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:

Identifying and reporting risk	1. Trust Prevent Guidance and Action Planning support. **2.** Trust expectations around the prevention of extremist speakers and literature in schools, including online access. **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 2. Trust acting to support schools with identification of local risk. 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.' 2. Scheduled supervision which includes any Prevent Duty cases. 3. Central Team training on Prevent, relevant to role. 4. Trust Safeguarding Team are Prevent trained.
Technology	1. Provision of Trust wide filtering and monitoring via *Securly.* 2. Trust access to *Securly* alerts and reports to monitor any Prevent concerns. 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.. 4. The Trust code of conduct for all adults prohibits affiliation with extremist groups and individuals, including online and sets out expectations for conduct. **5.** Trust wide banned sites for pupils including all social media and YouTube to prevent online access, including on devices pupils take home.
Building Resilience through the curriculum	1. To design curricula that specifically address the issues and provide pupils with counter narratives to extremist views.

	2. To support pupils to critically explore issues, including extremist views, in a safe, age appropriate and protective environment. 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. 4. Incorporating opportunities for pupils to develop critical thinking, empathy, and respectful debate through PSHE, Citizenship, and Humanities. 5. Ensuring staff are equipped to facilitate sensitive discussions and challenge extremist ideologies appropriately. 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: Coningsby St Michael's Academy

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 Holy Trinity C of E Primary School Name of Prevent Lead: Mrs Stephanie Liley

Local factors affecting our school: Holy Trinity CE Primary School is a rural primary school in Lincolnshire. While the school serves a generally low-risk community, national guidance recognises that no area is risk-free and that children may be exposed to radicalisation through online activity, social media, gaming platforms, community influences, family members or external organisations.

The area's low ethnic diversity can sometimes result in limited cultural exposure, which may increase susceptibility to divisive ideologies if not addressed. To mitigate this, the school delivers a comprehensive PSHE and RSHE curriculum that promotes:

- Respect, tolerance, and inclusion
- Critical thinking and resilience
- Curriculum promotes British values and critical thinking
- Understanding of diverse cultures and beliefs
- Safe online behaviours and digital literacy.
- This curriculum is designed to build pupils' awareness, challenge stereotypes, and foster a strong sense of community and belonging—key elements in reducing vulnerability to extremist narratives.

Duty	Evidence	Action	By Whom	Monitored by
Identifying and reporting risk:				
Leadership and Governance	• 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. • 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 will assess the level of concern, consider any wider safeguarding vulnerabilities, and decide whether a Prevent referral or other support is required. Cooperate with Channel panels if a case proceeds.	• The DSL & DDSL(s), one of which will be the Prevent Lead, have had enhanced 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. • **Prevent** advice line 0800 011 3764, • **National Prevent Referral Form:** If you want to make a formal safeguarding referral, you can fill out the national	DSL DDSL Prevent Lead	SG Governor

	• DSLs and Prevent Leads should undertake enhanced Prevent training and regular refreshers. • The Prevent Lead knows how to report a risk to the Trust Safeguarding Team, following a Prevent referral to their LA.	Prevent referral form (available through your local police force, local authority website, or via GOV.UK Get Help Guidance) • 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. ***Lincolnshire Prevent Team*** *Email:* ***prevent@lincolnshire.gov.uk (advice, training and Prevent enquiries)*** ***[saferlinco...hip.org.uk]*** ***Lincolnshire Police Prevent Team*** *Email:* ***ctp-em-prevent@lincs.police.uk***		
Staff Training	• All staff, commensurate with their role, can demonstrate an understanding of the general risks around pupils becoming radicalised. Staff know possible indicators may include: • Expressing extremist or intolerant views. • Justifying violence to achieve a cause. • Sudden changes in behaviour, attitudes or friendship groups. • Accessing extremist material online. • Showing obsessive interest in extremist ideologies. • Becoming isolated from family or peers. • Repeating concerning narratives or conspiracy theories without critical understanding. • 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).	• 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. • All staff have undertaken Home Office approved training on preventing radicalisation (Flick). When concerns arise, staff should: • Notice unusual behaviours, comments or influences. • Check the facts and gather relevant information. • Share concerns immediately with the Designated Safeguarding Lead (DSL). • 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.	All staff Prevent Lead	SG Governor HT (if not the Prevent Lead)

