



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

The Prevent Duty is seen as a part wider safeguarding obligations for schools and colleges. Designated leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised [Prevent Duty Guidance: for England and Wales](#) especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare provision). Designated Safeguarding Leads (and deputies) and other senior leaders in colleges should familiarise themselves with the [Prevent Duty guidance: for further education institutions in England and Wales](#). The Guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. *Keeping Children Safe in education 2022, pg. 148*

Duty	Evidence	Action	By whom
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"> All staff have read “Keeping Children Safe in Education” (DfE, 2022) Part One and Annex B. All staff are aware of the definition of “Terrorism” as set out in Keeping Children Safe in Education, 2022, Annex B pg. 147 The Prevent Lead has informed staff of their duties as set out in “Revised Prevent duty: for England and Wales” (Statutory Guidance, April 2021) with specific reference to paras 57 – 76. www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales 	<p style="text-align: center;">All staff</p> <p style="text-align: center;">Designated Safeguarding Lead/Deputies//Prevent Lead</p>
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	<ul style="list-style-type: none"> The Prevent Lead has informed staff about signs and indicators of radicalisation including mechanisms enabling early identification of those vulnerable to radicalisation 	<p style="text-align: center;">Designated Safeguarding Lead/Deputies//Prevent Lead</p>
	There is a clear procedure in place for protecting children at risk of radicalisation.	<ul style="list-style-type: none"> All staff have read the school’s Safeguarding & Child Protection Policy which includes a statement regarding the school’s “Prevent” duty. All staff understand how to record, and report concerns regarding risk of radicalisation. 	<p style="text-align: center;">All staff</p> <p style="text-align: center;">All staff</p>

	The school has identified a Prevent Lead.	<ul style="list-style-type: none"> All staff know who the Prevent Lead is. In the case of Heltwate School, this is Mr. Adam Brewster. Staff should understand that this person acts as a source of advice and support in relation to concerns around radicalisation. 	<p>All staff</p> <p>ACB</p>
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"> Request an outline of what the speaker intends to cover. Research the person/organisation to establish whether they have demonstrated extreme views/actions. Deny permission for people/organisations to use school premises if they have links to extreme groups or movements. Provide justification for their decisions in writing. 	<p>Designated Safeguarding Lead/Deputies//Prevent Lead</p>
Working in Partnership			
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"> All staff record and report concerns regarding Prevent on the My Concern platform using the school’s usual recording practice. Records of referrals are uploaded on to My Concern, or are kept in the individual child’s Safeguarding File 	<p>All staff</p>
Referrals are made to relevant agencies where a Prevent concern is identified.	The Prevent Lead makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel.	<ul style="list-style-type: none"> Prevent referrals are made to the Customer Service Centre. Tel. 0345 045 5203 (Cambs) or 01733 864180 (Peterborough). Advice may be sought regarding Prevent concerns by calling Cambridgeshire Police on 101 and selecting extension 2596 or 2595 or by email Prevent@cambs.police.uk Referrals should be made using the online referral form found on the Cambridgeshire and Peterborough Safeguarding Children Partnership Board website- https://www.safeguardingcambspeterborough.org.uk/concerned/ Further guidance regarding Making a Prevent referral is available https://www.gov.uk/guidance/making-a-referral-to-prevent#preparing-a-prevent-referral updated 24 Oct 2022 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. 	<p>Designated Safeguarding Lead/Deputies//Prevent Lead</p>

Staff training			
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>As a minimum the school should:</p> <ul style="list-style-type: none"> • Ensure that the Designated Safeguarding Lead or nominated member of the Safeguarding Team undertakes Prevent Lead Training, available on request via the Education Safeguarding Team. ECPS.General@cambridgeshire.gov.uk • Ensure that the Designated Safeguarding Lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. • Staff are signposted to the Home Office on-line training. • https://www.gov.uk/guidance/prevent-duty-training • Further training is detailed within KCSiE 2022 pg. 149 	Designated Safeguarding Lead/Deputies//Prevent Lead/Governing Body
IT Policies			
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.	<ul style="list-style-type: none"> • Relevant policies in place and embedded: • Online safety policy • Acceptable use policy • Anti-bullying policy 	Designated Safeguarding Lead/Deputies/Prevent Lead/Governing Body
	Children are taught about online safety with specific reference to the risk of radicalisation.	<ul style="list-style-type: none"> • The curriculum reflects this duty according to the vulnerabilities of our students. 	
Building children's resilience to radicalisation			
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"> • Through PSHE/Citizenship, and other curriculum activities, pupils are able to explore political, religious, and social issues. • Pupils are taught about the diverse national, regional, and ethnic identities in the UK and the need for mutual respect. • Staff and pupils are aware of the "Let's Talk About It" website. www.ltai.info • Staff are aware of the Website "Educate Against the Hate" https://educateagainsthate.com/ • Relevant staff are aware of the government guidance : https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/ 	<p>Designated Safeguarding Lead/Prevent Lead/PSHE staff.</p> <p>Other relevant staff</p>

