



Prevent Duty Policy

Safeguarding learners from radicalisation and terrorism

Policy information	Details
School	Hillcrest School, Cramlington
Policy owner	Headteacher / Designated Safeguarding Lead
Approval body	Governing Board
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Document control and approval

Role	Name / date / signature
Prepared by	Andrea Mead, Headteacher Date: September 2026
Approved by	Chair of Governors: Joyce Reid _14.10.26__
Next review	September 2027, or earlier following statutory or local change

Contents

- 1. Purpose and scope
- 2. Legal and statutory framework
- 3. Definitions and guiding principles
- 4. School context and equality
- 5. Roles and responsibilities
- 6. Prevent risk assessment and action planning
- 7. Building resilience through the curriculum
- 8. Online safety, filtering and monitoring

- 9. Premises, visitors and external speakers
- 10. Staff training and awareness
- 11. Recognising and responding to concerns
- 12. Northumberland referral pathway and Channel
- 13. Information sharing, consent and record keeping
- 14. Working with parents, carers and partners
- 15. Complaints, concerns about practice and whistleblowing
- 16. Monitoring, assurance and review
- Appendix 1: Staff response flowchart
- Appendix 2: Prevent risk assessment and action plan
- Appendix 3: Concern recording aide-memoire for the DSL
- Appendix 4: Training and assurance checklist
- Appendix 5: Related school policies
- Appendix 6: References and useful links

1. Purpose and scope

Hillcrest School is committed to safeguarding every pupil from the risk of being drawn into terrorism or supporting terrorism. The school treats susceptibility to radicalisation as a safeguarding matter and responds through established child protection procedures, professional curiosity, proportionate assessment and timely multi-agency support.

The governing board, school leaders and staff will have due regard to the need to prevent people from being drawn into terrorism, as required by section 26 of the Counter-Terrorism and Security Act 2015. This policy explains how the duty is discharged in practice and supports, rather than replaces, the school's Child Protection and Safeguarding Policy.

This policy applies to all pupils, staff, governors, volunteers, agency staff, contractors, visitors, external speakers and organisations using the school site. It applies to activity on site, off-site educational activity, remote learning, work experience and school-related online environments.

Immediate danger

If there is an immediate risk of harm, a suspected terrorist incident, or an imminent threat to an individual or the public, call 999. Do not delay emergency action while seeking internal approval.

2. Legal and statutory framework

This policy has been prepared with regard to the following legislation and guidance, as amended from time to time:

- Counter-Terrorism and Security Act 2015, including the Prevent duty and Channel arrangements.
- Prevent Duty Guidance: England and Wales (2023), in force from 31 December 2023.
- Keeping Children Safe in Education 2026.
- The Prevent duty: safeguarding learners susceptible to radicalisation, including practical guidance for designated safeguarding leads (updated September 2026).
- Working Together to Safeguard Children 2023.
- Education Act 2002 and the school's wider safeguarding duties.
- Equality Act 2010, Human Rights Act 1998 and Data Protection Act 2018 / UK GDPR.
- DfE filtering and monitoring standards for schools and colleges.

- Northumberland Children and Adults Safeguarding Partnership arrangements and the current Northumberland Prevent referral form/pathway.

Where this policy conflicts with later statutory guidance or an updated local pathway, the current statutory guidance and local safeguarding instructions take precedence. The DSL will arrange prompt amendment and inform staff and governors of any operational change.

3. Definitions and guiding principles

Term	Meaning for this policy
Prevent	The safeguarding strand of the UK counter-terrorism strategy intended to stop people becoming terrorists or supporting terrorism.
Radicalisation	The process through which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
Terrorism	Action as defined in the Terrorism Act 2000. Staff do not investigate or make legal determinations; concerns are shared with the DSL and relevant agencies.
Susceptibility	The circumstances, needs or influences that may make a person open to radicalising ideas. It is not a fixed characteristic and must not be inferred from protected characteristics or a single behaviour.
Channel	A voluntary, confidential, multi-agency safeguarding programme that considers tailored support for people susceptible to being drawn into terrorism.
Permissive environment	A physical or online environment in which terrorist ideology or activity may be promoted, enabled or left unchallenged.

