

# Littleover Community School



## and Sixth Form Centre


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### **PREVENT Duty Policy and Risk Assessment - Child Drawn into Terrorism**

January 2026

School Leader	L. Jenkins
Link Governor	Andrew Booth

Policy approved on (date):	21/01/2026		
By:	Full Governing Board	Signed:	

Last reviewed on:	15.12.25		
By:	L Jenkins	Signed:	

Date of next review:	January 2027		
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## PREVENT Duty Policy

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### 1. Aims

Littleover Community School and Sixth Form aims to ensure that:

- All members of our school community are aware of the specific risks of extremism and radicalisation in our school and local area
- We take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's statutory guidance.

### 2. Legislation and statutory requirements

This policy is based on the following legislation and Department for Education (DfE) guidance:

- [Working Together to Safeguard Children](#) (2023)
- [Keeping Children Safe in Education](#) (September 2025)
- <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty> (2023)
- <https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible> (2023)
- Derby and Derbyshire Safeguarding Children Partnership Safeguarding Children procedures <https://derbyshirescp.trixonline.co.uk/>

### 3. Definitions

This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

#### **PREVENT Duty**

The duty placed on certain bodies (in this case schools and places of education), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism' (Section 29, Counter Terrorism and Security Act, 2015)

#### **Extremism**

The vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

#### **Radicalisation**

The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

### 4. Roles and responsibilities

#### **4.1 The local authority and governing board**

Derby City Council has ultimate responsibility for safeguarding matters in the school, but delegates responsibility for the strategic management of such matters to the school's governing board.

The governing board delegates operational matters and day-to-day tasks to the Headteacher and staff members.

Derby City Council, as the employer, has a duty to:

- Provide up to date guidance to schools and governing bodies about Extremism and Radicalisation and to ensure the school leaders have the knowledge and resources to identify, report and support any child, young person or adult who is at risk of being radicalised or drawn into terrorism.

#### **4.2 The Headteacher, or in the Headteacher's absence the Senior Deputy Headteacher**

- Oversee the work of school leaders to ensure they have the knowledge, skills and resources to proactively educate and protect students from the risk of radicalisation, delegating the planning and actions required by this to Senior Management, Curriculum Leaders and the Designated Safeguarding Leads.

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### 4.3 The Designated Safeguarding Leads (DSL and ADSL)

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- The Designated Safeguarding Lead and Assistant Safeguarding Lead implement a regular programme of safeguarding training to all staff, through planned Inset and Staff meetings, as well as through briefings to update staff on current concerns, including a specific PREVENT-focused event.
- Complete training to ensure they have the tools and knowledge to use specific checklists, risk indicators and assessments to identify individuals vulnerable to or showing signs of extremism or radicalised thinking and report through appropriate channels.
- Liaise with PSHE and ICT Curriculum Leaders to ensure curriculum content addresses current concerns, teaches students the risks and how to seek help for themselves or other vulnerable individuals, including reporting mechanisms within and external to school.
- Ensure, through training and liaison with key staff, that students have a safe space and guidance to discuss controversial topics to give them a chance to share their views and to understand the views of others
- Where risk is identified, work with key internal and external agencies, the student and families to refer for appropriate intervention and support to reduce risk.

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### 4.4 School staff and volunteers

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School staff are responsible for:

- Familiarising themselves with safeguarding documents, including Keeping Children Safe in Education 2025, The Prevent Duty for Schools, the Littleover Community School policies on Safeguarding and Child Protection, Behaviour, SEND, Staff Code of Conduct, Visitors and guidance issued as part of training or briefings.
- Actively challenging, in the moment, behaviours or attitudes contrary to British Values or demonstrating an extreme or radicalised mindset, towards any other individual or group.
- To report any concerns for a child to the Designated Safeguarding Lead or their assistant, in a timely fashion, using the school's reporting and recording tool: CPOMS.
- To report any concerns about the behaviour of an adult employed by, contracted by or volunteering at Littleover Community School, to the Headteacher or Chair of Governors, without delay.

