



Safer and Stronger
Communities Board

Implementing the Prevent Duty in Education Settings

Second Edition

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Prevent in Enfield

Welcome to Enfield Council’s Prevent in Education Toolkit. The purpose of this document is to support educational establishments in Enfield with their delivery of The Prevent Duty. Whether you are learning about these safeguarding responsibilities for the first time, revising established school policies, setting up a supplementary school, or seeking to better equip young people to cope with the threat of extremism, this guidebook will be a useful starting point for learning about Prevent.

In Enfield, the work of Prevent aims to safeguard young people from being drawn into extremism or terrorism through early identification of vulnerable individuals and provision of relevant advice through an early intervention approach. We have shaped our work to meet local needs as appropriate and work in close communication with the Home Office’s ‘Homeland Security Group’ (HSG) and other local and national departments.

This document has been written by Enfield’s Prevent team in consultation with the Enfield Prevent Network, a steering group consisting of partners who, through close collaboration with strategic and community partners, are responsible for achieving the objectives of Prevent. Please do get in touch if you have ideas about this toolkit or about implementing Prevent in Enfield.

Enfield Prevent have a dedicated Prevent Education Officer (PEO). The PEO can assist education establishments with:

- Staff training
- Developing or signposting teaching resources
- Safeguarding policies
- Delivering assemblies and student workshops
- Guidance and advice on referrals
- Accessing Prevent-funded projects
- Briefings and updates on recent threats and trends

Prevent related services are provided without any costs to local educational establishments and can be arranged by contacting prevent@enfield.gov.uk.

Introduction to Prevent

What is the Prevent Strategy?

Prevent forms one strand of CONTEST, the government's counter-terrorism strategy. Prevent aims to stop people becoming terrorists or supporting terrorism by tackling the ideological causes of terrorism and intervening early to support people susceptible to radicalisation.

From July 2015, the Counter-terrorism and Security Act states that it is a statutory duty for organisations, such as schools, to support and help people at risk of radicalisation.

Everyone can make a difference

All members of staff who work for or with a school should be aware of the statutory duty and who to speak to if they have concerns. An establishment's Designated Safeguard Lead (DSL) will usually be responsible for making Prevent referrals, but all staff should have a detailed knowledge of the Prevent Duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation. School leadership teams should complete a Prevent risk assessment and ensure that Prevent is embedded across the setting in a proportionate way to the risks identified.

Radicalisation is a process

Radicalisation is a process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Anyone can be vulnerable to radicalisation

Radicalisation is a process that can affect any individual, regardless of their cultural, socio-economic, religious or ethnic background. Factors that may make an individual more vulnerable to radicalisation are known as **Push Factors**. Push Factors push an individual away from grievances and towards a potential solution.

What makes an extremist ideology appealing?

As with other forms of grooming, vulnerable individuals are often presented with an incentive that seemingly meets an emotional, psychological or physical need. Recruiters may use these incentives to persuade an individual to embrace an extreme ideology. These incentives are known as **Pull Factors**.

Push and pull factors

There are many reasons why an individual may become radicalised. The diagram below outlines some of the factors that could push someone towards an extremist ideology and why that ideology may seem appealing.

PUSH

- A need for meaning/identity/belonging
- Isolation or alienation
- Feelings of grievance and injustice
- Susceptibility to being influenced or controlled
- 'Them and us' thinking
- A desire for status; to dominate and control others
- Social issues including racism and poverty
- Undergoing trauma or adverse experiences

PULL

- A sense of belonging/fulfilling social network
- Identification of an enemy/cause of injustice
- Provocative and persuasive propaganda
- A plan of action to correct injustices
- Pre-existing ideological attraction
- Excitement and adventure
- Material and/or spiritual reward eg adventure or romance



Contextual factors:

Radicalisation does not happen in a vacuum, and there can be a variety of personal, family, or societal factors that can make an individual more vulnerable to all kinds of exploitation, including extremism. These factors could include:

- ▶ Disturbed home life
- ▶ Ignorance/lack of understanding of other cultures or ideologies
- ▶ Lack of positive role models
- ▶ Unhealthy, unregulated, or unlimited access to the internet
- ▶ A significant tragic or traumatic experience
- ▶ A poor state of mental health
- ▶ Transitional period (e.g. a move to a new town, or from Primary to Secondary education)
- ▶ Exposure to extremism
- ▶ Those who have been identified with difficulties around communication or cognitive understanding
- ▶ Those with social or emotional difficulties

Additional Vulnerabilities: SEND, Mental Health, Specific Learning Difficulties (SpLD) and Neurodiversity

Those who have already been identified as needing specialised support, might also be more vulnerable to exploitation. Whilst being aware of these additional risks, it is important that we do not stigmatise, or over-emphasise, the relationship between Autism and radicalisation and other factors such as learning difficulties. Instead, it is important to consider how neurodiverse traits might interact with extremist messaging, and how we might increase protective factors. Being aware of different ways of communicating, having safe spaces, and getting a diagnosis, can all mitigate against unnecessary harm and criminalisation.

Being non neuro-typical may lead to an increased vulnerability of grooming, fixation on socially unusual topics of interest (weapons, violence, extremist groups), or expressing views that are not socially acceptable without fully understanding why.

There are some behaviours that might make an individual more vulnerable to radicalisation. These include:

- ▶ The ability to understand why someone may have different beliefs, desires, hope, and intentions to our own
- ▶ Concerns around anxiety or depression
- ▶ Restricted or 'special' interests and hyper-focusing
- ▶ Finding it harder to socialise or build strong peer networks than others of a similar age. Difficulty reading social cues and social naivety
- ▶ Sensory needs

The relationship between radicalisation and mental health is a complex one. Although research has shown that mental illness can increase the likelihood of a person being susceptible to radical appeals, only a small minority of people with mental health difficulties are radicalised and then act on their beliefs.

Radicalisation – behaviour indicators

Like all safeguarding issues, **each individual case is unique and context is key**. If a child's behaviour or the way in which they interact with those around them changes, it is important to understand why this change has occurred. It would be unwise to make generalisations about a young person's behaviour or jump to any hasty conclusions, but concerns should be raised when a number of these changed behaviours are observed as they may indicate that an individual is at risk of being radicalised.