The school will apply the following principles:

- Prevent is safeguarding. The welfare and best interests of the child remain central.
- There is no single profile of a person susceptible to radicalisation and no single indicator proves radicalisation.
- Concerns are considered in context, including strengths and protective factors, communication needs, online exposure and other forms of exploitation or harm.
- Responses are proportionate, lawful, evidence-informed and free from discrimination or political bias.
- Pupils are not labelled, stigmatised or sanctioned merely for asking questions, expressing lawful opinions, practising a faith, or belonging to a protected group.
- Open discussion, belonging, trusted relationships and critical thinking are protective. Staff should create safe opportunities to explore difficult issues while maintaining clear safeguarding boundaries.

4. School context and equality

Hillcrest School is a special-school community. Pupils may have differing communication, cognitive, sensory, social, emotional or mental-health needs. Some pupils may find it difficult to interpret online material, recognise manipulation, understand consequences, manage uncertainty or communicate concerns. These factors do not in themselves indicate susceptibility to radicalisation, but they inform the reasonable adjustments and support required.

The school's response will be trauma-informed, relational and communication-accessible. Staff will use familiar adults, visual or symbol-supported resources, adapted language, safe co-regulation and the pupil's usual communication system where appropriate. PACE-informed practice, emotional regulation work and

trusted relationships may support engagement, but must never replace formal safeguarding action where a concern exists.

Decisions must not be based on race, religion or belief, disability, sex, sexual orientation, gender reassignment, age or any other protected characteristic. The DSL will challenge stereotyping and consider whether bias has influenced a concern, while ensuring that genuine safeguarding information is not minimised.

5. Roles and responsibilities

5.1 Governing Body

- Ensure the school meets its statutory Prevent and wider safeguarding duties and has appropriate policies, procedures, leadership and resources.
- Approve this policy, receive at least annual assurance, and monitor completion of actions arising from the Prevent risk assessment.
- Ensure staff receive appropriate training and that the DSL has sufficient authority, time, resources and specialist knowledge.
- Ensure appropriate filtering and monitoring arrangements, oversight of premises use, and arrangements for visitors and external speakers.
- Nominate a safeguarding governor to provide scrutiny while maintaining confidentiality and avoiding involvement in operational case management.

5.2 Headteacher

- Create a safeguarding culture in which concerns are reported promptly and respectful challenge is encouraged.
- Ensure this policy is implemented consistently and linked to school improvement, curriculum, online safety, staff conduct and site-use arrangements.
- Ensure any allegation or concern involving a member of staff is managed under the relevant safeguarding allegations or low-level concerns procedure, with advice from the local authority designated officer where appropriate.

5.3 Designated Safeguarding Lead

- Act as the school's Prevent lead and maintain current knowledge of local and national referral arrangements.
- Lead and record the school Prevent risk assessment, action plan, training programme and quality assurance.
- Receive, assess, record and respond to concerns; seek advice; make referrals; and coordinate with children's social care, police, Prevent partners and Channel as appropriate.
- Consider the pupil's full safeguarding context, voice, communication needs, vulnerabilities, strengths and protective factors.
- Ensure relevant information is shared lawfully, proportionately and securely, and that reasons for decisions are recorded.
- Provide advice and support to staff and ensure deputies are sufficiently trained to act in the DSL's absence.
- Keep the governing board appropriately informed through anonymised or aggregated assurance information.