	• 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.			
Individual Children/ Vulnerable groups of children	• 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. • Children with SEND, mental health concerns, social isolation or adverse experiences may be more susceptible. • Vulnerable pupils are not supported to develop resilience.	• The Prevent Lead oversees the construction, implementation and monitoring of any individual pupil's plan, reporting these to the LA and informing the Trust SG Team. • Strong safeguarding systems; SEND support; pastoral support; early help processes. ***Safeguarding Contacts (Lincolnshire)*** ***Where concerns relate to safeguarding alongside radicalisation:*** **Children's Services** • 01522 782111 (office hours) • 01522 782333 (out of hours Emergency Duty Team) • Adapt curriculum delivery and pastoral support to meet individual needs. Ensure targeted interventions where appropriate	Prevent Lead DSL/HT/Staff/SENDCO	SG Governor, HT (if not the Prevent Lead) Trust SG Team.
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. • The school monitors any *Securly* alerts for unrecognised or prohibited websites, including on school devices used at home.	• 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. • 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.	SLT/HT/ Prevent Lead	SG Governor Trust SG Team

		• 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. • 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.		
Local or National Events	The school recognises the following risks could occur: • Increased online exposure to extremist content and misinformation. • National concerns relating to Islamist extremism and Extreme Right-Wing extremism. • Potential influence through social media, online communities and gaming platforms. • Vulnerabilities linked to isolation, mental health difficulties, family circumstances or additional needs.	• DSL and Headteacher to monitor local, regional and national safeguarding alerts, including Prevent updates from Lincolnshire Safeguarding Children Partnership, DfE and Counter Terrorism Policing. • Following any significant local, national or international terrorist incident, undertake a rapid risk review and assess potential impact on pupils, staff and the wider community. • Provide timely staff briefings where emerging risks, extremist narratives or online trends may affect pupils. • Deliver age-appropriate classroom discussions and reassurance following incidents, promoting critical thinking, respect, tolerance and community cohesion. • Increase monitoring of vulnerable pupils who may be affected by media coverage, social media activity, prejudice-related incidents or community tensions. • Liaise with the LAAT Trust, Lincolnshire Prevent Team and safeguarding partners where additional advice or support is required. • Record actions taken and review risk assessment following any significant event.	SLT Prevent Lead Trust HT/DSL	SG Governor Trust SG Team

Staff Radicalisation: Member of staff displays extremist views or behaviours.	• Staff have access to the internet and social media where extremist content, conspiracy theories or radicalising narratives may be encountered. • National Prevent guidance recognises that radicalisation can affect any individual and there is no single profile of someone who may become radicalised. • Staff may be exposed to extremist viewpoints through personal relationships, online communities, political activism or external organisations. • Failure to challenge inappropriate language, discriminatory attitudes, extremist narratives or behaviour could create a permissive environment.	• Safer recruitment procedures. • Staff Code of Conduct. • Professional standards expectations. • Whistleblowing policy. • Safeguarding and Prevent training. • Leadership oversight and supervision. • Clear reporting procedures for safeguarding concerns. • Ensure all staff undertake Prevent awareness training and refresher training in line with school requirements. • Reinforce expectations through the Staff Code of Conduct and safeguarding updates annually. • Promote a culture where concerns about extremist views, discriminatory behaviours or professional conduct can be reported safely and confidentially. • Regularly remind staff of whistleblowing procedures and reporting routes. • Monitor inappropriate use of school IT systems through filtering and monitoring systems. • Ensure leaders challenge and act upon any incidents involving discriminatory, extremist or concerning behaviour. • Undertake appropriate due diligence when engaging external agencies, trainers or partner organisations.	SLT Prevent Lead Trust HT/DSL	SG Governor Trust SG Team
Curriculum and British Values: Pupils lack understanding of extremism, radicalisation and British Values. Curriculum does not adequately promote tolerance and respect. Pupils are unable to critically	• Children in rural primary settings may have limited exposure to diverse viewpoints and may not recognise extremist narratives when encountered online or elsewhere. The Prevent guidance identifies children and young people as a significant proportion of Prevent referrals. • Increased access to social media, gaming platforms, video-sharing sites and online content can expose children to misinformation, conspiracy theories and extremist narratives. • A narrow curriculum may fail to build understanding of different faiths, cultures and communities. Prevent	• Embed British Values, protected characteristics, diversity and respect throughout the curriculum. Deliver age-appropriate discussions through RE, RSHE, Collective Worship and wider curriculum opportunities. • Teach digital literacy, online safety and critical thinking through Computing and RSHE. Encourage pupils to question sources and identify misinformation. Ensure curriculum provides opportunities to learn	SLT Prevent Lead Trust HT/DSL/PSHE Leader	SG Governor Trust SG Team

