is a programme which focuses on providing appropriate support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- Remember that anyone can make a referral, but in the majority of cases staff would consult with the DSL in the first instance.

## Appendix 2 - “Prevent” Risk Assessment and Action Plan

Horizons Education 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.

Duty	What this means	Action	By whom	Residual Risk (following Actions)
<b>Risk assessment</b>				
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people	<ul style="list-style-type: none"> <li>● All staff have read “Keeping Children Safe in Education”, September 2022 and the School’s safeguarding / CP policy.</li> <li>● The Designated Safeguarding Lead (DSL) has informed staff of their duties as set out in “Revised Prevent Duty guidance for England and Wales (April 2019)”.</li> <li>● All staff are aware of local far right wing extremists e.g. Liverpool Asylum Riots Feb 2023. All staff are aware of the local issues.</li> </ul>	<p>All staff</p> <p>DSL</p> <p>All staff</p>	Low
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	<ul style="list-style-type: none"> <li>● Staff aware of signs / indicators of radicalisation, including those from extreme right wing organisations. Local risks are known and links with Merseyside Police are maximized to ensure local knowledge remains up</li> </ul>	DSL	Low

		to date and relevant.		
	There is a clear procedure in place for protecting children at risk of radicalisation.	<ul style="list-style-type: none"> <li>• All staff understand how to record and report concerns regarding risk of radicalisation.</li> <li>• DSLs are available to advise and support with this process as required.</li> <li>• DSLs are aware of the work of the Merseyside Police Prevent Team.</li> </ul>	All staff	Low
	The school has identified DSLs, who take overall responsibility for Prevent.	<ul style="list-style-type: none"> <li>• All staff know who the DSLs are;</li> <li>• DSLs are a source of advice and support.</li> </ul>	All staff	Low
Prohibit extremist speakers and events in the school	The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises.	<ul style="list-style-type: none"> <li>• All visiting speakers to have a nominated point of contact at the school (the Organiser)</li> <li>• The school conducts research on the person/organisation to establish whether they have demonstrated extreme views/actions.</li> <li>• The school refuses to allow people/organisations to use school premises if they have links to extreme groups or movements. Justification of the school’s decision will be provided to the person/organisation in writing</li> <li>• Visitors to provide photo ID upon arrival at School.</li> <li>• Ensuring visiting speakers are accompanied at all times and are not left unsupervised with pupils at any</li> </ul>	DSL	Low



		point.		
<b>Working in Partnership</b>				
The school is using existing local partnership arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures.	<ul style="list-style-type: none"> <li>• All staff record and report concerns to DSL.</li> <li>• DSLs are aware of the work of the Merseyside Police Prevent Team</li> <li>• The DSL is aware of local issues specific to the school and disseminates information accordingly.</li> </ul>	All staff	Low
	The DSL will make appropriate referrals to other agencies including the Wirral Safeguarding Children Partnership (WSCP) , the Merseyside Police Prevent Team, and the Channel Panel.	<ul style="list-style-type: none"> <li>• Records of all referrals are kept on record.</li> <li>• Referrals are followed up appropriately.</li> <li>• Named social worker contacts are established early in the process.</li> </ul>	DSL	Low
<b>Staff Training</b>				
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	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.	<p>The school should:</p> <ul style="list-style-type: none"> <li>• Ensure all staff have undertaken Prevent Awareness Training as part of their Safeguarding Training. This is updated annually.</li> <li>• The DSL ensures that all staff are aware of the Prevent Duty and provides further information and resources.</li> <li>• All staff have access to the</li> </ul>	DSL  DSL  All staff	Low