5.4 All staff, volunteers and contractors

- Complete required safeguarding and Prevent training and understand how to report a concern.
- Remain alert to changes, disclosures, online influences or contextual factors that may indicate a safeguarding concern.
- Listen without judgement, avoid promising confidentiality, record the pupil's words accurately and report to the DSL without delay.
- Do not investigate, interrogate, search personal devices outside authorised school procedures, confront suspected influencers, or contact police/Prevent directly unless required by an emergency or the DSL is unavailable and delay would place someone at risk.
- Maintain professional curiosity and avoid assumptions based on identity, faith, culture, disability or a single incident.

6. Prevent risk assessment and action planning

The DSL will maintain a written Prevent risk assessment that is proportionate to the school's context. It will be reviewed at least annually and whenever there is a significant local, national or school-specific change, incident, intelligence update, site-use change or material change in online risk.

The assessment will consider, as relevant:

- local context, community tensions and advice from safeguarding or Prevent partners;
- pupil needs, patterns of concern, peer influence, off-site contexts and transition points;
- online access, harmful or terrorist content, generative technology, gaming, encrypted platforms and attempts to circumvent controls;
- curriculum opportunities to build media literacy, critical thinking, respectful debate and resilience;
- staff confidence, role-specific training and referral knowledge;
- visitors, external speakers, lettings, partnerships, contractors and use of premises;
- filtering and monitoring, acceptable-use arrangements and response to alerts;
- communication with families and multi-agency working.

Actions will identify an owner, deadline, evidence of completion and review date. Risk assessment must not become a tick-box exercise and does not replace the assessment of individual safeguarding concerns. A template is provided at Appendix 2.

7. Building resilience through the curriculum

The curriculum will help pupils develop knowledge, skills and protective factors appropriate to their age, developmental stage and communication profile. Delivery will be planned, sequenced and sensitive to pupils who may have experienced trauma, discrimination, conflict or exploitation.

- online safety, misinformation, manipulation, algorithms, echo chambers, propaganda and safe help-seeking;
- critical thinking, source checking and distinguishing fact, opinion and persuasive content;
- respectful disagreement, rights and responsibilities, democracy, the rule of law, individual liberty, mutual respect and tolerance;
- belonging, identity, healthy relationships, emotional regulation and resistance to coercion or exploitation;
- understanding prejudice, hate incidents and how to report concerns;
- safe discussion of topical or controversial issues without promoting partisan political views.

Teaching must not imply that any religion, ethnicity, nationality or protected group is inherently linked to terrorism. Staff will use quality-assured, accessible resources and will alert the DSL where classroom discussion reveals a safeguarding concern.

8. Online safety, filtering and monitoring

The school recognises that radicalising influences may operate online and offline and may overlap with grooming, exploitation, hate, fixation, grievance, isolation and other harms. The school will maintain filtering and monitoring arrangements that are appropriate to its risk profile and educational context.

- The governing board and senior leaders will have oversight of filtering and monitoring arrangements and review their effectiveness at least annually.
- Roles for reviewing alerts, escalating concerns, technical management and safeguarding decision-making will be clearly assigned.
- Filtering will be tested regularly and after significant changes. Monitoring records will be reviewed by appropriately trained staff.
- Attempts to access terrorist or extremist material, concerning searches, shared content or repeated circumvention will be considered in context and referred to the DSL where appropriate.
- Controls will support, not replace, education, supervision, professional curiosity and opportunities for pupils to disclose concerns.
- Personal devices and searches will be managed under the school's authorised policies and legal powers. Staff must not conduct unauthorised investigative activity.

9. Premises, visitors and external speakers

The school will take reasonable steps to prevent its premises, resources, events or online platforms from being used to promote terrorism or terrorist ideology, while respecting lawful expression and avoiding unnecessary restriction.

- Visitors will be managed under the school's visitor procedures and will not have unsupervised access to pupils unless appropriately checked and authorised.
- External speakers and organisations will be subject to proportionate checks based on the topic, audience, setting and identified risk. Checks may include identity, organisation, purpose, materials, online presence, safeguarding arrangements and proposed content.
- Agreements for lettings and community use will require compliance with safeguarding, equality and Prevent expectations and permit cancellation where risk cannot be managed.
- Potentially controversial content will be considered by a senior leader or DSL. Conditions may include agreed content, staff presence, recording restrictions, balanced educational framing or withdrawal of the invitation.
- Decisions and rationale will be recorded. The school will not suppress lawful debate merely because a view is controversial.