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### 4.5 Students and parents

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- Parents should talk regularly with their child about attitudes and values that promote tolerance, respect and rights of individuals and groups.
- Parents should regularly monitor and take an interest in their child's friendships, activities and interactions in the community and online and encourage an atmosphere of non-judgemental conversation and debate.
- Parents and students who are concerned in any way about extremist or radicalised thinking or activities by their child or their associates, should seek advice and help by approaching pastoral leads or the Designated Safeguarding Lead/Assistant in school for advice and signposting. Contact can be made by telephoning the school on 01332 513219 or by emailing: [contact.safeguarding@littleover.derby.sch.uk](mailto:contact.safeguarding@littleover.derby.sch.uk)
- In the case of an immediate concern about harm or dangerous/ harmful activity by or aimed at their child, parents should contact their local police force on 101 or 999 in an emergency.
- Any individual can find out more about PREVENT and how to address any concerns they may have about a young person via: <https://actearly.uk/>

## **5. Monitoring arrangements**

This policy will be reviewed by the Designated Safeguarding Lead every year and approved by the governing board.

At each review, any new, identified actions will be added to the Safeguarding action plan and/or the Prevent – Child Drawn into Terrorism Risk Assessment.

## **6. Links with other policies**

This risk assessment links to the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- E-safety Policy
- Staff Code of Conduct
- Visitors Policy
- Managing Allegations

**Appendix 1: risk assessment****RISK ASSESSMENT FORM**

<b>DIRECTORATE AND SECTION</b>	Schools - Safeguarding	<b>Focus</b> Children being drawn into terrorism.
<b>LOCATION</b>	Littleover Community School	
<b>ASSESSMENT DATE</b>	10.06.24, reviewed 15.12.25	
<b>NAME OF ASSESSOR/S</b>	Lou Jenkins (DSL)	

## Leadership

Risk	Who is at risk	What measures are already in place to protect people?	Responsibility	What level of risk remains after measures are in place?
The values and ethos of the school do not promote resilience against extremist ideologies and promoting British Values	<b>Students, staff and governors</b>	<ul style="list-style-type: none"> <li>The LCS values (promoted on the school website) clearly set out the LCS commitment to positive behaviour, respect, courtesy and compassion to others. It also states a commitment to meeting the needs of our diverse community.</li> <li>'The LCS Way' is shared with all students, parents and staff on the LCS website and prominently around school, promoting respect and positive behaviour towards all.</li> <li>All teaching and learning staff are encouraged to challenge students to critically analyse the prejudiced, radical or extreme views of influential people in their lives or online/in the public eye.</li> </ul>	Governors, Headteacher, Senior Leadership Team (SLT) Designated Safeguarding Leads (DSL/ADSL)	<p><b>Low:</b></p> <p>The robust behaviour and safeguarding procedures for responding to behaviour and vulnerabilities ensure students receive clear boundaries, positive expectations and timely intervention where required.</p>

Risk	Who is at risk	What measures are already in place to protect people?	Responsibility	What level of risk remains after measures are in place?
Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	<b>Students and staff</b>	<ul style="list-style-type: none"> <li>School leaders are aware of their duty to prevent students being drawn into terrorism, and make sure all staff know the same.</li> <li>School Leaders complete online training specific to the risk of extremism and radicalisation.</li> <li>School leaders stay up to date with local developments and risks.</li> <li>The Designated Safeguarding Lead liaises with the DCC PREVENT Education Officer to receive national and local concern updates and to arrange bi-annual training from them.</li> <li>The school fosters good links with the local Police, Children's Services and other important community links e.g. religious leaders.</li> </ul>	Headteacher  DSL/ADSL  Curriculum Leads for PSHE/ICT	<b>Low</b>  The DSL and Head's PA liaise to keep an up to date and monitored list of key training, including PREVENT awareness, with renewal dates.



