



THE LATYMER SCHOOL

Founded 1624

POLICY FOR THE PREVENTION OF EXTREMISM AND RADICALISATION

Policy presented to Governing Body	Full Governing Body Meeting June 2023
Policy circulated	June 2023
Review policy	June 2025 (to be reviewed biennially)

1. PURPOSE AND AIMS

1.1 All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

1.2 The Latymer School is fully committed to safeguarding and promoting the welfare of all its students. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society.

1.3 Protecting children from the risk of radicalisation is part of schools’ wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent susceptible people being radicalised.

1.4 There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect susceptible people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection ([Appendix 2: Warning Signs/Indicators of Concern](#)).

1.5. This policy sets out our strategies and procedures to protect susceptible students from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

1.6 At The Latymer School, we will ensure that:

- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of students.
- Parents/carers and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

1.7 This policy applies to all students, staff, parents, governors, volunteers and visitors.

1.8 A glossary of related terms and indicators of vulnerability to extremism can be found in [Appendices 1 & 2](#) of this policy.

2. ROLES AND RESPONSIBILITIES

2.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at this school.

2.2 Staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at

risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (DSL), or a member of the Child Protection Team, making a Prevent referral.

2.3 The Governing Body of The Latymer School is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

- This policy is reviewed every two years alongside our Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Headteacher and Designated Safeguarding Lead (Assistant Headteacher – Care, Guidance and Support) will assess the risk of students being drawn into extremist views.
- The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of students.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping students safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

2.4 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex A of *'Keeping Children Safe in Education'*. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

2.5 If there is a concern that a student is at risk of extremism the member of staff and/or the DSL will contact the police and make a referral to Children's Social Care through the Enfield Single Point of Entry (SPOE). The Prevent Officer for Enfield is Jenny Merryweather (direct line 020 4526 7102 / 07855 143611 Jenny.Merryweather@enfield.gov.uk).

2.6 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

3. TRAINING

3.1 Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how they can provide support to ensure that our students are resilient and supported to resist involvement in radical or extreme activities.

3.2 All staff members receive appropriate safeguarding and child protection training which is regularly updated. All staff members will undergo safeguarding and child protection training at induction. All teaching staff will undertake Workshop to Raise Awareness of Prevent (WRAP) training (delivered by the Borough of Enfield). This will be delivered every two years. They will receive further child protection training at least every three years. In addition, all staff members should receive safeguarding and child protection updates (via email, the newsletter and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

3.3 The Designated Safeguarding Lead (DSL) for safeguarding and child protection will undertake suitable and appropriate training and will up-date the training at least every two years.

3.4 Heads of Learning and the Governing Body will undertake the HM Government E-Learning Training on Prevent¹ when new to the role. This training should be refreshed every three years. This online training is an introduction to the Prevent duty and explains how it aims to safeguard susceptible people from being radicalised to supporting terrorism or becoming terrorists themselves.

3.5 The Department for Education provides further advice and training for schools on the Prevent duty (Appendix 5: Additional Support)

3.6 The Governing Body will undertake Prevent training, delivered by the London Borough of Enfield, every three years.

3.7 A record of the training undertaken by the Heads of Learning will be kept by the Senior Assistant Headteacher (Care, Guidance and Support). A record of the training undertaken by members of the Governing Body will be kept by the Clerk to the Governors.

4. THE ROLE OF THE CURRICULUM

4.1 At the Latymer School we will provide students with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our students. Students will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

4.2 Through our curriculum we will aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England and Wales;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England and Wales;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England and Wales.

5. THE ROLE OF ENRICHMENT ACTIVITIES

5.1 An extensive enrichment programme is used to promote SMSC and British Values. Whole school assemblies, year assemblies, form time activities, extra-curricular teacher led activities and student led clubs and societies are all used to enhance student and learner resilience. The enrichment activities are a core component of the schools aim to provide a first class, liberal education where pupils achieve their full potential and show consideration for others. The school's aims and goals are:

¹ <https://www.elearning.prevent.homeoffice.gov.uk/1a2/screen1.html>
Policy for Prevention of Extremism and Radicalisation

- To help pupils develop lively enquiring minds, apply themselves to tasks and acquire practical skills and knowledge that are valued both for their own sake and for the broader good of society.
- To ensure that school life is valued for itself as well as a preparation for adulthood and employment.
- To help pupils develop the ambition and self-esteem to realise their full potential.
- To encourage pupils to be aware of and understand their own and others' feelings.
- To assist pupils to develop an understanding of and respect for the beliefs and values of others.
- To provide a wide range of opportunities for all pupils.
- To help pupils understand the world and the interdependence of individuals, communities and nations.
- To help pupils understand the consequences for the environment of their actions and those of others.
- To encourage pupils to contribute to the common good both now and in the future.

