

# PREVENT STRATEGY

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## 1. KEY FACTS

- Within this policy 'we' and 'us' means the Federation.
- We have a statutory duty to keep students safe and to 'prevent people from being drawn into terrorism' (Counter-Terrorism and Security Act 2015).
- Violent extremists are groups or individuals who hold strong political or religious beliefs that encourage or support violence. Non-violent extremists can create an atmosphere conducive to terrorism and can popularise views which terrorists can exploit. Both are a real and serious threat to UK national security.
- Extremist groups need to recruit people to their cause. They do this through a process called radicalisation.
- We need to protect pupils from the risk of radicalisation, as part of our wider safeguarding duties and duty to promote the spiritual, moral, social and cultural development of students.

- We need to ensure that all students are aware of this threat and have the critical thinking skills necessary to resist all forms of extremism.
- We also build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We do not intend to stop students talking about or debating controversial issues. On the contrary, in College we want to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

## 2. WHAT IS EXTREMISM/RADICALISATION?

- "Extremism" is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Included in the definition of extremism is calling for the death of members of the armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.
- "Radicalisation" is the process of a person subscribing to extremist ideology. This can include legitimising support for, or use of, terrorist violence. The majority of people who commit terrorism offences do so of their own agency and dedication to an ideological cause. There is no single pathway to being radicalised. There are many factors which can, either alone or combined, lead someone to subscribe to extremist ideology, and thereafter be drawn into or come an advocate of terrorism. These factors often include exposure to radicalising influences, real and perceived grievances (often created or exacerbated through grievance narratives espoused by extremists), and a person's own susceptibility.

## 3. WHAT IS PREVENT?

- 3.1 The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. Delivery of Prevent is grounded in early intervention and safeguarding.
- 3.2 The UK Government remains absolutely committed to protecting freedom of expression. But preventing terrorism will mean challenging extremist (and non-violent) ideas that are also part of a terrorist ideology, including instances where there is an interest in extreme violence or mass casualty attacks. Prevent also facilitates interventions to stop people moving from extremist activity to terrorist related activity.
- 3.3 Prevent has three objectives as follows:
  - to tackle the ideological causes of terrorism;
  - to intervene early to support people to stop them from becoming terrorists or supporting terrorism; and
  - to rehabilitate those who have engaged in terrorist activity.

#### 4. PREVENT DUTY GUIDANCE

The Federation has a statutory duty under Section 26 of The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2023 to have “due regard to the need to prevent people from becoming terrorists or supporting terrorism”.

The Prevent Duty Guidance sets out the expectations, requirements and recommendations for activity within the education sector. These are grouped into the following themes:

##### 4.1 Leadership and Partnership

**Leadership** - We have identified Prevent Leads within the Federation who are responsible for overseeing. This includes ensuring that all staff understand the risk of radicalisation through effective training, building and promoting capability to deal with radicalisation concerns by understanding Prevent referral processes, and promoting the importance of Prevent and the role staff play in countering terrorism.

**Partnership Working** - We will work with partner agencies, engage with multi-agency forums, where available, engage in the Prevent referral process and co-operate with Channel panels, where practicable. The Federation will follow policies and procedures defined by the local Safeguarding Partnership.

##### 4.2 Capabilities

**Understanding Risk** - We will contribute to, engage with, and use the Counter Terrorism Local Profile to understand and respond to the risk of radicalisation. This will include ensuring and recording that all staff have completed Prevent training, at levels relevant to their roles.

**Managing Risk** - We will maintain a Prevent Risk Assessment, drawing upon information from the school, Counter Terrorism Local Profile, and national threats. Concerns relating to Prevent will be dealt with in line with the Safeguarding and Child Protection Policy and Designated Safeguarding Leads will use the National Referral Form when making referrals. We will be guided by the DfE guidance Managing Risk of Radicalisation in Your Education Setting. ([Managing risk of radicalisation in your education setting - GOV.UK](https://www.gov.uk/guidance/managing-risk-of-radicalisation-in-your-education-setting))

**Sharing Information** - We may need to share information about people to ensure that a person at risk of radicalisation is given appropriate support. We will ensure that information is shared lawfully, and in line with legislation relating to data protection and GDPR. When seeking to share personal data regarding people susceptible to radicalisation, staff will consider whether it is appropriate to rely on the person's consent. Where it is not possible to rely on consent, it is still possible to share information if there is a lawful basis for doing so.