Social Life

- ▶ Start to isolate themselves from friends and/or family
- ▶ Cuts ties with family members and/or close friends, keeps exclusive company with a new circle of acquaintances
- ▶ Becomes closer to individuals or groups known to be extremists
- ▶ In contact (online and/or offline) with a group or network of individuals known to be extremists

Online Activity

- ▶ Researches and engages with conspiracy theories and discourse to an unhealthy degree
- ▶ Uses public forums to exchange heated arguments with others about ideological differences
- ▶ Is exposed to/exposes themselves to media of an extremist nature
- ▶ Secretive about online activity (incognito browsing, clearing internet history, using VPNs)
- ▶ Produces/promotes material of an extremist nature
- ▶ Engages with groups of an extremist nature
- ▶ Reinforces own beliefs through consultation of violent extremist internet forums and websites
- ▶ Uses online tools (including communication platforms) to plan and research travel to conflict zones where violent extremist groups are known to be active
- ▶ Researches the logistics of conducting violent/hateful acts

Attitudes and Values

- ▶ Has difficulty reassessing one's own values and/or recognising the value of others points of view, refusing to engage in counter arguments
- ▶ Increasing intolerance towards a particular group
- ▶ Perpetuates and engages with conspiracy theories to an unhealthy degree
- ▶ Legitimises the use of violence to defend/promote a cause or ideology
- ▶ Adopts a hateful 'us versus them' mentality
- ▶ Refuses to interact with certain individuals/groups because of their characteristics
- ▶ Emotional instability or significant changes to mental health
- ▶ Demonises those who do not adhere to their own ideology, culture, religion or race
- ▶ Advocates the need for direct action using violence to defend/promote a cause or ideology
- ▶ Impresses that it is an individual's 'duty' to defend/promote a cause of ideology and berates those who oppose this view

Actions

- ▶ Adopts behaviour which diverges from family practices
- ▶ A sudden change in daily habits
- ▶ Has heated arguments with others about ideological differences
- ▶ Refuses to discuss a new lifestyle, alignment or belief system with family members and others
- ▶ Displays symbols of affiliation or support associated with violent extremist groups
- ▶ Takes part in a group that is considered extreme
- ▶ Actively seeks to recruit individuals to a group with questionable motives
- ▶ Plans and discusses violent/hateful acts
- ▶ Heightened interest in acquiring and using illegal weapons
- ▶ Plans or discusses a trip to a conflict zone in which violent extremist groups are known to be active
- ▶ Significant amount of unexplained time spent away from school/place of work

Disclaimer: Please use this document with discretion. Prevent targets all forms of extremism. A flexible, open-minded approach is therefore the most appropriate. The list above is not exhaustive and could indicate a range of safeguarding issues. It would also be unwise to adopt a prescriptive or formulaic approach to safeguarding as every case must be treated individually.

Online risks

Online risks are constantly evolving and shifting. These risks can be broadly split into three categories: extreme content, online networks and disinformation.

Extreme content

Content, or propaganda, produced by extremists is designed to spread quickly, identify supporters, influence public opinion and generate an emotive response.

Examples could include graphic videos glorifying terror attacks; political speeches/sermons/lectures; memes, images or gifs designed to spread hatred and/or advocate violence.

What can we do? Education establishments should put filtering measures in place to ensure that extreme content cannot be accessed on site and content accessed should be effectively monitored.

Online networks

Popular social media, messaging apps, chat forums, online gaming platforms and other communication tools are used by extremists to recruit vulnerable individuals; each app or platform will have different associated risks. Recruiters may operate under a pseudonym and use mainstream platforms to draw users into less main-stream forms of communication.

Mainstream networks include popular social media platforms such as:

- TikTok
- X (formally Twitter)
- Instagram
- Reddit
- YouTube
- Facebook

Mainstream platforms have content moderation and reporting mechanisms that limit the spread of extremist or harmful material. Once made aware, mainstream platforms will remove content that breach their terms of use, however this will not stop content being saved and circulated by users on alternative platforms.

Non-mainstream platforms have fewer registered users. Sites such as Gettr, Telegram, Gab and Odysee are often promoted as less-moderated versions of popular platforms such as Twitter and YouTube. Individuals and organisations that have been banned from mainstream platforms often create accounts on non-mainstream networks such as these.

These platforms have more limited policies and processes in place to minimise risk, and content is less likely to be moderated in a way that removes or limits extremist content.

What can we do? Education establishments should:

- Raise awareness of grooming processes and teach young people to use technology in a safe and secure way.
- Ensure good filtering and monitoring on school systems.
- Work with parents to raise awareness of protective measures which can be put into place at home such as managing an account's privacy settings and reducing exposure to strangers.
- Promote an environment where students can raise concerns.
- Keep up to date, recognise concerns and emerging new technology and sites.
- Use approved reporting pathways to flag inappropriate content.

Disinformation

Disinformation, also known as 'fake news', is used by extremists to gain support for their cause. Producers of disinformation use a variety of tactics to deceive users into believing a story has credibility. For example: sophisticated web design, doctored videos/images, sensationalist headlines, quotes and images taken out of context.

Producers of disinformation also take advantage of algorithmic feeds to rapidly spread information to their core audience. *Algorithmic feeds* have been known to create distorted versions of reality for users (sometimes known as 'filter bubbles' or 'echo chambers'). These distorted realities may contribute towards a vulnerable individual becoming radicalised.

What can we do? Education establishments should consider how to equip their young people with resilience and critical thinking skills to minimise the impact of disinformation.

Further support

Please contact the Enfield Prevent team to arrange any of the following free services:

- A staff briefing on the latest online risks
- Teaching resources about online safety
- Student online safety workshops

Types of Extremism

The above mentioned PUSH and PULL factors may lead to the adoption of an extremist ideology. Below are examples of ideologies often referred into Prevent.

Islamist Extremism

It is important to make the distinction between mainstream Muslim beliefs and Islamist Extremism which is usually linked to specific groups and their ideologies, such as Al-Qaeda and ISIS/Daesh, although individuals may also act alone.

Islamist extremism can be hard to define, but it is commonly connected with the extremist view that Islam is incompatible with the 'British' way of life. Extremists seek to divide communities using misguided meanings from the religion of Islam, often advocating for violence or military actions to achieve their perceived goal.

Right Wing Extremism (RWE, or XRW)

Right Wing Extremism (RWE) covers a range of groups, individuals, and movements with a variety of political and ideological motivations, which are often directed against democratic institutions and the rule of law. Extremists who are aligned to RWE can also have a misguided view that their own race is superior to all others, and that they deserve a special status in society.