Risk	Who is at risk	What measures are already in place to protect people?	Responsibility	What level of risk remains after measures are in place?
Governors cannot carry out their role to monitor the school's Prevent strategy effectively, due to not understanding their responsibility within this.	<b>Staff and Governors, students.</b>	<ul style="list-style-type: none"> <li>• All governors are required to have read our child protection policy and Keeping Children Safe in Education (current academic year edition).</li> <li>• We have a dedicated Safeguarding Governor who liaises with the DSL to ensure the Governors have full knowledge of any concerns and of how school addresses these.</li> <li>• Governors are required to undertake appropriate Prevent training as part of their induction and ongoing CPD.</li> <li>• Clerk to Governors ensures renewal of key training is monitored and updated and a record kept of this.</li> </ul>	Chair of Governors,  Clerk to Governors, Safeguarding Governor, DSL	<b>Low</b>  Refresher training is completed on an annual basis.

#### Training and capability

Risk	Who is at risk	What measures are already in place to protect people?	Responsibility	What level of risk remains after measures are in place?
School staff are unaware of their responsibilities under the Prevent Duty, and the need to promote British Values	<b>Students and staff</b>	<ul style="list-style-type: none"> <li>• All staff are required to have read the LCS Safeguarding and Child Protection Policy and at least part 1 of Keeping Children Safe in Education (appropriate edition for the academic year).</li> <li>• The Safeguarding and Child Protection Policy is updated annually.</li> <li>• All staff have Prevent training/knowledge refreshers via presentation from the DCC PREVENT Education Officer or through staff briefing/factsheets arranged by the DSL annually during Inset Days.</li> <li>• Staff members are aware that they can go to the DSL or ADSL for advice, support, and to escalate concerns.</li> </ul>	DSL/ADSL	<p><b>Low</b></p> <p>All new staff complete annual, either face to face or online, training that alerts them to their key responsibilities.</p>

Risk	Who is at risk	What measures are already in place to protect people?	Responsibility	What level of risk remains after measures are in place?
Staff do not support the school's values and ethos, or they support and promote extremist ideas	<b>Students</b>	<p>The staff recruitment process reflects the school's values and promotes good safeguarding practice.</p> <ul style="list-style-type: none"> <li>• School values and commitment to safeguarding are included in job advertisements</li> <li>• Safer Recruitment procedures are followed, as per the Recruitment policy and all candidates are required to have an enhanced and up to date DBS, barred list check, disclose any criminal convictions and show evidence of the right to work in the UK.</li> <li>• In all recruitments, at least one member of shortlisting and interviewing staff is Safer Recruitment Trained</li> <li>• Key Governors are Safer Recruitment trained.</li> <li>• In the pre-interview stage, LCS does a social media and internet search of candidates.</li> <li>• All staff have training on allegations against staff, including lower-level concerns relating to behaviour, including reporting mechanisms and when to raise a concern.</li> </ul>	Governors, Senior Leadership Team, DSL, Head's PA	<p><b>Low</b></p> <p>An individual determined to cause harm, not previously known to Police or the DBS service might meet the interview criteria. This is relatively low risk but not impossible.</p> <p>Questioning during interviews are designed to further investigate and identify possible risk.</p> <p>Line management of individuals is regular and face-to-face with a key member of staff. Relationships can build to allow line managers opportunity to identify any extremist thinking or other mindsets that are in conflict with the LCS Way and British Values</p>

Risk	Who is at risk	What measures are already in place to protect people?	Responsibility	What level of risk remains after measures are in place?
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Students and staff	<ul style="list-style-type: none"> <li>• We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism.</li> <li>• The DSL and ADSL are aware of the process to contact other partnership agencies and expedite concerns about extremism.</li> <li>• Records of referrals are kept, and referrals are followed up appropriately.</li> <li>• All records are kept on CPOMS (online safeguarding records).</li> <li>• All staff receive an annual reminder, through safeguarding training, about the signs of concern and who/how to report in school.</li> <li>• LCS fosters a positive pupil and staff relationship with Youth Engagement Officers with local Police.</li> </ul>	DSL/ ADSL	<p><b>Low</b></p> <p>Some staff may not recognise specific signs of extreme thinking. This is low risk, due to the regular, yearly and new starter training.</p> <p>The Designated Safeguarding Lead and Assistant Safeguarding Lead take the lead on working with agencies regarding PREVENT plans and liaise/collaborate with school staff according to the plan and the student's other presenting needs.</p>