**Reducing Permissive Environments** - We will take steps to limit the potential harm and influence of those who may seek to radicalise others. These include applying Federation policies and procedures relating to Safer Recruitment, Acceptable Use of Technologies, Online Safety (including filtering and monitoring), Professional

and Safe Conduct, and Safeguarding and Child Protection. The Federation will also take steps to ensure that all providers renting or hiring academy facilities have appropriate arrangements in place to keep children safe.

More information on the Channel and Multi-Agency Panel (PMAP) process can be found here: [Channel and Prevent Multi-Agency Panel \(PMAP\) guidance - GOV.UK](#)

## 5. RISK ASSESSMENT

- 5.1 We should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.
- 5.2 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, we should be alert to changes in students' behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.
- 5.3 Staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately following the Safeguarding and Child Protection policies.
- 5.4 All children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they must act when they observe behaviour of concern.
- 5.5 Procedures are in place for protecting children at risk of radicalisation. These procedures are set out in existing safeguarding policies.

## 6. OUR STRATEGY

- 6.1 The table below outlines our Prevent Strategy:

Objective 1: The governing body, senior leadership team, staff and students have been appropriately trained to carry out their role.
Objective 2: Safeguarding procedures at the Federation are effective in identifying students at risk of radicalisation and taking appropriate action.
Objective 3: A broad and balanced curriculum, along with a varied extracurricular programme, helps protect students against extremism and promotes community cohesion.
Objective 4: There is a strong commitment to working with outside agencies.

Objective 1: The governing body, senior leadership team, staff and students have been appropriately trained to carry out their role.

Evidence	Tick as appropriate	Additional Information
<p>The senior leadership team are aware of the Prevent Strategy and its objectives:</p> <ul style="list-style-type: none"> <li>• respond to the ideological challenge of terrorism and the threat we face from those who promote it;</li> <li>• prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and</li> <li>• work with sectors and institutions where there are risks of radicalisation which we need to address.</li> <li>• (Prevent Strategy)</li> </ul>	✓	<p>Rutland and District Schools' Federation Prevent Strategy written by the senior leadership team.</p> <p>Due regard paid to Keeping Children Safe in Education and Protecting Children from Radicalisation: The Prevent Duty (July 2015).</p> <p>Managing risk of radicalisation in your education setting September 2023  <a href="#">Managing risk of radicalisation in your education setting - GOV.UK</a></p>
<p>The following:</p> <ul style="list-style-type: none"> <li>• governors</li> <li>• senior leadership team</li> <li>• staff</li> <li>• safeguarding team</li> </ul> <p>have a good understanding of their own and institutional responsibilities in relation to Prevent.</p>	✓	<p>Staff safeguarding training makes clear reference to Prevent.</p> <p>Biannual assemblies cover Prevent / Terrorism / British Values.</p> <p>Annual core staff training on Prevent.</p>
<p>There is appropriate guidance and literature available to staff on the Prevent Strategy.</p>	✓	<p>Safeguarding update sent three times a year.</p> <p>The Channel leaflet is circulated to all staff prior to the annual safeguarding training.</p>

		<p>Federation Prevent Strategy.</p> <p>Statutory guidance: Protecting Children from Radicalisation: The Prevent Duty (July 2015).</p>
All staff have sufficient knowledge and confidence to exemplify British values when carrying out their role.	✓	<p>All staff are aware of the fundamental British values: democracy; rule of law; liberty; and tolerance and respect. These values have been conveyed to students in a number of ways, most notably through assemblies, the tutorial programme and work on the British political system.</p> <p>British values have been mentioned explicitly in assemblies relating to Prevent.</p>
All staff understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups.	✓	Annual Federation Prevent Strategy / Core Staff Training on Safeguarding and Prevent.
All staff can recognise safeguarding concerns relating to radicalisation and know what action to take.	✓	Follow existing safeguarding procedures.
All visitors who are invited to work with our students will be accompanied at all times by a member of staff or will be subject to the appropriate checks.	✓	

6.2 Objective 2: safeguarding procedures at the Federation are effective at identifying students at risk of radicalisation and taking appropriate action.