RWE groups often direct their hate towards those they see as 'different', for example. because of skin colour, gender, sexuality, nationality, or faith and they are prepared to enforce these views through violence and intimidation.

Extreme left and single-issue extremism

Extreme left ideologies are most often rooted in Anarchy, Communism or Socialism, but take the principles to extreme measures. Left-wing extremism seeks to destroy existing democratic systems prior to building a new society.

Single-issue extremism is when an individual or group endorses harm, violence, or criminality in the name of a single issue, for example animal rights or climate change.

A range of personal and ideological motivation

Increasingly individuals are adopting a mix of ideas from different ideologies into their grievance narratives, with ideologies sometimes spreading across more than one category and not always including ideological or political motivation as the starting point. This contributes to the increasing challenge of assessing an individual's motivation. Conspiracy theories may act as gateways to radicalised thinking and violent adherents to subcultures such as Involuntary Celibacy (Incels) and extreme misogyny are included in this category. An Incel can be defined as a member of an online community of young men who consider themselves unable to attract women sexually and is typically associated with views that are hostile towards women and men who are sexually active.

Current risk

The UK has faced significant threat from terrorist groups for many years, and cities like London can be a target for both recruitment and attacks. Extremist groups pose a risk to our communities through both the threat of terrorism and by seeking to radicalise vulnerable individuals. The most significant terror threat currently faced by London is linked to ideology followed by ISIS/ISIL/Daesh and other similar groups. This is defined by The Prevent Strategy as Islamist Extremism. Nationally, the number of people who have been referred to the Prevent programme with concerns relating to far right-wing extremism has significantly increased over the last few years. This pattern has also been observed to a lesser extent in Enfield.

London has experienced significant terrorist incidents perpetrated by individuals either acting alone, or as part of a group, who are motivated by political, sectarian, or religious ideologies.

Key examples of attacks in London in recent years include:

- ▶ 2020 Streatham stabbing
- ▶ 2019 London Bridge attack
- ▶ 2017 Finsbury Park Mosque attack
- ▶ 2017 Westminster Bridge attack
- ▶ 2005 7/7 London bombings
- ▶ 1999 London nail bombings

Recent examples of national attacks include:

- ▶ 2022 Petrol bomb attack against a Border Force centre for processing migrants in Dover
- ▶ 2021 MP David Amess fatally stabbed at a constituency surgery in Essex
- ▶ 2021 An improvised explosive device detonated at the Liverpool Women's Hospital

Independent Review of Prevent and the revised Prevent Duty

In September 2023 the Prevent duty guidance was refreshed and updated to reflect several recommendations of the Independent Review of Prevent. Although there are no new legal requirements or additional responsibilities for schools and early years providers, it helps to understand the changes outlined below. Settings should continue to understand their Prevent duty requirements as part of their wider safeguarding responsibilities as outlined in Keeping Children Safe in Education (KCSIE).

What's changed?

The changes provide greater clarity, practical advice and signposting to best practice. The changes include:

Ideological causes of terrorism

The first objective of Prevent has been changed to “tackle the ideological causes of terrorism”. The ideological component of terrorism is what sets it apart from other acts of serious violence. The guidance recommends education settings consider ideology when delivering all aspects of Prevent. The guidance introduces a new theme – ‘Reducing Permissive Environments’ to tackle the ideological causes of terrorism. For schools and early years, this includes the existing considerations of building resilience through the curriculum and having effective IT and visiting speaker policies to reduce exposure to radicalising influences.

Updated terminology

Terminology has been updated to reflect current best practice and official terminology. This includes clarifying that the guidance only applies to non-violent extremism where it can be reasonably linked to terrorism or could draw people into terrorism.

Training

Schools and early years providers should determine who the appropriate members of staff are and how frequently training should occur, being proportionate to the risk of terrorism and extremism in their local area. They should also consider what type of training is needed for staff in different roles. It is recommended that leads with designated Prevent responsibilities receive more in-depth training.

Managing Risk

The guidance recommends settings consider whether their risk assessments accurately reflect and account for local risk and threat, and are proportionate based on setting size and provision.

External Speakers and Events (FE/HE specific)

Every setting needs to balance its legal duties in terms of both securing freedom of speech and protecting learner and staff welfare. There is no prescription from government regarding what actions providers should take once they have had due regard under the Prevent duty. In most cases, any risks posed by external speakers can be mitigated without shutting down free speech.

What actions do I need to take?

It is recommended those who are responsible for the implementation of Prevent responsibilities read the updated and refreshed Prevent duty guidance. You may wish to update your Prevent risk assessment and action plan (if applicable) or safeguarding policy. If you would like any support with your responsibilities around implementation, would like to discuss training or completing risk assessments please contact Enfield's Prevent team on prevent@enfield.gov.uk.

Ofsted expectations

The extracts below have been taken from the Ofsted's Education inspection framework and are considered relevant to the Prevent duty.

Inspectors will make a judgement by evaluating the extent to which...

Behaviour and attitudes

- Leaders, teachers, other staff and students create an environment where bullying, learner-on-learner abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively and do not allow them to spread.

Personal development

- The curriculum and the provider's wider work support students to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.

Leadership and management

- Leaders engage effectively with students and others in their community, including – where relevant – parents, carers, employers and local services.
- Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding and promoting the welfare of students.
- Leaders have created an open and positive culture around safeguarding that puts pupils' interests first. This means they:
 - ▶ protect pupils from serious harm, both online and offline
 - ▶ are vigilant, maintaining an attitude of 'it could happen here'
 - ▶ are open and transparent, sharing information with others and actively seeking expert advice when required
 - ▶ ensure that all those who work with students are trained well so that they understand their responsibilities and the systems and processes that the provider operates and are empowered to 'speak out' where they may be concerns
 - ▶ actively seek and listen to the views of students, staff and parents, taking prompt but proportionate action to address any concerns, where needed
 - ▶ have appropriate child protection arrangements, which: identify students who may need early help and may be at risk of being harmed; secure the help that students need; and help manage safer recruitment and allegations about adults who may be a risk to students

- ▶ are receptive to challenge and reflective of their own practices to ensure that safeguarding policies, systems and processes are kept under continuous review.