10. Staff training and awareness

All staff will receive Prevent awareness appropriate to their role as part of induction and ongoing safeguarding training. The school will determine frequency and depth by reference to risk, staff role, guidance changes and learning from incidents. Training will be recorded. (Timetabled Nov 26)

Audience	Minimum focus
All staff and regular volunteers	Prevent as safeguarding; possible indicators in context; online harms; avoiding stereotypes; immediate response; recording and reporting to the DSL.
DSL and deputies	Enhanced knowledge of ideologies linked to terrorism, risk and protective factors, professional assessment, local pathway, referral quality, Channel, information sharing and case management.
Governors and senior leaders	Statutory oversight, risk assessment, training assurance, curriculum, premises, filtering and monitoring, equality and challenge.
Relevant curriculum / IT / site staff	Role-specific content relating to teaching, alerts, technical controls, visitors, lettings and escalation.

Staff understanding will be checked through induction sign-off, scenarios, supervision, safeguarding updates or audit. Completion alone is not sufficient evidence of effective practice.

11. Recognising and responding to concerns

There is no definitive checklist. A concern may arise from a disclosure, observed change, online activity, writing or artwork, peer information, family information, a filtering or monitoring alert, an external agency, or a combination of factors. Indicators can have many explanations and must be considered in context.

Examples that may warrant further safeguarding consideration include:

- fixation on terrorist attacks, perpetrators, symbolism or violent ideological content;
- expressed support for terrorism, terrorist organisations or violence in pursuit of an ideological cause;
- repeated sharing, producing or seeking terrorist propaganda or instructions connected with violence;
- contact with concerning individuals or networks, grooming, coercion or pressure to conceal activity;
- intention or planning to travel for a terrorism-related purpose;
- escalating grievance, dehumanising language, threats or identification of targets when linked to ideological violence;
- significant behavioural or relationship changes alongside concerning ideological or online influence.

None of these automatically demonstrates radicalisation. Staff should report the facts and context, not diagnose or label the pupil.

11.1 If a pupil speaks to a member of staff

1. Remain calm and listen. Take the pupil seriously.
2. Use open, non-leading prompts only where needed to clarify immediate safety, such as “Tell me what happened” or “What are you worried might happen next?”
3. Do not debate ideology, challenge the pupil aggressively, promise secrecy or attempt to obtain evidence.
4. Explain that information may need to be shared with people who can help keep them and others safe.
5. Report immediately to the DSL or deputy and make a factual written record using the school safeguarding system.
6. If danger is immediate, call 999 and notify the DSL as soon as possible.

11.2 DSL assessment and decision-making

The DSL will assess the concern promptly, drawing on the available evidence and wider safeguarding context. Depending on urgency and appropriateness, this may include:

- checking existing safeguarding information and chronology;
- clarifying information with the referrer and considering the pupil's exact words and communication profile;
- considering immediate safety, intent, capability, access to means, identified targets, travel, online contact and potential criminal exploitation;
- considering vulnerability, needs, strengths, trusted relationships and protective factors;
- speaking with the pupil and parents/carers where safe and appropriate;
- seeking advice from Northumberland Prevent professionals, children's social care or police;
- deciding on support, monitoring, early help, statutory safeguarding referral, Prevent referral, police action, or a combination.

The DSL will record the information considered, consultation undertaken, decision, rationale, action, responsible person, timescale and outcome. A decision not to refer will be reviewed if further information emerges.