RISK ASSESSMENT

A risk assessment is a core part of the Prevent duty for education settings. All settings should read www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales. It is recommended that settings assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Settings may choose to have a written risk assessment to better communicate, and document actions taken to mitigate any risks. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your school. The type and scale of activity that will address the risk will vary but all schools will need to give due consideration to it.

It is recommended that the below risk assessment on pages 5 -16 is completed and reviewed annually.

Risk Scoring

Likelihood		Severity	
Almost Certain	5	Catastrophic	5
Very Likely	4	Major	4
Likely	3	Moderate	3
Unlikely	2	Minor	2
Improbable	1	None or Trivial	1

o	Risk Title	Summary	Likelihood	Existing Controls	Severity	Further Action Needed (What does your school need to further action to address the identified risk(s)?)	Lead officer	Date for completion	Progress
1	Leadership	<p>Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.</p> <p>Leaders do not understand, nor have ultimate ownership of their safeguarding processes. Leaders do not ensure all staff have sufficient understanding and that staff implement the duty effectively.</p> <p>Leaders do not communicate and promote the importance of the duty.</p>	<p>1</p> <p>1</p>	<p>What has your school put in place to ensure sufficient understanding and buy-in from Leadership?</p> <p>Prevent training/briefing for staff (including SLT) and governors.</p> <p>Lead governor for safeguarding/Prevent.</p> <p>Prevent lead is at appropriate seniority.</p> <p>Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p>	<p>Low risk</p> <p>Low risk</p> <p>Minor risk</p> <p>Low risk</p> <p>Low risk</p>	<p>ACB</p> <p>ACB</p> <p>CR</p> <p>ACB</p> <p>ACB</p>	<p>NA</p> <p>NA</p> <p>CR</p> <p>NA</p> <p>NA</p>	<p>Risks are well managed. Regular training offered as required.</p> <p>Suitable and regular training has been offered and shared to all staff.</p> <p>CR is new in post.</p> <p>Existing staff have signed to say they</p>

		<p>Leaders do not drive an effective safeguarding culture across the school.</p> <p>Leaders do not provide a safe environment for students.</p>	<p>1</p> <p>Leadership has clear understanding of reporting and referral mechanisms.</p> <p>1</p> <p>Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies.</p> <p>1</p> <p>Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved.</p>	<p>1</p> <p>2</p> <p>2</p>	<p>Low risk</p> <p>Low risk</p> <p>Minor risk</p>	<p>SLT</p> <p>SLT</p> <p>SLT/DS</p>	<p>NA</p> <p>NA</p> <p>NA</p>	<p>have read and understood safeguarding documents. New staff are 'captured' at induction.</p> <p>Staff are continually reminded of the importance of their safeguarding duties and how to record/report concerns.</p> <p>Training and update sessions offered regularly. Safeguarding modules offered</p>
2	External speakers and events	Ineffective or disproportionate policies and procedures for external speakers and events.	<p>2</p> <p>What has your school put in place to mitigate risk posed through external speakers and events?</p> <p>External speaker and events policy, which includes reference</p>	1		ACB	NA	External speakers are well vetted.