The “**statutory duties**” mentioned include:

- [gov.uk/government/publications/keeping-children-safe-in-education--2](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
- [gov.uk/government/publications/working-together-to-safeguard-children--2023](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2023)
- [gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation](https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation)
- [Counter-Terrorism and Security Act \(2015\)](#)
- [gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary)

Further Ofsted advice

Ofsted do not offer official advice to schools on Prevent. Nor is there a set list of Prevent questions or requirements that they use during inspections. The advice above is based on the [Department for Education's guidance](#), conversations with inspectors, and feedback from schools.

Reactive Strategies

Inspectors will expect all staff (teaching and non-teaching) to know what to do if they believe a young person is at risk of radicalisation. This includes being able to spot concerning behaviour and an awareness of referral pathways.

All staff should have a sound knowledge of the Prevent duty and the support available to vulnerable individuals. Designated Safeguarding Leads should know which individuals/services (Enfield Prevent, Safer Schools Officers, Children's MASH) can be contacted should external support be necessary.

Proactive Strategies

The personal development section of the framework assesses whether the curriculum (formal and informal) is fit for purpose. The formal curriculum refers to the schemes of work, lesson resources, assessments, assemblies, and form time activities implemented that build resilience to radicalisation. The informal curriculum refers to the school culture and to what extent students feel there are safe spaces offered for sensitive discussion to take place with members of staff. Further guidance can be found in the Curriculum Self-Assessment section.

The DfE guidance states that schools should incorporate Prevent-related risks into risk-assessment documents. This includes sound awareness of local risks in the school's surrounding area. Schools are usually contacted if there is an immediate risk, but if you would like to discuss local or national threat further then please contact the Enfield Prevent team on prevent@enfield.gov.uk.

Prevent should be incorporated into all safeguarding policy documents. Robust policies clarify the establishment's stance to the wider community, aid transparency, ensure consistency should senior leaders leave the school, and can be used to educate new members of staff. Further guidance, such as advice on IT policies, facility rental and risk assessments, is available in the Policy Advice and Risk Assessment section.

Frequent truanting or prolonged absenteeism could indicate a range of safeguarding concerns, including radicalisation. Ofsted will expect robust systems and policies on registration and truancy to help reduce the risk of safeguarding issues.

Prevent Self-Assessment Tool:

The Department for Education has released a [self-assessment tool](#) for schools in England to help them better understand how well they meet their Prevent Duty responsibilities. The tool is based on the Ofsted inspection framework and can help schools understand how well embedded their Prevent policies and practices are and encourages a cycle of continuous review and improvement.

The tool includes:

- ▶ A guide on how to make use of the tool
- ▶ A supporting spreadsheet to help measure how well policies and practices are embedded
- ▶ A supporting spreadsheet of useful links and additional support

Prevent Designated Safeguarding Lead (DSL) handbook for schools and colleges:

The Department for Education has also published non-statutory guidance for DSLs to help them safeguard students vulnerable to radicalisation.

[The guidance](#) is designed to explain the Prevent referral process and statutory responsibilities to keep children, young people and adult learners safe from the risk of extremist ideology and radicalisation. The guidance has been developed by frontline practitioners in local authorities, with support from the Dept for Education.

Embedding Prevent into the curriculum

One of the most proactive ways to prevent young people from being radicalised is to help young people become more resilient to ‘pull factors’ in an age-appropriate manner. For example, extremist groups often twist and distort news stories to recruit members and to justify their actions. Developing critical thinking skills will help young people differentiate facts and reliable news stories from conspiracy theories and fake news.

This toolkit contains a curriculum self-assessment and some examples of best practice to help schools evaluate to what extent their curriculum addresses Prevent concerns. The curriculum self-assessment can be used to demonstrate to Ofsted how the curriculum addresses the Prevent duty, SMSC (social, moral, spiritual and cultural) development, and the ways in which the school “prepares young people for life in modern Britain”. The self-assessments reflect the different approaches required across key stages. KS1-2 practitioners usually adopt a less direct approach, developing resilience and promoting Fundamental British Values at an early age. KS3-5 practitioners can adopt a more direct approach as their students’ awareness of current affairs develops.

A well-planned humanities curriculum will afford opportunities to effectively build students’ resilience to radicalisation. However, when delivering topics relating to terrorism and extremism, teachers may feel that they lack specific subject knowledge and therefore be less confident in delivering these lessons. To support curriculum delivery, Enfield Prevent have developed teaching resources that can be delivered as a one-off session, in form time, or be integrated into the mainstream curriculum. The resources are available on [The Hub](#) or can be sent via email.

Enfield Prevent are always looking to develop new resources based on teacher and learner feedback. Please get in touch by email with ideas for future resources or to give feedback on existing resources.

Other teaching resources

- [Educate against Hate](#)
- [Fake News Game](#)
- [ParentZone – Be Internet Legends \(KS2\)](#)
- [Extreme Dialogue videos](#)
- [Going Too Far \(LGFL\)](#)

Policy advice and risk assessment

It is good practice to integrate the Prevent Strategy into your existing safeguarding policies. This will help demonstrate to parents, partners, and Ofsted how your organisation reduces, or plans to reduce, the risk of radicalisation. A robust Prevent policy should include a [risk assessment](#) and answer the following questions:

1. Who in the school has responsibility for the below and what level of training have they received?

- a. Signing-in visitors
- b. Vetting groups/individuals who wish to use the school's facilities and checking their on-site activity
- c. Ensuring partners, commissioned services and subcontractors are complying with the Prevent duty
- d. Record keeping for Prevent safeguarding concerns
- e. Supervising student societies and any external speakers/organisations they engage with
- f. If you use a venue hire company request evidence of their safeguarding policies and practices

2. What training has been delivered?

- a. Do all safeguarding staff have a detailed knowledge of the Prevent duty, current risks and referral pathways?
- b. What Prevent training have all teaching and non-teaching staff received and how frequently?
- c. Is Prevent training included in new staff inductions?
- d. Have governors received Prevent training?
- e. Have Prevent leads received more in-depth training, including on extremist and terrorist ideologies?

3. How are Prevent concerns escalated?

- a. What should a member of staff do if they have concerns?
- b. How does a member of the safeguarding team make a referral?