12. Northumberland referral pathway and Channel

Where the DSL identifies a concern that a person may be susceptible to being drawn into terrorism, the DSL will follow the current Northumberland Prevent pathway and use the current national Prevent referral form. At the date of this policy, completed referrals are submitted to prevent@northumberland.gov.uk. The DSL must verify the current form and submission instructions on the Northumberland County Council website before sending.

Northumberland safeguarding contact

For advice about a child safeguarding concern or to make a children's social care referral, follow the school safeguarding procedure and contact Northumberland OneCall on 01670 536400 where required. In an emergency call 999.

A Prevent referral is not an accusation and does not itself criminalise the person referred. It enables specialist assessment and consideration of proportionate support. A referral may proceed alongside early help, children's social care, mental-health support, police action or other safeguarding intervention where necessary.

12.1 Channel

Channel is a voluntary, confidential, multi-agency safeguarding process. If a case is considered appropriate for Channel, partners assess need and develop a tailored support plan. Consent is normally sought before Channel support is provided. The statutory panel and partners determine Channel arrangements; the school does not decide eligibility alone.

Where invited and appropriate, the DSL or relevant professional will contribute proportionate information, attend meetings, support agreed actions, monitor welfare and record outcomes. The school will continue to meet the pupil's wider safeguarding and educational needs regardless of whether Channel support is offered or accepted.

13. Information sharing, consent and record keeping

Information will be shared lawfully, fairly, securely and on a need-to-know basis. Data protection law does not prevent necessary and proportionate information sharing for safeguarding. Staff should not assume that

consent is always required before sharing information to protect a child or other person, but the DSL will consider transparency, consent, safety and the lawful basis for sharing in each case.

- Record concerns promptly, factually and in the pupil's own words where possible.
- Distinguish observation, disclosure, third-party information, professional opinion and verified fact.
- Record decisions, reasons, advice received, information shared, recipients, dates and outcomes.
- Keep Prevent records within the secure safeguarding record and apply the school's retention, transfer and access arrangements.
- Do not send sensitive information through insecure channels. Mark referral forms and case information according to their security classification.
- Parents/carers should usually be informed and involved unless doing so may increase risk, impede a police or safeguarding enquiry, or otherwise be contrary to the pupil's welfare. The DSL will record the decision.

14. Working with parents, carers and partners

The school will build trust with families and explain that Prevent is a safeguarding responsibility focused on early support. Communication will be respectful, accessible and sensitive to culture, faith, disability, language and family circumstances. Interpreters or communication support will be used where required.

The school will work with Northumberland County Council, children's social care, police, health, social care, education partners, the Northumberland safeguarding partnership and other relevant agencies. Staff will neither give families false assurances about confidentiality nor imply that a referral determines guilt.

15. Complaints, concerns about practice and whistleblowing

Complaints about application of this policy will be managed under the school complaints procedure, unless the matter requires immediate safeguarding, staff allegations, disciplinary or whistleblowing action. Safeguarding action will not be delayed while a complaint is considered.

Staff must raise concerns where Prevent or safeguarding practice is unsafe, discriminatory, ignored or misused. Concerns should be raised with the Headteacher, Chair of Governors or through the school whistleblowing procedure as appropriate. Staff may use external whistleblowing routes where internal reporting is inappropriate or ineffective.

16. Monitoring, assurance and review

The Headteacher and DSLs will monitor implementation and provide the governing board with proportionate, anonymised assurance. Case details will not be shared beyond what governors require to fulfil strategic oversight.

Assurance area	Indicative evidence
Leadership and governance	Approved policy; named lead; governor scrutiny; actions tracked; resources available.
Risk assessment	Current local and school risk assessment; action plan; review after incidents or change.
Training	Induction and refresher records; role-specific training; staff confidence checks.
Curriculum	Mapped, accessible learning; quality-assured resources; evidence of pupil understanding and safe help-seeking.