		<p>An external speakers and events policy does not exist, or does not encompass all staff, students, and visitors.</p> <p>No consideration of freedom of speech implications.</p> <p>Freedom of speech stifled by a disproportionate process or the use of Prevent to shut down legitimate debate.</p> <p>Allowing any sort of discussion to take place under the banner of freedom of speech which could leave open the potential of the hosting of proscribed organisations, which would be against the law.</p> <p>No risk assessment process attached to events. Ineffective or no thought on appropriate mitigations to risk, or event cancellation in place of effective risk mitigation which impacts freedom of speech.</p> <p>Focus is only on events taking place on site. Consideration needs to</p>	<p>1</p> <p>1</p>	<p>to freedom of speech and would include off site events within the remit.</p> <p>Clear, proportional external speakers and events process, which would include due diligence, sign off and appropriate mitigations put in place.</p> <p>Risk assessment focus on external events and speakers process, where appropriate.</p> <p>Training on Prevent (to include threat and internal processes) to staff, including security/estates staff.</p> <p>The advertisement of any event is taken into consideration when risk assessing, e.g., will social media be used, will it be through official accounts, will leaflets be posted and where.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>Low risk</p> <p>Low risk</p>	<p>ACB</p> <p>ACB</p>	<p>NA</p> <p>NA</p>	<p>Given the nature of our learners, visiting speakers are usually already well known to the school and are invited for very specific delivery to students</p>
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	<p>be made to include provider-affiliated events that could take place off site.</p> <p>Physical security staff lack understanding of the Prevent duty. Information sharing process with other partners not in place.</p>	<p>1</p> <p>1</p>		<p>All visitors subject to ACB's consent</p> <p>NA</p>	<p>Low risk</p>	<p>ACB</p> <p>ACB</p>	<p>NA</p> <p>NA</p>	
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3	Partnership	The provider does not establish effective partnerships with other partners including police and Prevent Officers, LA Prevent Lead, Channel Panel members.	1	What has your school put in place to ensure effective partnerships and information sharing?	Effective and collaborative working relationships in place	Low risk	SLT/as required.	NA
		Students not engaged on Prevent duty implementation.	2	Contact made with appropriate partners. Is linked into relevant Prevent networks (e.g., Prevent, local authority, police)		Minor risk	SLT	NA
		No Prevent Lead for Prevent-related activity.	1	In receipt of Prevent updates from LA/Prevent Teams.		Low risk	ACB	NA
		No safeguarding information sharing consideration or agreement (where appropriate) in place at the local level.	1	Student representation at relevant strategic board Prevent reports into.		NA	NA	NA
		Necessity, proportionality, consent, power to share and data protection not a consideration when sharing information with partners.		Information sharing agreement in place.		Low risk	Safeguarding team/all staff as required	NA

4	Risk assessment and action plans	No risk assessment or ineffective risk assessment that does assess where and how students or staff may be at risk of being drawn into terrorism.	2	What has your school done to ensure that your risk assessment / action plans are fit for purpose?		Minor risk	In place as required	NA
		Risk assessment has not considered school site and student welfare, safety of students and staff, physical management of the estate, relationships with external bodies.	1	Risk assessment undertaken, which is regularly reviewed, updated, and signed off at an appropriate level. Necessary actions to mitigate risks (i.e., the action plan) are clearly stated and a plan put in place to address within a specified timeframe.	Effective and collaborative working relationships in place with parents and carers, and support agencies	Low risk	SLT/ACB	NA
		Risk Assessment not appropriately updated when changes take place e.g., change of school location, introduction of external speakers.	1	Risk assessment covers welfare, safety, estate management, relationships. (Not an exhaustive list)		Low risk	ACB	NA
		Does not have a policy / procedure for managing whistleblowing and complaints. No action plan in place to address risk identified.	1	Whistleblowing and complaints policy in place. Risk assessment considers local risk, information accessible via local authority, Prevent Officers.	Stringent Whistleblowing protocol in place with staff confident to raise their concerns as required	Low risk	ACB	NA