- c. Are all staff aware of the school's Prevent safeguarding lead?
- d. Are the contact details of Children's MASH and the Enfield Prevent referral inbox clearly recorded?
- e. Does a member of the safeguarding team have access to the Enfield Children's Portal and the Prevent National Referral form?
- f. What interventions could be put in place by the school for someone at risk of being radicalised?
- g. How are records kept about a concern and the actions that have been taken?

4. What proactive measures are in place to build resilience?

- a. Have you mapped out which parts of your curriculum are designed to build resilience against radicalisation across age ranges and subjects?
- b. Has your establishment produced an agreed set of values that run contrary to extremist narratives? If so, how are they promoted and upheld?

5. Does your IT system help to reduce the risk of radicalisation?

- a. Do your IT filters prevent access to unauthorised or extremist websites?
- b. If inappropriate content is accessed, are you able to gather evidence and identify which account has been used? What steps will then be taken?

6. How do you ensure visitors and external organisations are not increasing the risk of radicalisation?

- a. How do you vet external organisations and individuals who wish to use the school's facilities (both during and outside of school hours)?
- b. If you use a venue hire company, what safeguarding procedures do they have in place to keep children safe on your site?
- c. How do you monitor the use of the school's facilities?
- d. Do visitors and external organisations comply with the Prevent Duty and adhere to the school's set of values?

7. Is there an awareness of current risks and how they could affect your students?

- a. Does your lettings policy ensure those who hire school premises align with the school's values?
- b. Are you considering whether extreme groups or individuals are active in your area?

- c. Are there opportunities for extreme groups or individuals to recruit your students in the area immediately surrounding your establishment?

If you would like further support completing a Prevent Risk Assessment, please email prevent@enfield.gov.uk.

The guidance '[Managing risk of radicalisation in your education setting \(2023\)](#)' from the DfE is designed to help you consider indicators of risk and decide what response is appropriate and proportionate. These indicators are a guide to help you make professional judgements around the level of risk a student may be at and what to do.

Tell the police immediately if you think a learner:

- is about to put themselves or others in immediate danger
- appears to be involved in planning to carry out a criminal offence

Curriculum self-assessment (KS1 & 2)

How confident are you that your current curriculum builds resilience against radicalisation?

The current curriculum provides students with opportunities to:	No confidence	Somewhat confident	Fairly confident	Highly confident	Evidence	Action Points
Develop mutual respect and tolerance for groups outside of their own cultural background						
Explore the different forms of individual liberty and why it is important to uphold this value						
Learn about and participate in forms of democracy and explore its importance						
Explore the rule of law and why it is important to uphold this value						
Think critically about stories they see in different forms of media						

Curriculum self-assessment (KS3, 4 & 5)

How confident are you that your current curriculum builds resilience against radicalisation?

The current curriculum provides students with opportunities to:	No confidence	Somewhat confident	Fairly confident	Highly confident	Evidence	Action Points
Think critically about stories they see in all forms of media						
Learn how to reduce their vulnerability to online grooming						
Build resilience against extremist narratives, symbols and propaganda						
Understand the law around consent including how to actively communicate and recognise consent in all contexts including online						
Challenge extreme beliefs and explore opinions other than their own through healthy discussion of sensitive issues						

The current curriculum provides students with opportunities to:	No confidence	Somewhat confident	Fairly confident	Highly confident	Evidence	Action Points
Learn what to do if they believe someone they know is being radicalised						
Develop mutual respect and tolerance for groups outside of their own cultural background						
Explore the different forms of individual liberty and why it is important to uphold this value						
Learn about and participate in forms of democracy and explore its importance						
Explore the rule of law and why it is important to uphold this value						

Examples of best practice

	KS1 & 2	KS3, 4 & 5
Develop mutual respect and tolerance for groups outside of their own cultural background	<ul style="list-style-type: none"> • Reading stories that reflect the diversity of the UK and promote tolerance • Celebrating all religious and non-religious holidays through classroom displays and by inviting speakers from different communities • Opportunities to visit different places of worship • Encouraging children to work with different people during group activities 	<ul style="list-style-type: none"> • Recognition of significant religious/cultural events • Learning from history by exploring what happens when mutual respect and tolerance break down • Engagement in international projects (UN, Tony Blair Foundation for Peace, Holocaust Memorial Day) • Studying sensitive topics such as immigration, multi-culturalism, and extremism
Explore the different forms of individual liberty and why it is important to uphold this value	<ul style="list-style-type: none"> • Creative activities that explore what makes someone an individual • Studying stories that explore different feelings and behaviours 	<ul style="list-style-type: none"> • Knowledge of human rights (how they can be protected and what happens when they're not) • Involvement in public speaking competitions to champion freedom of speech (Rotary Club) • Celebrate international awareness days
Learn about and participate in forms of democracy and explore its importance	<ul style="list-style-type: none"> • Consultations with staff, parents and students to decide on which values the school should champion through the rewards system • Passing 'speaker objects' in circle time • Class votes on reward activities • Children work together to create displays 	<ul style="list-style-type: none"> • School council • Debating society • Mock elections • Opportunities to discuss current affairs – involvement in Jack Petchey's 'Speak Out' Challenge • Involvement in Youth MP and Enfield Youth Parliament • School newspaper/media days (BBC Young Reporter)
Explore the rule of law and why it is important to uphold this value	<ul style="list-style-type: none"> • Discuss the importance of rules at the beginning of the year and agree a set of rules that everyone will adhere to • Sharing behaviour management policy with parents to ensure consistency 	<ul style="list-style-type: none"> • Use History and Citizenship lessons to explore what happens when the rule of law breaks down • Consistent application and explanation of behaviour policy

Talking to young people about terror attacks

To what extent should we talk to young people about terror attacks? How do we help young people make sense of the increasingly complex information they have access to? How can we reassure them in an age-appropriate manner whilst not burdening them with the weight of the world's problems?

Professionals who know their students well are in the best position to answer these questions. However, Enfield Prevent believe that discussing terror attacks in an appropriate manner can have a positive, reassuring impact on young people as well as improving critical thinking skills, developing empathy and reducing the impact of disinformation.

Whilst many teachers will be confident engaging students in sensitive conversations, some may feel that they lack the subject knowledge or training. Please contact the Prevent team if you would like some staff training on how to discuss sensitive issues with young people. In the meantime, feel free to utilise the guidance below.

Following a terror attack or significant incident

1.

Reassure

- ▶ Emphasise these events are rare and that it is very unlikely they will ever be a victim of a terror attack.
- ▶ Security increases following terror incidents, thereby reducing the chances of a follow-up attack.