		<p>government online Prevent awareness training and the Designated Safeguarding Lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.</p> <ul style="list-style-type: none"> <li>• Key members of staff have also completed the 'Prevent e-learning Module'</li> </ul>		
<b>IT Policies</b>				
Endeavour to ensure that children are safe from terrorist and extremist material when accessing the internet in schools	The school has policies in place which support the "Prevent" duty.	<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection Policy</li> <li>• Behaviour Policy</li> <li>• Policy on Pupils' Use of ICT, Mobile Phones and other (home based) Electronic Devices</li> </ul>	DSL	Low
	Children are taught about on-line safety with age appropriate reference to the risk of radicalisation.	The curriculum reflects this duty.	DSL/SLT	Low
	Measures are taken to minimise the risk of pupils accessing extremist material	<ul style="list-style-type: none"> <li>• The School filters and blocks known harmful categories, including social media, within the school environment</li> </ul>	DSL/SLT	Low
		<ul style="list-style-type: none"> <li>• The web filtering has an "extremism" category. It blocks extremist sites for all pupils and</li> </ul>	DSL	Low

		keeps a log of all searches for up to one year.		
<b>Building children's resilience to radicalisation</b>				
Ensure that pupils have a safe environment in which to discuss controversial issues.	Pupils develop the knowledge, skills and understanding to prepare them to play a full and active part in society.	<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 and ethnic identities in the UK and the need for mutual respect.</li> <li>• Staff are aware of the importance of promoting fundamental British values and pupils learn about these in an accessible way through use of the 'British Values Characters' introduced from 2017.</li> </ul>	SLT	Low

**References:**

"Keeping Children Safe in Education: Information for all school and college staff" DfE, September 2022

"The Prevent Duty: Revised Prevent Duty Guidance for England and Wales" DfE, April 2021

**Other useful resources:**

Home Office e-learning: <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Educate Against Hate: <https://educateagainsthate.com/>

Let's Talk About It: <https://www.ltai.info/>

Cross the Line: <https://www.crosstheline.co.uk/>

Since 9/11: <https://since911.com/>

Connect Futures: <https://www.connectfutures.org/>

Extreme Dialogue: <https://extremedialogue.org/#stories>

Institute for Strategic Dialogue: <https://www.isdglobal.org/>

Commission for Countering Extremism: <https://www.gov.uk/government/organisations/commission-for-countering-extremism>



**Appendix 1: By the end of secondary school pupils should know:**

<b>TOPIC</b>	<b>PUPILS SHOULD KNOW</b>
<b>Families</b>	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>● What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>● The characteristics and legal status of other types of long-term relationships</li> <li>● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and</li> </ul>

	<p>coercive control</p> <ul style="list-style-type: none"> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
<b>Online and media</b>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> </ul>

	<ul style="list-style-type: none"> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <li>● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
<p><b>Mental wellbeing</b></p>	<ul style="list-style-type: none"> <li>● How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>● That happiness is linked to being connected to others.</li> <li>● How to recognise the early signs of mental wellbeing concerns.</li> <li>● Common types of mental ill health (e.g. anxiety and depression).</li> <li>● How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>● The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<p><b>Internet safety and harm</b></p>	<ul style="list-style-type: none"> <li>● The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>● How to identify harmful behavior's online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</li> </ul>
<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>● The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. <ul style="list-style-type: none"> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>● About the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>● How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>● The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>● The law relating to the supply and possession of illegal substances.</li> <li>● The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>● The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>● About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>● About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>● The benefits of regular self-examination and screening (late secondary).</li> <li>● The facts and science relating to immunisation and vaccination.</li> <li>● The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>● Basic treatment for common injuries.</li> <li>● Life-saving skills, including how to administer CPR.</li> <li>● The purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>● Key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• The main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>

## Appendix 2

Compulsory aspects set out by the DfE are as follows:

	<b>KS3</b>	<b>KS4</b>
<b>Relationship Education</b>	Must be taught – no right to withdraw	Must be taught – no right to withdraw
<b>PSHE – Health Education</b>	Must be taught – no right to withdraw	Must be taught – no right to withdraw
<b>Science – Reproduction Education</b>	Must be taught – no right to withdraw	Must be taught – no right to withdraw
<b>Sex Education (beyond compulsory Health and Science aspects of the curriculum)</b>	Must be taught – no right to withdraw	Must be taught – parents can withdraw until three terms before a child's 16th birthday