Assurance area	Indicative evidence
Online safety	Annual review; assigned roles; tests and alerts; safeguarding escalation and follow-up.
Premises and visitors	Visitor, speaker and lettings checks; recorded decisions and conditions.
Safeguarding practice	Timely records; rationale; local advice/referrals; outcomes and learning.
Equality and pupil voice	Evidence of reasonable adjustments, non-discriminatory practice, accessible participation and trusted reporting routes.

This policy will be reviewed annually and sooner following statutory guidance, local pathway or contact changes, a significant incident, identified learning, inspection feedback or material change in school risk.

Appendix 1: Staff response flowchart

1. NOTICE OR RECEIVE

A concern, disclosure, online alert, observed change or third-party information arises.

2. CHECK IMMEDIATE SAFETY

If there is immediate danger or an imminent threat, call 999. Preserve safety and notify the DSL.

3. LISTEN AND RECORD

Stay calm; use open prompts only; do not investigate or promise confidentiality; record facts and exact words.

4. REPORT WITHOUT DELAY

Tell the DSL or deputy immediately using the school safeguarding process. Do not wait for proof.

5. DSL ASSESSES

Review context, risk, needs and protective factors; seek advice; consider pupil/parent discussion where safe.

6. DECIDE AND ACT

Support/monitor; early help; children's social care; Prevent referral; police; or combined action.

7. RECORD, REVIEW, FOLLOW UP

Record rationale and outcome; monitor welfare; review if new information emerges; contribute to Channel if required.

If the DSL and deputies are unavailable, staff must follow the Child Protection and Safeguarding Policy and take direct action through children's social care or police where delay could place someone at risk.

Appendix 2: Prevent risk assessment and action plan

Prevent Action Plan (Completed at least annually and after significant change)

Identified Risk	Actions Required	Lead	Timescale	Success Criteria
Staff confidence varies in recognising indicators of radicalisation	Deliver annual Prevent training and include Prevent updates in safeguarding briefings	DSL	Autumn 2026	100% staff trained
New staff may be unfamiliar with Prevent processes	Include Prevent Duty, referral procedures and local risks within induction programme	DSL	Ongoing	All staff complete induction checklist
SEND learners may be vulnerable to manipulation, coercion or online influence	Ensure staff understand vulnerabilities associated with SEND and monitor emerging concerns through safeguarding systems	DSL / teachers/TAs/Support staff	Ongoing	Timely identification and support
Online extremist content may be accessed unintentionally	Review filtering and monitoring arrangements annually and educate pupils on safe online behaviour	IT Lead / Subrideo/ DSL	Annually	Effective filtering in place
Governors require oversight of Prevent arrangements	Annual governor Prevent report and review of risk assessment	Headteacher / DSL	Annually	Governor challenge and scrutiny evidenced
National extremist narratives continue to evolve	Share relevant updates from DfE, Home Office and local authority with staff	DSL	Termly	Staff awareness maintained
Pupils require understanding of diversity and respect	Continue curriculum opportunities promoting British Values, protected characteristics and respectful relationships	Curriculum Leads	Ongoing	Curriculum evidence and pupil voice
External agencies and speakers could present unknown risks	Maintain visitor vetting and supervision procedures	Headteacher	Ongoing	Records demonstrate compliance

Referral pathway not tested regularly	Review Prevent referral flowchart annually and discuss within safeguarding updates	DSL	Annually	Staff know how to report concerns
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Specific Considerations for Hillcrest School

The school recognises that some pupils with SEND may:

- Be more vulnerable to persuasion or manipulation.
- Have communication differences that make concerns more difficult to identify.
- Spend significant time online, potentially increasing exposure to harmful content.
- Experience social isolation, making them vulnerable to individuals offering belonging or acceptance.

To mitigate these risks, Hillcrest School will:

- Maintain strong trusted-adult relationships.
- Use trauma-informed and relational approaches.
- Ensure safeguarding discussions consider vulnerabilities linked to SEND.
- Promote critical thinking, resilience and emotional literacy.
- Monitor online safety through filtering, monitoring and education.
- Engage families where concerns arise.