2.

Clarify

- ▶ Use news sources that adhere to ethical codes of conduct to go through events. This will stop disinformation, rumours, and conspiracy theories from spreading.
- ▶ Be objective about what we do and do not know about the incident, being careful not to speculate or make assumptions.
- ▶ Discourage students from accessing sensationalised coverage or footage of the incident online. Some people may use the incident to boost internet traffic or spread disinformation.

3.

Reflect

- ▶ Build empathy by considering the impact on the families and friends of the victims as well as the wider community.
- ▶ Consider the emergency services/first responders and how they may feel after the event.

4.

Analyse

- ▶ What emotional response are terrorists trying to provoke?
- ▶ Why might an individual commit a terrorist attack? Discuss the process of radicalisation. Again, remind the class to stick to the facts and to avoid making any assumptions.
- ▶ How are the media reporting the incident and why? Do we agree with their conduct?
- ▶ What are the dangers of how information and disinformation are spread on social media?
- ▶ How have the families of victims responded compared to wider society? What does this tell us about grief?

5.

Empower

- ▶ What do students think is the most constructive way for society to move forward?
- ▶ Discuss how young people can make a difference:
 - Stop disinformation and messages of hate from spreading online.
 - Encourage healthy debate and discussion of important issues.
 - Campaign and raise money for organisations that champion peace and unity.
 - Talk to trusted adults when they have questions or concerns.

Facilitating sensitive discussions – good practice

1. Use structured questioning

- ▶ Ask generic, closed questions to gauge initial responses
 - Who has heard of this issue before?
 - What does this concept mean?
 - Who agrees with this statement?
- ▶ Develop with open questions
 - What do you think are the main reasons?’
 - ‘How do you feel?’
- ▶ Use their response to ask more specific/probing questions
 - ‘Why did you describe it this way?’
 - Where has this feeling stemmed from?’

2. Allow silence/thinking time

- ▶ Don't allow a debate or discussion to be dominated by the loudest or most confident individuals
- ▶ Use ‘think, pair, share’ to help individuals formulate their opinions
- ▶ Encourage quieter members of the group to offer their opinion – it is important to expose students to a broad range of opinions, not just those of the most confident

3. Be non-judgemental

- ▶ Remove emotion from questions
- ▶ Neutral facial expressions
- ▶ Open body language
- ▶ Affirming conversational feedback – nodding, ‘uh huh’, ‘I see’

4. Be challenging, not confrontational

- ▶ Encourage hedging – ‘It seems to me that...’

- ▶ Framing counterarguments as indirect questions – ‘What would you say to people who feel that...?’

5. Neutral facilitator?

- ▶ Think carefully about whether you should offer your own opinion
- ▶ Offering your own opinion can help build trust and openness, but can make those with opposing views feel marginalised and could leave you in a vulnerable position
- ▶ Acting as a neutral facilitator encourages free debate and exploration, but is a more artificial form of discussion that can alienate/disengage students

Other tips:

- ▶ Speak to vulnerable individuals before any class discussion
 - Certain discussions may be particularly upsetting for some young people, for instance children of immigrants in a discussion about immigration. Warn these individuals before the lesson that they may hear some upsetting views but that it is important to discuss big issues to help people understand different sides of the debate
- ▶ Ask students to complete an anonymous questionnaire to gauge initial views
 - A follow-up survey could also help to evaluate how perceptions have shifted
- ▶ Find and provide reliable sources of information for research
- ▶ Collaborate with other teachers who may have useful knowledge
- ▶ Task students with arguing an allocated position, even if they disagree with it
- ▶ Pause the discussion and give groups the opportunity to collaboratively develop counterarguments
- ▶ Give students roles in a debate (timekeeper, facilitator, devil’s advocate)
- ▶ After time has passed, give opportunity for reflection (some students find it easier to express themselves through a letter/essay)
- ▶ Find ways for students to make a difference if they are particularly passionate about an issue

Fundamental British Values

Educational establishments are expected to have provision for the social development of pupils that include acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Schools can also prepare pupils for life in modern Britain effectively through their curriculum, assemblies, wider opportunities, visits, discussions and literature to develop and deepen pupils' understanding of the below;

Democracy

Are students able to learn about and participate in democratic processes? This could include class/school councils, mock elections, or voting for something significant in form time. Do students know the importance of turn-taking? Does the school demonstrate that everyone should have an equal chance of voicing their opinion? Will students be prepared to actively participate in elections and make informed decisions when they are eligible to vote?

Rule of law

Do students appreciate that, whilst they might not always agree with the rules, they play an important role in helping society to function successfully? Do they understand what happens when the rule of law is not upheld? Are opportunities provided to explore how changes to the laws can have a positive or negative impact on society? Do students learn about instances where the law has changed through peaceful protest, reasoned arguments and community activism?

Individual liberty

Do students know what a person's individual rights are? Do students reflect on what individual liberties are enjoyed in Britain (choice of career, political ideology, residence, hobbies, body image, social circle, religion)? Do students learn about parts of the world where these individual liberties are not enjoyed and what the consequences of that are?

Respect and tolerance

Do students learn about cultures and beliefs different to their own? Are students educated about minority groups in Britain? Do they learn about the LGBT community, disability, immigrant communities and religious organisations? Do they learn about historical incidents where mutual respect and tolerance for others has not been upheld? Are students encouraged to consider the positive benefits of multiculturalism?

Further Support

Building resilience to radicalisation is not just Fundamental British Values – it is also directly linked to wider work to preparing children for life in modern Britain and personal development. There are tools to support this including '[Respectful School Communities: Self Review and Signposting Tool](#)' from Educate Against Hate.

Some people may feel uncomfortable with the term 'British' as the word contains cultural as well as geographical connotations. Some feel that the term excludes families from migrant backgrounds or that

it suggests other cultures do not also uphold these values. OFSTED do not show preference for use of specific terms, but schools do need to evidence how they are being instilled. Some schools call them 'Our School's Values', 'Shared Values' or 'Universal Values'.

Early Years Settings

While it is unlikely that a young child would support terrorism or become involved in terrorist activities, children can be exposed to extremism at a very young age. Early Years providers can play a crucial role in a child's development by promoting positive social values and by initiating early safeguarding intervention where necessary.

What do Ofsted say about Early Years settings?

The provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding.