Risk	Who is at risk	What measures are already in place to protect people?	Responsibility	What level of risk remains after measures are in place?
Students are exposed to extremist ideologies by visiting speakers	Students	<ul style="list-style-type: none"> <li>The materials that visiting speakers deliver are discussed and approved prior to their visit by the curriculum co-ordinator/organiser.</li> <li>All visitors are required to have an enhanced DBS check and LCS to have evidence of this prior to the visit. Anyone unable to provide this is a full escorted visitor, at all times, as set out in the visitors' policy and procedures.</li> <li>A pre-visit questionnaire for companies and individuals to complete has been designed and is in operation. This ensures that purpose and delivery methods are checked, prior to the day of the visit, as well as Enhanced DBS status. This needs to be passed by the Head's PA before the visitors arrive on site.</li> </ul>	<p>Staff organising visitors</p> <p>DSL</p>	<p><b>Low</b></p> <p>There is a low risk that an unsuitable person could have circumvented the appropriate checks. There are always members of staff on hand when invited visitors work with students, thereby reducing the possibility and providing the chance to step in.</p>

Risk	Who is at risk	What measures are already in place to protect people?	Responsibility	What level of risk remains after measures are in place?
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	<b>Students</b>	<ul style="list-style-type: none"> <li>• Opportunities to promote British values are clearly identified within all curriculum areas.</li> <li>• Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies.</li> <li>• Curriculum lead liaises annually with DSL re safeguarding content and reviews plans for full coverage of topics with Deputy Headteacher.</li> </ul>	Senior Leadership Team,  Curriculum lead for PSHE  DSL	<b>Low</b>  Vulnerable or SEND students may not fully grasp the messages but differentiation, repeated learning and key support by TAs, pastoral, behaviour, wellbeing and safeguarding staff lessen this possibility.

Risk	Who is at risk	What measures are already in place to protect people?	Responsibility	What level of risk remains after measures are in place?
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop,	Students, staff, governors and parents	<ul style="list-style-type: none"> <li>• Our behaviour policy clearly sets out that hateful behaviour is not tolerated.</li> <li>• Staff know how to respond to witnessing harassment and abusive behaviour.</li> <li>• Students are encouraged to challenge harassment or abusive behaviour among their peers. This is through teaching programmes and via yearly assemblies.</li> <li>• A record of concerning behaviours is logged on SIMS and CPOMS, enabling tracking and intervention where a concern continues.</li> <li>• LCS has developed monitoring and interventions led by the Behaviour Mentor to address and educate students who show intolerance or repeated abuse of peers through discrimination or hateful actions and language.</li> <li>• Use of EHA and early conversations with parents by pastoral members of staff, where mindset and behaviour are raising a concern.</li> </ul>	<p>Senior Deputy Headteacher</p> <p>DSL</p> <p>Behaviour Mentors and Seclusion Team.</p> <p>Inclusion Lead</p>	<p><b>Medium</b></p> <p>In school, due to the zero-tolerance stance on peer-on-peer harassment and early opportunities for staff to speak to students to unpick and challenge extreme thinking or discriminatory mindsets there is less opportunity for hate and extreme thoughts to develop.</p> <p>However, LCS has a greater challenge where students are informed by any extremist thoughts and behaviours of key adults outside of school or through social media.</p>

Risk	Who is at risk	What measures are already in place to protect people?	Responsibility	What level of risk remains after measures are in place?
British Values are not promoted outside of the classroom	Students and staff	<ul style="list-style-type: none"> <li>Students participate in democracy through school council and student leadership elections</li> <li>Assemblies addressing behaviour or linking to national days of celebration and remembrance promote diversity, human rights, and respect</li> <li>Celebrations from multiple religions and cultures are celebrated around the school e.g. Eid and Christmas, as well as specific celebrations of diversity and equality e.g. Black History Month, Pride Month and International Women's Day.</li> <li>Students are celebrated and recognised for their positive attitudes and behaviours, through the positive points system, Head of Year awards and the LCS 'Passport'.</li> </ul>	Staff	<p><b>Low</b></p> <p>Some individuals could feel left out or unable to engage with these activities and this could create a sense of isolation that makes them vulnerable to extreme or hateful messages from external sources.</p>