5	Staff Training	Appropriate staff/governors not trained. Staff do not understand what extremism is and radicalisation means and why people may be vulnerable to being drawn into terrorism.	1	Training plan that details what appropriate staff are trained, how and with justification. Ensures all staff attend a form of Prevent training with a focus on Notice, Check, Share. Those more involved in safeguarding/welfare (as a minimum) to have more detailed/focused training. –	Regular whole staff training in place, with updates/reviews offered as required. E module learning also offered to all staff	Low risk	Safeguarding Team	NA
		Appropriate staff do not know what measures are available to prevent people from becoming drawn into terrorism and do not know how to obtain support for people who may be being exploited by radicalising influences. This includes what behaviours to look out for and how to make a referral, including Channel.	1	Prevent Lead training and Prevent Lead Network meetings are facilitated by the Education Safeguarding Team in partnership with local Prevent Officers Ensures Governors attend Prevent training.	All offered training opportunities considered and attended wherever possible.	Low risk	ACB/Safeguarding team	NA
		Appropriate staff do not know what measures are available to prevent people from becoming drawn into terrorism and do not know how to obtain support for people who may be being exploited by radicalising influences. This includes what behaviours to look out for and how to make a referral, including Channel.		Maintains records of all staff and Governor training	Records of training kept.	Low risk	Clerk/online platform	NA
		Appropriate Staff and governors do not undertake the appropriate level of training and lack the knowledge to	1	Refresher training to take place regularly (yearly min, but also to update on any changes) Training is evaluated for effectiveness on a regular basis.	Yes		ACB	NA

	<p>recognise vulnerabilities that may be exploited by extremist narratives.</p> <p>Volunteers and subcontractors missed out of training plan as not considered as staff.</p>	1		<p>All volunteers and subcontracted staff (agency) read the school's Child Protection & safeguarding policy on arrival/induction and sign to say they have read and have understood their safeguarding responsibilities</p>	Low risk	Safeguarding team/DS	NA	
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6	<p>Welfare and pastoral care / chaplaincy support</p> <p>N.B. May only be relevant for those establishments with Faith-related areas.</p>	<p>Vulnerabilities are not addressed appropriately and lead to potential radicalisation or safeguarding issues.</p> <p>Insufficient appropriate pastoral and welfare support that is available to all students.</p> <p>Ineffective policies in place regarding the use and management of prayer rooms or faith facilities, including detailing the procedure for managing any issues that arise with the use of the area.</p>	1	<p>What has your school put in place to ensure student vulnerabilities are appropriately addressed?</p> <p>The school has a vetted and robust signposting system in case vulnerabilities cannot be dealt with in house.</p> <p>There is an effective policy with a clear process for the management of faith related spaces (where appropriate), including a process to resolve issues.</p>	<p>Safeguarding & Welfare manager role to support and signpost students and liaise effectively with parents and carers and outside protective agencies as required.</p>	<p>Low risk</p>	<p>Safeguarding team/DS</p>	<p>NA</p>	<p>NA</p>
			1	<p>Students and staff alike are aware of the welfare and pastoral support available within the school.</p> <p>Students and staff alike are aware of the expected conduct within the faith related space.</p>	<p>NA</p>	<p>NA</p>	<p>NA</p> <p>Diversity of all faiths and cultures is regularly celebrated across our community.</p>	<p>NA</p>	

7	Safeguarding	Safeguarding leads are unaware of the links between vulnerabilities and radicalisation.	1	Safeguarding leads are appropriately trained to recognise Prevent concerns or risks of radicalisation.	Required and timely training of DSL and DDSLs is in place.	Low risk	Safeguarding team	NA
		Safeguarding leads are not aware of the Channel process, nor how to refer to it.	1	Safeguarding leads undertake the Home Office training in relation to Channel and are aware of the referral path.	Training undertaken.	Low risk	Safeguarding Team/all staff	NA
		Prevent is not embedded within the safeguarding policy and within the culture of safeguarding within the school leading to confusion and potential for the risk of radicalisation to not be recognised.		Safeguarding Leads or nominated member of Safeguarding Team undertake role of Prevent Lead and attend training (provided by LA Education Safeguarding Team)		Low risk	ACB	NA
		Radicalisation and related vulnerabilities are not referred to within safeguarding training which leaves staff with a knowledge gap and the risk to not be recognised.	1	Safeguarding training for staff includes Prevent and appropriate links between radicalisation, vulnerabilities, and Safeguarding.	Training undertaken.	Low risk		NA
		The internal safeguarding referral		Prevent is embedded within the Safeguarding policy and a clear referral route is set out to all staff and students regarding concerns.	Prevent agenda is included in the S&CP policy annually			NA