Outstanding / Good:

- Practitioners value and promote equality and diversity and prepare children for life in modern Britain. They do this in an age-appropriate way to help children to reflect on their differences and understand what makes them unique.
- Practitioners do this by: teaching children to be respectful and to recognise those who help us, and contribute positively to society; developing children's understanding of fundamental British values; developing children's understanding and appreciation of diversity; celebrating what we have in common; and routinely challenging stereotypical behaviours and promoting respect for different people.

Inadequate

- Leaders do not tackle instances of discrimination. Equality, diversity and British values are not actively promoted in practice.

[Early Years inspection handbook](#)

What might promoting British values look like in practise?



Democracy

- ▶ Having a 'choice board' to choose which activities they would like to do
- ▶ Group discussions about how different children felt during different activities, using emotion cards if necessary
- ▶ Ensuring all children are able to state their choices (use picture cards if some children cannot verbally communicate)
- ▶ Turn-taking in games to emphasise that everyone's voice is equal and should be respected



Rule of law

- ▶ Working with children to create rules, as well as a reward and sanction system, that everyone will follow
- ▶ Learning about police officers and the work they do to keep us safe
- ▶ Emphasising that understanding why a negative action is wrong is better than just saying sorry
- ▶ Using traffic signs to reinforce key rules and messages



Individual liberty

- ▶ Providing opportunities for risk-taking, such as obstacle courses, that will improve a child's self-knowledge and self-esteem
- ▶ Books and stories that explore how characters may feel in different situations
- ▶ Providing unstructured play time, allowing children to make independent choices and develop independent thinking
- ▶ Opportunities to be creative (mixing their own colours for a painting) and explore what makes them unique as an individual



Respect & tolerance

- ▶ Sharing stories from home to ensure the diversity of the children is reflected in their learning environment
- ▶ Using resources (posters, books, videos) that challenge gender, cultural and racial stereotyping and are reflective of the local community
- ▶ Taking the children on visits that engage with the wider community
- ▶ Use and explore objects, food and products from around the world

Working with parents and guardians

Working together with parents and guardians on safeguarding issues can be an effective way to reduce risk. Explaining what the school is doing, and what parents and carers can do to help, can increase engagement and pre-empt issues before they develop.

Raising awareness – examples of best practice

Whilst opportunities to communicate directly to all parent and carers at once may be limited, making the most of a captive audience can be a good chance to raise awareness about a range of important safeguarding issues:

- ▶ **Induction meetings** – parents and carers are likely to be anxious about their children progressing up through different year groups and schools and are often keen to learn about new challenges/risks their children may face. Induction meetings can be the best opportunity to develop proactive solutions and ensure that young people grow up in both safe home and school environments.
- ▶ **External speakers** – there may be individuals/organisations associated with Enfield Council who would be willing to discuss safeguarding issues with parents who have expertise in a particular area. This could be at an induction meeting or coffee morning.
- ▶ **Information stalls** – These can be useful if you do not have time to address all parents in a meeting. Stalls can be set up at open days or parent evenings.
- ▶ **Parent bulletins** – Some schools find student bulletins/newsletters a useful way to make parents aware of recent safeguarding risks to be aware of.
- ▶ **Online safety** – Parents are often very keen to learn how to better protect their children in the online world. It is important to ensure that parents and teachers share common understanding regarding the latest risks and best practice. Some schools circulate lists of the most popular apps, games and social media platforms to be aware of, explaining what they are as well as any potential safeguarding issues. ParentZone's website contains a lot of useful guidance and can deliver parent seminars.
- ▶ **Supplementary schools** – The vast majority of supplementary schools can help to enhance a student's academic, social, cultural or spiritual development and adhere to high safeguarding standards. Nevertheless, it is a good idea to encourage parents to ask basic safeguarding questions before sending children to supplementary schools. The Department for Education has produced a document found here [Keeping children safe during community activities, after-school clubs and tuition: Questions to help parents and carers choose out-of-school settings – GOV.UK](#) which can be circulated or hosted on your school website.

Please contact prevent@enfield.gov.uk for support on any of the above.

What do I do if I have Prevent concerns about a parent?

Prevent supports adults as well as young people. If you believe that a parent is at risk of radicalisation, or is radicalising one of your students, you should contact Enfield Prevent as soon as possible.

Should I contact parents if I have Prevent concerns about their children?

Unless there is evidence to suggest that you would be putting the child in danger, you should flag Prevent concerns with parents. Parents may be able to offer a reasonable explanation for a young person's behaviour or, at the very least, offer contextual information. Prevent is about early intervention and having the parents on-side can be a very effective strategy. In the unlikely event that a parent is hostile or dismissive of your concerns, their response may still provide useful information when building a picture of the child's home environment. Prevent can provide a variety of support for young people at risk of radicalisation, the benefits of which should be shared with parents.

Working at an out of school setting

This section is for individuals who work or volunteer for an ‘Out of School Setting’ – not for school-based professionals. An Out of School Setting refers to any institution which provides tuition, training, instruction or activities to children, without the supervision of their parent/carer, delivered outside of their mainstream education. This includes academic tuition centres, sports clubs, music tuition, performing arts clubs, youth organisations (Scouts and Guides), language centres and religious education/instruction.

In addition to keeping children safe, developing and implementing good safeguarding practice can help your organisation by:

- Reassuring parents that their children are safe
- Presenting a more professional image of your setting which could encourage more people to attend
- Gaining positive publicity
- Increasing the chances of a successful funding bid
- Compliance with legal requirements and Ofsted standards (if applicable)

Department for Education’s Keeping children safe in out-of-school settings: code of practice – GOV.UK (www.gov.uk)

Staff and volunteers should be vigilant of children vulnerable to radicalisation. Children can become exposed to extremist material and views associated with terrorist groups online. There is a risk that they will share this harmful content with their peers.

You should also be vigilant to the risk of other staff members being vulnerable to radicalisation or staff members promoting extremist views to the children in your setting. This exposure may be through the sight of criminal acts that encourage or justify violence. It could also be through the distribution of inflammatory materials or information that:

- *glorifies or incites terrorism*
- *calls for the deaths of members of the British armed forces*
- *actively promote hatred towards other people or groups based on their belief, opinion or background*

If you have extremism-related concerns, contact prevent@enfield.gov.uk.