evaluate information online. Staff lack confidence to address challenging issues.	guidance highlights the importance of challenging intolerance and extremist narratives. • Teachers may avoid discussions relating to terrorism, prejudice, current affairs or extremism due to concerns about getting it wrong. • Children may repeat views heard online, at home or within the wider community. Failure to challenge these views can contribute to a permissive environment.	about different cultures, religions, beliefs and worldviews. Celebrate diversity through themed events and worship. • Establish clear expectations for respectful discussion. Challenge discriminatory language immediately and record concerns through safeguarding processes where necessary. RE curriculum exploring a range of faiths and worldviews. • Online safety curriculum and Safer Internet Day activities. • Collective Worship linked to Christian values and community cohesion. • Pupil voice demonstrating understanding of diversity and respect.		
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. • 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. 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. • The Prevent Lead to be part of the review of the E Safety Policy. • 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 Computing Lead SLT (E safety policy)	HT (if not the Prevent Lead) SG Governor Trust Education Team
Working in Partnership				
The school works with the LA and local services.	• The school forms part of the **LAAT Trust** and benefits from trust-wide safeguarding systems, policies and procedures.	• Attend trust safeguarding and DSL network meetings to share intelligence, updates and emerging risks.	Prevent Lead SLT	SG Governor

	• Trust safeguarding leaders provide guidance, challenge and quality assurance to ensure statutory safeguarding and Prevent requirements are met. • The school works with external safeguarding partners including the **Lincolnshire Safeguarding Children Partnership**, **Lincolnshire Prevent Team**, **Channel Panel**, **Lincolnshire County Council**, police and other agencies where appropriate. • Safeguarding concerns are escalated through both school and trust reporting structures. • DfE regional Prevent coordinator (via the Trust)	• Implement trust-wide safeguarding and Prevent policies consistently across the school. • Access support from trust safeguarding leaders when Prevent concerns arise. • Engage with local authority safeguarding updates and Prevent briefings. • Work collaboratively with Channel panels and external agencies when referrals are made, as required under the Prevent Duty. • Share learning from local and national safeguarding incidents across trust schools. • Participate in trust-led audits, reviews and quality assurance activities relating to safeguarding and Prevent. • Prevent Lead to check these contacts each year and share with SLT and staff, displaying prominently on staff notice board. •		
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. • Prevent Lead has all of the relevant contact details for reporting to the Trust.	Prevent Lead	SG Governor 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. • 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.	Prevent Lead	SG Governor HT (if not the Prevent Lead) Trust SG Team Trust Data Analysts
Supporting parents' and carer's understanding of the	• Prevent Duty information is referenced within the school's safeguarding policy and available on the school website.	• Publish clear information about the Prevent Duty within the safeguarding section of the school website.	Prevent lead/DSL/HT	HT (if not the Prevent Lead) SG Governor