Evidence	Tick as appropriate	Additional Information
There is a Prevent Lead at the Federation	✓	<p>Claire Pugh is the Prevent Lead.</p> <p>Kelly Jackson is the Prevent Lead and Designated Safeguarding Lead at Catmose Primary.</p> <p>Natalie Henry-Oliver is the Prevent Lead at Harington School.</p>
The Prevent Lead understands the key priorities for delivering Prevent. These are embedded within safeguarding procedures.	✓	<p>Prevent Training completed – HM Government Training online and DSL training course.</p> <p>Federation Safeguarding Policy updated to include Radicalisation and Extremism.</p>
R&E are mentioned specifically within the Federation Safeguarding Policy.	✓	<p>The Federation Safeguarding Policy makes specific reference to Radicalisation and Extremism as a type of abuse.</p> <p>All concerns should be passed to one of the Federation Designated Safeguarding Leads.</p>
ICT software is in place to identify students searching for extremist material.	✓	<p>If concerns are raised about a student's online activity we can:</p> <ul style="list-style-type: none"> <li>• monitor email correspondence;</li> <li>• search and check their online activity, including secure website searches; and</li> <li>• lock down a student's account to minimise what they are able to access.</li> </ul> <p>The smooth wall at the Federation has also been set up to block extremist websites and search terms. This will be reviewed termly by the Prevent Lead and the ICT Manager.</p> <p>Filtering and monitoring checks are completed termly to test this.</p>
There are adequate arrangements in place to support students at risk of radicalisation.	✓	<p>Students at risk of radicalisation will be offered the following support:</p> <ul style="list-style-type: none"> <li>• a key worker;</li> <li>• workshops on racism, homophobia, and radicalisation and extremism;</li> <li>• mentoring;</li> </ul>

		<ul style="list-style-type: none"> <li>a safety plan may be issued.</li> </ul> <p>The Federation will also liaise with the Leicestershire Prevent Co-ordinator in order to ascertain if any other support is appropriate or available.</p>
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6.3 Objective 3: a broad and balanced curriculum helps protect students against extremism and promotes community cohesion.

Evidence	Tick as appropriate	Additional Information
Democratic principles are promoted by the Federation	✓	<p>Effective participation: all students are encouraged to play a full and active part in Federation life. They do this through:</p> <ul style="list-style-type: none"> <li>Student Council elections and representation;</li> <li>becoming Prefects and Subject Ambassadors;</li> <li>being involved with sports teams, musical productions and other extracurricular activities;</li> <li>Music, Academic and Sports Scholarships;</li> <li>Duke of Edinburgh's Award;</li> <li>trips and visits both at home and abroad;</li> <li>the Electives programme.</li> </ul> <p>Student Voice: all students are given the opportunity to express their views in the Student Survey which is completed annually and through a range of focus groups. Form representatives (who are elected by their tutor group) also sit on the Student Council, a group who meet termly and make decisions which influence the running of the Federation. Students frequently give tours of the Federation to visitors and sit on interview panels.</p>
The Federation promotes the rule of law	✓	<p>Behaviour Management System: we have a clear Behaviour Management Policy which specifies our expectations for behaviour and what happens when students fail to meet those expectations. The tutorial programme also deals with moral dilemmas which students may</p>