		process does not mention Prevent.							
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8	IT Policies	Students can access terrorist and extremist material when accessing the internet at the school.	1	<p>What has your school put in place to ensure appropriate filtering and online safety?</p> <p>Appropriate internet filtering is in place with a robust follow-up system for any instances of access to restricted sites.</p> <p>Clear IT policy in place with explicit mention of the Prevent duty.</p>	<p>LA screening and high-level firewall in place.</p> <p>Students are supervised when using the internet in school.</p>	Low risk	SLT	NA	
		Students may distribute extremist material using the school IT system.	1			NA	Consistent high staff ratio of support and supervision in place	NA	
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	1	<p>Guidance on appropriate filtering can be found at UK Safer Internet Centre Appropriate Monitoring Guidance JISC also offer advice around cyber security and online filtering.</p> <p>Cyber security standards for schools and colleges Oct 22</p> <p>Settings should equip students with the skills to stay safe online, both on school site and outside.</p>	<p>The Prevent agenda is a well-advertised safeguarding concern due to the send vulnerabilities of our student community.</p> <p>Students are consistently supported to appreciate online dangers.</p>	Low risk			
				<p>Policy in place for students and staff using IT equipment to research terrorism / counterterrorism in course of their learning.</p>	NA	NA			

9	Building students resilience to radicalisation / curriculum	The setting does not provide a safe space in which students can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	1	The school has codes of conduct for all staff (teaching and non-teaching staff)	Staff, Volunteer and Supply CoC is in place and reviewed annually as a minimum.	Low risk	SLT/Governing board ratification	NA
		The setting does not teach a broad and balanced curriculum which promotes the development of students and fundamental British values and community cohesion.	1	The school carries out safer recruitment checks on all staff.	Yes	Low risk	Curriculum/class leads.	NA
		British Values are not exemplified by staff and students are unaware of both the values and how they and Prevent relate to their life and course.	1	Classroom teaching is monitored by senior leaders through observations, book checks and is quality assured.	The cultural diversity of our school community is celebrated. Pupils are encouraged to appreciate they are unique and valued for who they are.	Low risk	Curriculum/class leads.	NA
			1	The school provides opportunities within the curriculum to discuss controversial issues and for pupils to develop critical thinking and media literacy skills.	Yes	Low risk	Curriculum/class leads.	NA
		British Values are not exemplified by staff and students are unaware of both the values and how they and Prevent relate to their life and course.		The school embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.	Where possible and appropriate, students are encouraged to discuss and debate challenging peer relationship and to appreciate each other's		Curriculum/class leads.	NA

		Students are exposed to intolerant views and become intolerant to others.	1		<p>cultures, ideologies, and experiences.</p> <p>Intolerance is immediately discouraged with students being equipped to understand why diversity is encouraged alongside mutual respect and empathy for each other's individual needs and challenges.</p> <p>School staff work collaboratively with parents and carers to ensure the best outcomes for pupils and students.</p>	Low risk	Curriculum/class leads/all staff.	NA	
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10	Management of space	Access to the school by external parties is not monitored, and due diligence is not carried out.	2	Dangerous products and cleaning materials should be locked away and regularly inventoried with access only for those who absolutely need to access them.	Due diligence is in place and reviewed by 2x site managers. Overview is taken by the SBM and thereafter, SLT.	Minor risk	Site staff/SLT	NA
		Access to the school by students is not monitored.	1	Access to the building is monitored for both students and visitors with a robust system in place for visitor management and events.	Site not accessible out of school hours	NA	NA	
		The school does not provide a safe environment conducive to learning.	2	Building access is monitored and recorded to ensure security and welfare in order that staff know who is on site and when.	Safe access is the responsibility of all school staff.	Minor risk	All staff	NA
		Dangerous substances are not stored correctly, and students have unsupervised access to dangerous substances including chemicals, bacteria, viruses, and toxins.	2	A policy and procedure should be in place around the hiring of rooms including a level of due diligence.	A theatrical group uses the site out of hours, but access is restricted, The arrangement is of long standing.	Minor risk	Site staff/SLT	NA
			2	The setting has a robust risk assessment and carries out open-source checks on visitors, the organisations they represent and the materials they promote or share.				

		Rooms can be hired out at the school and could be used for meetings of an extremist nature due to a lack of due diligence.	1	The setting seeks advice and support from partners where necessary to make assessments of suitability.	Rooms are not hireable	Low risk	Site staff	NA	
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Review Schedule:

Date of completion	18 th January 2023
By Whom	DS
Print name	Debbie Shaw
Signed	<i>D Shaw</i>
Date for review	January 2024
By Whom	ACB/Prevent lead
Print name	
Signed	