Risk	Who is at risk	What measures are already in place to protect people?	Responsibility	What level of risk remains after measures are in place?
Students use the school network or school hardware to access extremist material	<b>Students</b>	<p>The LCS Online Safety Policy and Safeguarding and Child Protection Policy makes reference to the risks of online extremist material.</p> <p>Students are encouraged to report any material they come across online which makes them worried or uncomfortable.</p> <p>LCS has a robust monitoring and filtering system on all school devices.</p> <p>The school IT network has appropriate filters to block sites deemed inappropriate or unsafe and staff are encouraged to have Impero, the monitoring system, up and active during lessons where students are using devices.</p> <p>The school Network Manager, DSL and Deputy Head audit online safety and identifies new/emerging risks annually. From this, a working party of staff, including the safeguarding Governor, develop and review an action plan.</p> <p>School and student email accounts are monitored by IT staff.</p> <p>The DSL reviews flagged Impero alerts once a day.</p> <p>Teaching and learning staff are encouraged to proactively monitor student activity on classroom computers, via the Impero monitoring system.</p> <p>Head of Year meetings and Vulnerable Child Meetings in school identify students raised as concerns due to patterns of behaviour.</p>	<p>Network Manager</p> <p>SLT</p> <p>DSL</p> <p>Teaching staff</p> <p>Teaching support staff</p>	<p><b>Medium</b></p> <p>Students may occasionally be able to bypass monitoring and filters by altering searched words to be unrecognisable to a computer.</p> <p>Students with significant experience and skills may attempt to gain access to system areas of the server and cloud. ICT staff have monitoring in place to flag attempted intrusions.</p>

Risk	Who is at risk	What measures are already in place to protect people?	Responsibility	What level of risk remains after measures are in place?
Students access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Students	<ul style="list-style-type: none"> <li>The ICT curriculum includes teaching students how to stay safe online.</li> <li>Parents are signposted to support on how to help their children access the internet safely and spot the signs of online radicalisation. The DSL sends useful information to parents via the Headteacher's newsletter, as updates are received from external agencies.</li> <li>The DSL/ADSL refers significant concerns to external agencies and works with parents and students, using toolkits to identify levels of risk and needs.</li> </ul>	Curriculum Co-ordinator for ICT  DSL  Headteacher	<p><b>Medium</b></p> <p>As new software or sites come into the public domain, there may be a risk of the filters not picking them up immediately. This is low, but not impossible, due to the settings on Impero that identify key words as well as harmful content.</p>

Risk	Who is at risk	What measures are already in place to protect people?	Responsibility	What level of risk remains after measures are in place?
Non-approved visitors access the school site to spread extremist ideology	Students and staff	<ul style="list-style-type: none"> <li>• Gates are locked during the school day and access is via a buzzer and camera system managed by the Reception Team.</li> <li>• Wherever possible, visitors are planned and pre-booked onto the Inventory system.</li> <li>• Anyone without appointment or reason to enter will be challenged at the gate and denied access if a valid need to enter is not identified by Reception, in liaison with the Senior Leadership Team.</li> <li>• All visitors to the school must be signed in at reception and wear ID badges</li> <li>• Visitors without an enhanced DBS check and specific purpose for the visit are accompanied around the school site by a member of staff at all times.</li> <li>• The full Visitor Policy sets out guidelines for all staff to arrange and supervise visits.</li> <li>• LCS has contracted a security officer who is on site throughout the school day, who facilitates the checking and movement of visitors to their expected locations in school.</li> <li>• Staff are trained and reminded regularly to challenge any visitors who do not have a lanyard and may have entered the site without identifying themselves to Reception.</li> <li>• The school Operations Manager has attended the DfE Protective Security and Preparedness Webinar for Education Settings (July 2025).</li> <li>• Governors have been informed about Martyn's Law, the impact of this on LCS and current requirements.</li> </ul>	Site Team  Operations Manager  DSL  All staff	<b>Low</b>  There is a possibility that someone could enter by following a legitimate visitor through the vehicle or pedestrian gate when they are permitted access. The risk of this happening and not being spotted is low, due to the cameras on the gates, around the site and the presence of the security officer in the accessible areas between the gate and Reception, particularly at the start and end of the school day when students are travelling.