School's Prevent Duty.	• Safeguarding information is shared with parents through newsletters, policies and school communications. • Parents are informed about online safety through curriculum updates and information sharing. • The school promotes British Values, respect, tolerance and inclusion through its curriculum and wider school ethos. • The school has clear safeguarding and reporting procedures which are accessible to families. • Parents can raise safeguarding concerns through established school channels. • Parents and Carers are aware of the school's Prevent Duty as part of its broader SG duty. • Parents and Carers know how to report a Prevent concern to the school. • Parents and Carers know how to access information about the school's Prevent Duty.	• Provide annual information to parents explaining how Prevent forms part of the school's wider safeguarding responsibilities. • Share resources and guidance on online safety, digital resilience and recognising harmful online influences. • Promote opportunities for parents to discuss safeguarding concerns with the DSL or safeguarding team. • Signpost families to trusted sources of information, including government safeguarding and online safety resources. • Include Prevent and online safety updates within newsletters and parent communications where appropriate. • Ensure staff can confidently explain the purpose of Prevent when responding to parental questions or concerns. • Review parent-facing safeguarding information annually to ensure it remains current and accessible. • Prevent Lead to ensure parents/carers know how to report a concern.		Trust SG Team
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: 1. Policy and process 2. Training and Awareness 3. Community and Parental Engagement 4. Curriculum and Resilience/Critical Thinking https://www.nga.org.uk/news-views/directory/navigating-the-prevent-duty • A designated safeguarding governor is in post. • Governors receive regular safeguarding reports from the Headteacher and DSL. • Safeguarding is a standing agenda item at governing body meetings. • Governors are provided with Prevent-related updates as part of wider safeguarding training.	• The SG Governor and Prevent Lead monitor the effectiveness of the Prevent Action Plan twice per academic year and report to the Academy Committee. • The SG Governor completes two monitoring visits regarding the School's Prevent Duty which will include the 4 areas across the year. • Include Prevent within governor safeguarding audit activities and self-evaluation. • Access LAAT Trust and local authority safeguarding updates to remain informed of changes in legislation, guidance and emerging risks.	Prevent Lead	Governing Body HT (if not the Prevent Lead)

	The governing body approves and reviews safeguarding policies, including those relating to Prevent. • Governors receive information regarding safeguarding audits, monitoring activities and compliance checks. • Safeguarding and Prevent are considered as part of school improvement and risk management processes. • Governors monitor statutory training compliance.	• Review and approve the school's Prevent Risk Assessment annually.		
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. There is a broad and regular training program in place which includes **some of the following, over time**: • School-based training (as part of the mandatory annual updates on SG) and ongoing staff briefings • Trust training and briefings • Refresher training for Prevent Leads (annually) • Education Against Hate resources https://www.educateagainsthate.com/ • Action Against Counter Terrorism https://actearly.uk/ • Notice, check, share procedures https://www.support-people-susceptible-to-radicalisation.service.gov.uk/awareness-course/introducing-notice-check-share-procedure • Specific Governor training www.nga.org.uk/news-views/directory/navigating-the-prevent-duty • 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 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.	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. • All staff know how to inform the Prevent Lead if they are concerned about the	Prevent Lead HT	HT (if not the Prevent Lead) SG Governor

	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. •	conduct, views, or affiliations a colleague may have which are in breach of this.		

Local partnership contacts:

Local Authority Prevent Lead	prevent@lincolnshire.gov.uk
Dfe Regional Prevent Coordinator	• sam.slack@education.gov.uk • 07834 452156
Local Authority Children's Services	• 01522 782111 Emergency Duty Team (Out of Hours) **01522 782333**
Safeguarding Children Partnership	• 01522 782111 lscp@lincolnshire.gov.uk
Local Policing Team	ctp-em-prevent@lincs.police.uk / 101/ 999 (ask for the prevent team)

National contacts

National Police Prevent advice line	0800 011 3764
Metropolitan Police advice about Prevent	https://www.gov.uk/report-terrorism https://www.gov.uk/terrorism-national-emergency
Anti-Terrorist hotline	**0800 789 321**
Crimestoppers	• **0800 555 111** (free, anonymous, 24 hours a day) • Website: https://crimestoppers-uk.org

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