5.2 A safe learning environment is created across the School where behaviours which harm the ability of different individuals and groups to work together are challenged. Students' awareness and confidence to further develop critical thinking skills are promoted via the extensive enrichment activities.

The enrichment activities are based around students participating in school life, developing skills for their future life and mutual respect. Open, democratic discussion is encouraged in an inclusive, safe environment. Ground rules are established and reinforced which encourages constructive, open discussion where opinions are freely given. Students are aware that discussions must be objective and no sessions should become a platform for personal, racist or offensive remarks. To achieve this aim we encourage students to work collaboratively and consider how their words and actions impact upon others.

6. VISITORS AND THE USE OF SCHOOL PREMISES

6.1 At The Latymer School we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our students. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

6.2 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of students;
- Activities are carefully evaluated by schools to ensure that they are effective.

6.3 Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school. The guest speaker or external agency will be supervised at all times whilst on the school grounds by a member of staff who is in regulated activity (see Safeguarding, Child Protection Policy and Procedures).

6.4 When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in- keeping with the Prevention of Extremism and Radicalisation Policy, the school will contact the police and terminate the arrangement.

7. PROCEDURES FOR MANAGING CONCERNS

7.1 The Latymer School adheres to the procedures that have been agreed locally through the Enfield Children's Safeguarding Board for safeguarding individuals susceptible to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

7.2 We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation.**

7.3 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) check – updated 1st July 2022.

7.4 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to a member of the Child Protection team². In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

7.5 Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Enfield Safeguarding Children Board procedures by contacting the police and making a referral to Children's Social Care through the Enfield Single Point of Entry (SPOE). All information and actions taken, including the reasons for any decisions made, will be fully documented.

7.6 If there are significant concerns, following an assessment by the SPOE, the referral may be passed on to the Enfield Borough 'Channel' safeguarding group ([Appendix 4: Channel](#)) to consider what support and interventions may be available.

7.7 If an allegation is made or information is received about an adult who works in our school which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

8. RELEVANT POLICIES

8.1 To underpin the values and ethos of our school and our intent to ensure that students at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Safeguarding Child Protection Policy and Procedures
- E-Safety and Online Safety Policies

² Safeguarding, Child Protection Policy and Procedures
Policy for Prevention of Extremism and Radicalisation

- Child-on-Child Policy
- Equality Information & Objectives Policy (see website)
- Whistle-blowing Policy
- Lettings Policy

9. STATUTORY FRAMEWORK

9.1 This policy has been devised in accordance with the following legislation and local and national guidance:

- Enfield Children's Safeguarding Board
- The Counter-Terrorism & Security Act 2015
- 'Revised Prevent Duty Guidance: for England & Wales', HM Government (April 2021) [Appendix 3](#) (Note: this month/year needs to match what is on Page 11)
- '[Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools](#)', DfE (November 2014)
- '[Keeping Children Safe in Education](#)', DfE (September 2022)
- '[Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children](#)', DfE (July 2018)
- '[Information Sharing: Advice for practitioners](#)', DfE (July 2018)

Appendix 1: Glossary of Terms

'Extremism' is defined in Keeping Children Safe in Education (September 2022) as the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert susceptible people from radicalisation.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

'Terrorism' is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

'Safeguarding' is the process of protecting susceptible people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorist related activity.

Appendix 2: Warning Signs/Indicators of Concern

Taken from Prevent Duty Guidance: England & Wales, HM Government 2015 and Keeping Children Safe in Education (September 2022)

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make students more susceptible may include:

- **Identity Crisis:** the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the student may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- **Personal Circumstances:** migration; local community tensions and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Unmet Aspirations:** the student may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Students who are susceptible to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Students accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Students voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centered on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting or derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting students in other schools.

Appendix 3: Summary of the Prevent duty

Taken from Keeping Children Safe in Education (September 2022):

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

1. Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
2. The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards.
3. The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to students at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the Designated Safeguarding Lead (DSL) undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
4. Schools and colleges must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

Government advice regarding the Prevent Duty is outlined in the **Revised Prevent duty guidance: for England and Wales (April 2021), sections 57-76:**

Schools and registered childcare providers (excluding higher and further education).