		encounter and makes specific reference to the law.
The Federation promotes individual liberty and freedom	✓	<p>Our ethos: We operate on the principle of trust and equal value. There are no bells and no locked doors. Students can arrive from 8am in a morning and are welcome to stay until 5pm.</p> <p>Individual liberty and collective responsibility are discussed during the tutorial programme, in which students are encouraged to contemplate and contribute to discussions on a wide range of topics.</p>
The Federation promotes tolerance and respect	✓	Our Behaviour Management Policies actively seek to promote tolerance and respect within the Federation. One of the Routines for Learning is for students 'to show respect for all involved in the life of the Federation'. This is achieved through actively encouraging students to be polite and thoughtful in their day-to-day interactions.
Students are encouraged to develop critical thinking skills	✓	Critical thinking skills are essential if students are to contest the views and opinions of extremists. In lessons, students will be encouraged to gain mastery of topics. This involves: taking responsibility, examining concepts and theories from more than one perspective, asking intelligent questions and reaching informed conclusions. The mastery approach to teaching and learning will equip students with the thinking skills required to challenge the extremist ideology, something which is binary and hostile.
Students are given opportunities to develop their social skills.	✓	<p>Youth Speaks, the wide range of extracurricular activities and the Electives Programme all seek to develop students' social skills.</p> <p>Students who struggle in this area are also offered social skills support with a Client Services Advisor.</p>

#### 6.4 Objective 4: a strong commitment to working with outside agencies.

Evidence	Tick as appropriate	Additional Information
Effective communication with different agencies.	✓	Prevent Coordinator Leicestershire is a point of contact in addition to Children's Social Care.

#### Building children's resilience to radicalisation

Our schools must play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. We believe that we can build students' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

Curriculum design allows for effective time in providing students with opportunities to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. Students must be able to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing.

In accordance with the new government guidelines surrounding the statutory teaching of relationships which came into effect for September 2020, as part of our PSHE programme we explore the issues of radicalisation and extremism as part of the work we do on healthy and non-healthy relationships.

## 7 CONTACTS

### 7.1 Designated Safeguarding Lead:

- Catmose College: Claire Pugh
  - Catmose Primary: Kelly Jackson
- Harington School: Natalie Henry-Oliver

#### External contacts:

Leicestershire Police Prevent Engagement Team (PET) [Prevent | Leicestershire Police \(leics.police.uk\)](https://leics.police.uk)

- You can contact the Prevent Team on 101 extension 2541.
- Rutland County Council
- You can call the national police Prevent advice line 0800 011 3764, in confidence, to share your concerns with our specially trained officers.
- If it's an emergency, please call 999.

### 7.2 Equality and Diversity

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage and civil

partnership, pregnancy and maternity, age, religion/belief or political/other personal beliefs. Please refer to the Equality, Diversity and Inclusion Policy for more information.

## 8 APPENDIX 1: RADICALISATION AND EXTREMISM RISK ASSESSMENT

### The Federation

Does the Federation have a Prevent Strategy?	Yes	
Does the Federation work with outside agencies on R&E?	Yes	Rutland County Council /local police/ Leicestershire Prevent Co-ordinator/Duty Team
Does the Federation have a nominated R&E Lead?	Yes	Claire Pugh Catmose College/Kelly Jackson Catmose Primary/Natalie Henry-Oliver Harington School
Do staff know how to voice their safeguarding concerns?	Yes	Safeguarding Policy/Prevent Strategy/ Safeguarding Training
Do students know who to voice their safeguarding concerns to?	Yes	Delivered during the Safeguarding Assembly and in the safeguarding newsletter.
Are there opportunities for students to learn about R&E?	Yes	PSHE / Assemblies / Outside Agencies
Is the Federation particularly prone to R&E?	No	
Evaluation	Low Risk	The Federation Prevent Strategy needs to be reviewed by the Trust annually.  The curriculum, and extracurricular provision, is sufficient to provide students with knowledge of R&E.

### Intake and Local Community

Are the students aware of R&E?	Yes	Safeguarding and Prevent Assemblies / PSHE
Are individual students risk assessed?	Yes	Student behaviour is monitored via CPOMS, the 8-week checkpoints, the Pastoral Log and the Welfare Log. If concerns were raised about a student a risk assessment could be put in place on the designated staff shared area.
Does the local community pose a risk?	Low Risk	The local community is predominantly White British. The risk would be from Far-Right Extremism. However, the risk is low.
Evaluation	Low Risk	The Federation will continue to monitor student behaviour and look out for signs of radicalisation and extremism. Should circumstances change, this strategy and risk assessment will be reviewed immediately.