



Prevent Policy and Risk assessment

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Approver	Governors
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Review Timescale	Annually
Approval Date	

Prevent Policy

1. Introduction

- Howe Park School recognises its statutory duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Prevent is an integral part of our whole-school safeguarding arrangements and is delivered proportionately, in line with our Infant phase and school context
- This policy should be read alongside Keeping Children Safe in Education (DfE, 2025), Prevent duty guidance (Home Office, updated March 2024) and the school's Safeguarding Policy.

2. Leadership and accountability

- Overall accountable officer: Headteacher — Linzi Goodman.
- Operational lead for Prevent and referrals: Designated Safeguarding Lead (DSL) — Linzi Goodman
- Deputies for Prevent/DSL duties: Deputy DSL(s) – kate Burrige, Megan Sinton and Jodie Barass.
- Safeguarding governor: Michelle Amesbury— receives any relevant information as part of Safeguarding visits.
- The Head and DSL must ensure Prevent duties are reflected in the school's safeguarding arrangements and training.

3. Duties and expectations

- DSL duties: maintain oversight of Prevent concerns, ensure staff know local referral routes (including Channel), ensure Prevent referrals are recorded on CPOMS, ensure Prevent/Channel engagement is included in transfer files and that relevant information is passed securely when a child moves school (KCSIE 2025).
- All staff: complete Prevent awareness training at induction and annually (or more frequently if local threat requires); follow usual safeguarding procedures to record and report concerns; escalate to the DSL immediately where a child may be vulnerable to radicalisation.
- Governors: receive termly evidence that controls are in place and that KCSIE 2025 requirements are met.

4. Identification, referral and support

- Identification: staff use professional judgement and contextual safeguarding information (behaviour changes, isolation, exposure to intolerant narratives). A single indicator should not trigger escalation — use pastoral knowledge and cross-reference with other safeguarding concerns.

- Internal process: follow the school's safeguarding reporting process; record initial concern on CPOMS; inform the DSL. DSL decides whether to: (a) manage through usual safeguarding support; (b) consult with local Prevent lead / LA; or (c) submit a Prevent national referral / local referral. All such decisions and rationales are recorded.
- Channel and cooperation: where a case is accepted to Channel, the school will cooperate as reasonably practicable and provide information required by the Channel panel. The school will ensure Channel engagement and outcomes are recorded and securely transferred to receiving schools if a child moves (KCSIE 2025).

5. Information sharing and data protection

- Information must be shared in line with KCSIE 2025 and data protection laws. Where consent is not the lawful basis, DSL documents the lawful basis used. Record any decision to share (or not) and the rationale in the child's CPOMS record.

6. Online safety & IT controls

- The computing lead, in conjunction with the DSL, ensures filtering and monitoring are configured to reduce access to extremist material. Acceptable use policies for staff and volunteers are signed and enforced.

7. Curriculum, resilience and proportionality for infants

- For Reception and KS1, building resilience is delivered through values work, PSHE, oracy and story-based discussion that develops empathy, critical thinking and respectful behaviour. Curriculum links (oracy, Writing Framework 2025) should emphasise respect, listening and community.

8. Visitors and external speakers

- All external speakers sign in and hold an enhanced DBS certificate. Reception staff check identity, purpose and content in advance; visitors are always supervised. The school will refuse or cancel visits if checks are unsatisfactory or content is not age-appropriate. All volunteers are recorded on the SCR and have all relevant checks completed before they start at school.

9. Record keeping and transfer of information

- Prevent concerns, referrals and decisions (including decisions not to refer) are recorded on CPOMS. DSL maintains a secure Prevent log summarising referrals and outcomes for oversight. When a child moves school, Prevent/Channel engagement is included in the child protection transfer file in line with KCSIE 2025.

10. Training

- DSL and DDSL(s): complete Government Prevent awareness and 'Making a referral' training, plus local Channel training where available. Training certificates retained.
- All staff (including early years staff and regular volunteers) complete Prevent awareness at induction and refresh annually; completion recorded on the training log / SCR.

11. Monitoring, audit and review

- The DSL provides a Prevent briefing to governors when appropriate. The policy and risk assessment are reviewed annually or sooner if guidance or local threat changes. Next review: January 2026

12. Confidentiality, whistleblowing and complaints

- Prevent concerns follow the school's safeguarding confidentiality and whistleblowing procedures. Staff who feel their Prevent concern was not acted upon should follow whistleblowing routes and alert the DSL or Chair of Governors if needed.

13. Links to other policies

- This policy must be read with: Safeguarding policy; Child protection procedures; Online Safety policy; Visitor policy; Behaviour policy; SEND/Inclusion policy; Data-protection policy.

Prevent Risk Assessment

Risk Area	Potential Risk	Who is at Risk	Current Control Measures	Risk Rating (Before)	Further Actions Required	Risk Rating (After)
Radicalisation via online content	Pupils accessing inappropriate extremist material online	Pupils	School filtering system, supervised ICT use, e-safety curriculum	Low	Regular review of filtering systems and updates to e-safety teaching	Low
Exposure through adults or visitors	Visitors or contractors sharing inappropriate views	Pupils, staff	DBS checks, visitor sign-in procedures, supervision of all visitors	Low	Ensure Prevent awareness included in visitor/contractor induction	Low
Vulnerable family influence	Home environment influencing beliefs or behaviour	Pupils	Safeguarding procedures, early help referrals, family liaison	Medium	multi-agency working and early identification	Low
Lack of staff awareness	Staff not identifying early signs of radicalisation	Pupils	Annual safeguarding and Prevent training	Medium	Provide regular refresher training and updates	Low
Community misconceptions	Misunderstanding of Prevent duty causing reluctance to report	Staff, parents	Safeguarding policy shared, communication with families	Low	Regular parent safeguarding updates	Low
Online grooming / exploitation	Children targeted via online platforms or games	Pupils	E-safety curriculum, monitoring systems, parental guidance	Medium	Continue parent workshops and digital safety updates	Low

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1 Aims