Monitoring and Review

The Prevent Risk Assessment and Action Plan will be:

- Reviewed annually by the Headteacher and DSL.
- Shared with governors through safeguarding reporting.
- Updated following any local authority, police or Prevent guidance.
- Reviewed immediately following any Prevent-related concern or referral.

Approved by: _____

Chair of Governors: _____

Date: _____

Next Review Date: September 2027

Appendix 3: Concern recording aide-memoire for the DSL

Use the school safeguarding system. This aide-memoire supports professional judgement and is not a diagnostic checklist.

- ☐ Source, date, time and setting of the concern.
- ☐ Pupil's exact words, behaviour or material observed; distinguish fact from opinion.
- ☐ Immediate risk: intent, imminence, capability, access to means, targets, travel or active contact.
- ☐ Online context: platform, account, content, frequency, sharing, grooming, secrecy or circumvention.
- ☐ Wider safeguarding context: exploitation, bullying, isolation, trauma, mental health, family stress, offending or other harm.
- ☐ Communication, SEND and reasonable adjustments; pupil voice and understanding.
- ☐ Strengths and protective factors: trusted adults, family support, engagement, insight and willingness to accept help.
- ☐ Existing records, chronology and relevant partner information.
- ☐ Consultation and advice obtained, including date, person and advice.
- ☐ Decision, rationale, action, lawful information sharing, parent/carers involvement, review date and outcome.

Important

Do not attach labels or infer risk from a protected characteristic. Equally, do not dismiss clearly evidenced risk because a pupil has additional needs. Assess the information, context and safety needs fairly.

Appendix 4: Training and assurance checklist

Check	Evidence / date / action
All staff know the DSL/deputies and immediate reporting route	
Prevent included in induction and safeguarding updates	
DSL/deputies have enhanced, current training and local contacts	
Governors understand strategic Prevent oversight	
Staff understand there is no single profile or indicator	
Curriculum is mapped and accessible to pupils with SEND	
Filtering and monitoring roles, testing and escalation are effective	
Visitor, speaker and lettings procedures include proportionate checks	
Current Northumberland referral form and instructions are accessible	
Staff know to call 999 for immediate danger	
Records capture decisions, rationale, sharing and outcomes	
Risk assessment and action plan reviewed and reported to governors	

Appendix 5: Related school policies

- Child Protection and Safeguarding Policy
- Online Safety Policy and Acceptable Use Agreements
- Filtering and Monitoring Procedures
- Staff Code of Conduct
- Whistleblowing Policy
- Visitor and External Speaker Procedures
- Lettings and Community Use Policy
- Behaviour and Relationships Policy
- Equality Policy and Accessibility Plan
- Curriculum / RSHE policy
- Educational Visits Policy
- Data Protection and Information Sharing policies
- Complaints Policy

Appendix 6: References and useful links

Prevent Duty Guidance: England and Wales (2023): <https://www.gov.uk/government/publications/prevent-duty-guidance>

Keeping Children Safe in Education 2026: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The Prevent duty: practical guidance for designated safeguarding leads:

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-susceptible-to-radicalisation/the-prevent-duty-practical-guidance-for-designated-safeguarding-leads>

Prevent duty training: <https://www.gov.uk/prevent-duty-training>

Northumberland national Prevent referral form:

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/About-the-Council/Partners/Safer%20Northumberland/PREVENT-National-Referral-Form-OCT-24-VERSION.pdf>

Northumberland Children and Adults Safeguarding Partnership: <https://www.northumberland.gov.uk/about-council/partners/northumberland-children-and-adults-safeguarding-partnership-ncasp>

Local email at date of drafting: prevent@northumberland.gov.uk. Northumberland routes and named officers can change; verify current details before referral and at each annual review.

Policy drafted: 1 October 2026.

Backup copy of previous Word version

This backup section marks where the previous Word version was preserved before the policy was updated to match the final PDF. The original document content can still be recovered through Word's version history if needed.