

1. Leadership and governance

- Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other types of harm
- Prevent implementation should be led by those who have the responsibility for putting policies and procedures in place and ensuring that they are adhered to.
- Prevent can sometimes entail the sharing of sensitive information and other bodies may expect to engage with the school leadership.

2. Training

- Individual schools are best placed to assess their training needs in the light of their assessment of the risk. However, as a minimum, schools should ensure that the Designated Safeguarding Lead undertakes face-to-face Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- It is not about the mere number of staff being trained, but about the impact of the training.

Free and tested training on Prevent is available for front-line staff (WRAP), see Departmental advice for schools and childcare providers for more information.

3. Engagement with external partners

- As with other safeguarding activity, Prevent work often involves a range of people with breadth of experience working together. Sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision. Schools should have arrangements in place which set out clearly the processes and the principles for sharing information internally and externally.
- Schools need to have effective relations with local Prevent partners, including the local authority and police.

4. Curriculum - formal and informal

- Schools can also help build pupils' resilience to radicalisation by promoting positive values – in particular, the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The formal curriculum can be used to support positive messaging and counter-narratives, for example in PSHE, history, citizenship and RE.
- The informal curriculum can also be explored, such as debating societies and other opportunities for pupils to explore issues in a safe environment.
- Staff need to be confident in managing discussions about controversial subjects and in encouraging the development of pupils' critical thinking skills.

5. Policies and practices

- There is no need to have a dedicated policy for preventing extremism and radicalisation. Schools already have relevant policies and procedures in place which can be adapted to reflect the Prevent duty, e.g. on safeguarding and child protection, visitors/speakers, external visits, IT, bookings & lettings and so on.

6. Referral pathways

- It is important that the school responds effectively to the identification of a concern and the subsequent actions taken. For this, all staff – including support staff - should know who they should talk to if they identify a concern. Senior leadership should also know how to refer and share information, using the usual safeguarding procedures and involving the relevant stakeholders such as the Local Authority and Police as appropriate.

Note: This document complements the [Prevent duty guidance](#) as well as the [Departmental advice](#) for schools and childcare providers on the Prevent duty. Also see the Department’s statutory guidance [Keeping children safe in education](#) as well as [Working Together](#).