You can find more information on Prevent training at Educate Against Hate. Although Educate Against Hate resources are tailored towards school audiences, you may still find the content useful in helping you to understand how to keep children that attend your settings safe from extremism and radicalisation.

Training

All adults who work or volunteer for your setting should have an awareness of safeguarding and how they can prevent young people from being radicalised.

Enfield Prevent regularly deliver the 'Workshop to Raise Awareness of Prevent' (WRAP) which covers Prevent objectives, case studies, signs that someone is being radicalised, online risks, and what to do if you have concerns. The workshop typically lasts 60 minutes and can be delivered at a venue, date and time of your convenience.

You can also access a workshop called 'Discussing Sensitive Topics with Young People'. Whilst topics such as terrorism, extremism are sensitive issues, it is important that young people can share ideas freely and openly in safe spaces with adults they trust. The workshop shows how we can have these conversations in a safe and productive environment.

Contact the Prevent Team at prevent@enfield.gov.uk to discuss your training needs.

Community projects

Enfield Prevent are always looking for ways to work together with the community. For example, by organising online safety workshops for parents. We have a dedicated Community Engagement Officer who can offer bespoke support to community organisations. If you would like to learn more about our community projects, or if you have any proposals for partnership work, please contact prevent@enfield.gov.uk.

DBS checks

To ensure the safety of students it is imperative that appropriate risk assessments are carried out on individuals who will have contact with students, to minimise any potential risks.

Making a Prevent referral



Notice



Check



Share

Notice

Noticing that a young person's behaviour is concerning is the first step in the safeguarding process. Whilst some indicators, such as out of character incidents, dramatic changes in daily habits, or age-inappropriate acts may be more noticeable, it is important to remember that some indicators may be harder to identify or may gradually develop over time. Regular training will help front-line professionals link concerning behaviour to relevant safeguarding issues. The earlier section entitled 'Radicalisation – Behaviour Indicators' will help staff decide whether the concern is relevant to Prevent.

Check

Safeguarding concerns are likely to be of a sensitive nature and therefore should be handled with discretion and adherence to your establishment's guidance. However, checking with another member of staff, particularly in a Secondary school context, will help piece together a young person's behaviour. It may be useful to speak to someone who has greater knowledge of the individual (Head of Year, form tutor or core subject teacher). Consider answering the following questions:

- ▶ Is this behaviour out of character?
- ▶ Have other members of staff noticed this behaviour?
- ▶ Is the child already receiving support?
- ▶ Is this behaviour being replicated in other lessons or contexts?
- ▶ Do others agree that this behaviour is concerning?

Share

All safeguarding concerns must be shared with your school's Designated Safeguarding Lead. Concerns should be recorded on school systems and should be both detailed and objective (stating facts without allowing opinion to influence the account). A referral to the Local Authority should be considered based on context. Prevent referrals (following the Independent Review of Prevent) are made using the National Referral Form, once submitted this referral form will be shared

with Enfield MASH and Metropolitan Police Prevent Team. Child protection matters should continue to be reported to Enfield MASH through the Enfield Council's Childrens Portal.

Channel

Each referral is screened by Counter Terrorism police specialists who assess the nature and extent of the risk. Some individuals may be eligible for a support programme called Channel. Channel is a voluntary programme so the consent of the individual, or their parent/guardian, if under 18, must be given. A multi-agency panel, consisting of partners from social care, probation, mental health, education, and the police, then work together to develop a bespoke support package. The support varies on a case-by-case basis but often involves a series of one-to-one mentoring sessions. Participation in the programme is confidential and does not generate a criminal record.

Further information on Channel can be found on the websites Educate Against Hate and actearly.uk. Some examples of Channel cases can be found on the Home Office website.

Our Offer

The Enfield Prevent team can assist and support you in a number of ways. Please get in touch if you would like to find out more about:

- ▶ Workshop Raising Awareness of Prevent
 - Introduction to the Prevent Duty
 - Safeguarding, the process of radicalisation and vulnerabilities
 - Online risks and radicalisation
 - The referral process
 - Channel and Interventions
 - Support and resources
- ▶ Further staff training on online harms, gaming, social media, Incel ideology and misogynistic extremism
- ▶ Student workshops on extremism, racialisation, online harms, British Values and Hate Crime
- ▶ Support and advice on policies and risk assessments
- ▶ Enfield Prevent on [The Hub](#)

Useful links

Enfield Council

- [Making a safeguarding referral in Enfield](#)
- [Enfield Council's Prevent webpage](#)
- [Educational Psychology Service \(enfield.gov.uk\)](#) – the team support children and young people under 25 in a variety of ways, including support for Enfield schools in managing traumatic incidents

Central government

- [Online Prevent training](#)
- [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#)
- [Working together to safeguard children \(2023\)](#)
- [Keeping children safe during community activities, after-school clubs and tuition: Questions to help parents and carers choose out-of-school settings – GOV.UK \(www.gov.uk\)](#)
- [Keeping children safe in out-of-school settings: code of practice – GOV.UK \(www.gov.uk\)](#)
- [Revised Prevent duty guidance: for England and Wales – GOV.UK \(www.gov.uk\)](#)
- [The Prevent duty: Departmental advice for schools and childcare providers \(2023\)](#)
- [Counter-Terrorism and Security Act \(2015\)](#)
- [Promoting Fundamental British Values as Part of SMSC in schools \(2014\)](#)
- [What to do if you're worried a child is being abused \(2015\)](#)
- [Information sharing \(2018\)](#)
- [The Prevent duty: safeguarding learners vulnerable to radicalisation – GOV.UK \(www.gov.uk\)](#)
- [Prevent duty self-assessment tool for schools – GOV.UK \(www.gov.uk\)](#)

Ofsted

- [Education inspection framework – GOV.UK \(www.gov.uk\)](#)
- [Early years inspection handbook for Ofsted-registered provision – GOV.UK \(www.gov.uk\)](#)

Other

- [Let's Talk About It](#) – Public guidance on the Prevent Strategy.

- [Educate Against Hate](#) – Gives teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation and has a portal containing free classroom resources.
- [Fearless.org](#) – Fearless is the dedicated youth service of CrimeStoppers, a charity which allows members of the public to report crimes anonymously.
- [SELMA: Hacking Hate](#) – Lesson resources on tackling online hate speech.
- [Going Too Far](#) – A practical resource for teachers to empower young people to recognise examples of extremist behaviour and content online.

