



	Staff can identify individual children who may be at risk of radicalisation and how to support them.	<ul style="list-style-type: none"> <li>• The Prevent Lead has informed staff about signs and indicators of radicalisation including mechanisms enabling early identification of those susceptible to radicalisation</li> <li>• The Prevent lead promotes the Prevent duty regarding the four general themes: risk assessment, working in partnership, staff training and IT policies.</li> </ul>	<b>Designated Safeguarding Lead/Deputies//Prevent Lead</b>
	There is a clear procedure in place for protecting children at risk of radicalisation.	<ul style="list-style-type: none"> <li>• All staff have read the school's Safeguarding &amp; Child Protection Policy which includes a statement regarding the school's "Prevent" duty.</li> <li>• All staff understand how to record and report concerns regarding risk of radicalisation.</li> </ul>	<b>All staff</b>  <b>Governing body</b>   <b>All staff</b>
	The school has identified a Prevent Lead.	<ul style="list-style-type: none"> <li>• All staff know who the Prevent Lead is. Staff should understand that this person acts as a source of advice and support in relation to concerns around radicalisation</li> </ul>	<b>All staff</b>  <b>Governing body</b>
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.	<p>Schools should strongly consider having a policy on hosting speakers, including outside school hours. <a href="#">Microsoft Word - 20160108HostingSpeakersAdvice.docx</a> (<a href="http://educateagainsthate.com">educateagainsthate.com</a>)</p> <ul style="list-style-type: none"> <li>• Request an outline of what the speaker intends to cover.</li> <li>• Research the person/organisation to establish whether they have demonstrated extreme views/actions.</li> <li>• Deny permission for people/organisations to use school premises if they have links to extreme groups or movements.</li> <li>• Provide justification for their decisions in writing.</li> </ul>	<b>Designated Safeguarding Lead/Deputies//Prevent Lead</b>

		<a href="#">What should I consider when hosting external speakers or organisations in my school? - Educate Against Hate</a>	
<b>Working in Partnership</b>			
The school uses existing safeguarding 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 on My Concern</li> <li>Records of referrals are uploaded to or kept in the individual child's Safeguarding File.</li> </ul>	<b>All staff</b>
Referrals are made to relevant agencies where a Prevent concern is identified.	The Prevent Lead makes appropriate referrals to other agencies including Childrens Social Care and Channel Panel.	<ul style="list-style-type: none"> <li>Advice may be sought regarding Prevent concerns by calling or by email: <a href="mailto:Prevent@cambs.police.uk">Prevent@cambs.police.uk</a> or call <a href="tel:01480422277">01480 422277</a></li> <li>Referrals should be made using the National Referral Form found on the <a href="#">Professionals – Making a Referral   Cambridgeshire and Peterborough Safeguarding Partnership Board</a> (<a href="http://safeguardingcambspeterborough.org.uk">safeguardingcambspeterborough.org.uk</a>)</li> <li>Further guidance regarding Making a Prevent referral is available <a href="#">Making a referral to Prevent - GOV.UK</a> (<a href="http://www.gov.uk">www.gov.uk</a>).</li> </ul>	<b>Designated Safeguarding Lead/Deputies//Prevent Lead</b>

		<ul style="list-style-type: none"> <li>The Prevent Lead supports the Channel process by sharing information and carrying out agreed actions as directed either by Channel Panel or local Prevent Officers.</li> </ul>	
<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><b>As a minimum the school should:</b></p> <ul style="list-style-type: none"> <li>Ensure that the Designated (or Deputy) Safeguarding Lead or nominated member of staff with appropriate seniority undertakes Prevent Lead Training, available on request via the Education Safeguarding Team. <a href="mailto:ECPS.General@cambridgeshire.gov.uk">ECPS.General@cambridgeshire.gov.uk</a></li> <li>Ensure that the Designated Safeguarding Lead/Prevent Lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.</li> <li>Staff are signposted to the Home Office on-line training.</li> <li><a href="http://www.gov.uk">Prevent duty training - GOV.UK (www.gov.uk)</a></li> <li>Further training is detailed within KCSiE 2024 pg. 157-160</li> </ul>	<b>Designated Safeguarding Lead/Deputies//Prevent Lead/Governing Body</b>
<b>IT Policies</b>			
Ensure that children are safe from terrorist and extremist material when accessing the internet in schools	The school has policies in place which make reference to the "Prevent" duty.	<p>Relevant policies in place and embedded:</p> <ul style="list-style-type: none"> <li>Safeguarding and Child Protection</li> <li>Online safety policy</li> <li>Acceptable use policy</li> <li>Anti-bullying policy</li> <li>Filtering and Monitoring; to support schools, meet the duty placed on them the Department of Education have</li> </ul>	<b>Designated Safeguarding Lead/Deputies/Prevent Lead/Governing Body</b>

		published; <a href="#">Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)</a>	
	Children are taught about online safety with specific reference to the risk of radicalisation.	<ul style="list-style-type: none"> <li>The curriculum reflects this duty.</li> </ul>	
<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/Citizenship, 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 Website "Educate Against the Hate" <a href="#">Educate Against Hate - Prevent Radicalisation &amp; Extremism</a></li> <li>Relevant staff are aware of the government guidance: <a href="#">Guidance on promoting British values in schools published - GOV.UK (www.gov.uk)</a></li> </ul>	<p><b>Designated Safeguarding Lead/Prevent Lead/PSHE staff.</b></p> <p><b>Other relevant staff</b></p>