57. In England about eight million children are educated in some 23,000 publicly-funded and around 2,400 independent schools. The publicly funded English school system comprises maintained schools (funded by local authorities), and academies (directly funded by central government). In Wales, over 450,000 children attend Local Authority maintained schools, and there are 70 independent schools³.

58. All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Independent schools set their own curriculum but must

³ Schools Census results on Wales.gov.uk
Policy for Prevention of Extremism and Radicalisation

comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils. These standards also apply to academies (other than 16-19 academies), including free schools, as they are independent schools. 16-19 academies may have these standards imposed on them by the provisions of their funding agreement with the Secretary of State.

59. In Wales, independent schools set their own curriculum, but must comply with Independent Schools Standards made by the Welsh Ministers. These Standards also include a requirement to promote the spiritual, moral, social and cultural development of pupils.

60. Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS). Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life.

61. Early years providers already focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

62. This guidance should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services to children, young people, parents and carers.

63. In Wales it should be read alongside Keeping Learners Safe⁴.

64. The authorities specified in paragraph 65 below are subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people 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. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections 406 and 407 of the Education Act 1996. Similar duties are placed on the proprietors of independent schools, including academies (but not 16-19 academies) by the Independent School Standards.

Education and childcare specified authorities

65. The education and childcare specified authorities in Schedule 6 to the Act are as follows:

⁴ Keeping Learners Safe includes advice on radicalisation on page 51
Policy for Prevention of Extremism and Radicalisation

- the proprietors⁵ of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies⁶
- pupil referral units
- registered early years childcare providers
- registered later years childcare providers
- providers of holiday schemes for disabled children
- persons exercising local authority functions under a direction of the Secretary of State when the local authority is performing inadequately; and
- persons authorised by virtue of an order made under section 70 of the Deregulation and Contracting Out Act 1994 to exercise a function specified in Schedule 36A to the Education Act 1996.

66. In fulfilling the new duty, we would expect the specified authorities listed above to demonstrate activity in the following areas.

Risk assessment

67. Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

68. Specified authorities will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate. Institutions will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example. These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.

Working in partnership

69. In England, governing bodies and proprietors of all schools and registered childcare providers should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board (LSCB). In Wales, Local Service Boards provide strategic oversight.

Staff training

70. Specified authorities should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this.

IT policies

71. Specified authorities will be expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

⁵ Reference in this guidance to the 'proprietor' in the case of a maintained school, maintained nursery school and non-maintained special school is a reference to the governing body of the school

⁶ Including early years and later years childcare provision in schools that is exempt from registration under the Childcare Act 2006

Monitoring and enforcement

72. The Office for Standards in Education, Children’s Services and Skills (Ofsted) inspects the specified authorities in England listed above, with the exception of some privately funded independent schools. When assessing the effectiveness of schools, Ofsted inspectors already have regard to the school’s approach to keeping pupils safe from the dangers of radicalisation and extremism, and what is done when it is suspected that pupils are susceptible to these. Maintained schools are subject to intervention, and academies and free schools may be subject to termination of their funding agreement, if they are judged by Ofsted to require significant improvement or special measures, or if they fail to take the steps required by their local authority, or for academies or free schools by the Secretary of State pursuant to their funding agreement, as applicable, to address unacceptably low standards, serious breakdowns of management or governance or if the safety of pupils or staff is threatened. In Wales, all publicly funded schools are inspected by Estyn.

73. Ofsted inspects 16-19 academies under the Common Inspection Framework for further education and skills.

74. Privately funded independent schools in England are inspected by Ofsted or one of three independent inspectorates. In Wales, Estyn inspects independent schools. If they fail to meet the Independent School Standards, they must remedy the problem or be subject to regulatory action by the Department for Education or the Welsh Government, which could include de-registration (which would make their continued operation unlawful).

75. Early education funding regulations in England have been amended to ensure that providers who fail to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs do not receive funding from local authorities for the free early years entitlement.

76. Ofsted’s current inspection framework for early years provision reflects the requirements in the DfE Statutory Framework for the Early Years Foundation Stage (effective 1st September 2021).

Appendix 4: Channel

- Taken from Keeping Children Safe in Education (September 2022)
- Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism.
- Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are susceptible to being drawn into terrorism and consider the appropriate support required.
- A representative from the school may be asked to attend the Channel panel to help with this assessment.
- An individual's engagement with the programme is entirely voluntary at all stages.
- Someone referred to Channel will be required to provide their consent before any support through the programme is provided.
- Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Appendix 5: Additional Support

The Department for Education (DfE) has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The [ETF Online Learning environment](#) provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

London Grid for Learning have also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for Learning \(lgfl.net\)](#)).