



**THE COMPLETE  
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

# Prevent Duty Statement

Approved by TCES Operational Board on  
behalf of Thomas Keaney, CEO and Schools' Proprietor

Review date: August 2024

**Date of next formal review: September 2025**

# Contents

Policy and Legislation .....	3
Prevent Duty Statement .....	3
Aims and principles.....	3
Definitions.....	5
Procedures for referrals.....	6
The role of the curriculum .....	6
Staff training .....	7
Statement review.....	8

# Policy and Legislation

The policy is based on the Department for Education's statutory guidance

This policy is also based on the following legislation and guidance:

- [Information sharing: advice for safeguarding practitioners 2024](#)
- [Keeping Children Safe in Education 2024](#)
- [Prevent duty guidance: for England and Wales 2023](#)
- [The Prevent duty: safeguarding learners vulnerable to radicalisation 2023](#)
- [Working Together to Safeguarding Children 2023](#)

## Prevent Duty Statement

TCES are fully committed to safeguarding and promoting the welfare of all its pupils. As a company we fulfil our duty under section 26 of the Counter- Terrorism and Security Act (CTSA) 2015, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent duty.

TCES recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All our schools and services are expected to uphold and promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments. The school/service Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Prevent referral. A London-wide Local Authority Prevent contact list is retained by the school for this purpose.

TCES Prevent Duty Statement links to the following policies:

- Safeguarding Children and Adults at Risk policy
- E-safety/Acceptable use policy
- Filtering and Monitoring policy
- SMSC policy

## Aims and principles

The main aims of this statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principal objectives are that:

- All TCES schools and services have a designated Prevent Lead in a senior management role who is responsible for the delivery of Prevent and that they have appropriate capabilities (to understand and manage risk) to ensure that the role and importance of Prevent is made clear to relevant staff. The Prevent Lead in all TCES Schools and Services is the Designated Safeguarding Lead (DSL). The Prevent Lead is supported in the functions of their role by TCES' Head of Safeguarding, Tashanna Egbochue.
- DSL's (and deputies) and other senior leaders are familiar with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 141-210, which are specifically concerned with education.
- Where a Prevent referral is adopted, senior leaders co-operate as reasonably practicable with local authority-led Channel panels, in accordance with Section 38 of the CTSA 2015.
- Senior leaders engage appropriately with other partners, such as the police and Prevent leads in local authorities to facilitate up-to-date awareness of risk and threat posed, and latest developments in best practice.
- Senior leaders understand the factors that lead people to support terrorist ideologies or engage in terrorist related activity, recognise susceptibility to terrorism and be aware of what action to take in response (including Prevent referral arrangements).
- School/service-based staff are trained to understand what radicalisation and extremism are, why we need to be vigilant in our schools and services and how they can help prevent pupil from being radicalised into terrorism.
- School/service-based staff know what the school standpoint is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents/carers and pupils will know that TCES has policies in place to keep pupils safe from harm and that our systems are regularly reviewed to ensure they are appropriate and effective.
- All parent/carers have access to a dedicated e-safety web page with the latest up to date information to protect their children/young people from online harms.
- All parent/carers have access to our safeguarding policy and procedures and are given opportunities to raise any concerns with the DSL (or a deputy DSL).
- All TCES schools/services encourage pupils to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.
- The appropriateness of our filtering and monitoring systems are informed in part, by the Prevent risk assessment applicable to each TCES school and service.

- Each TCES school/service has a risk assessment which assesses how their pupils or staff may be at risk of being radicalised into terrorism, including online.
- TCES Safeguarding Children and Adults at Risk policy sets out clear protocols for ensuring that any visiting speakers, whether invited by staff or by pupils themselves, are suitable and appropriately supervised and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- All TCES schools/services have measures in place to prevent their facilities being exploited by radicalisers. This includes seeking to ensure that any event spaces or IT equipment are not being used to facilitate the spread of extremist narratives which encourage people into participating in or supporting terrorism.

## Definitions

**Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

**Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence

**Safeguarding** is the process of protecting and promoting the welfare of vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorist-related activity.

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

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

## Procedures for referrals

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels via the Designated Safeguarding Lead (DSL), who is aware of local procedures for making Prevent referrals.

The Prevent Lead of each TCES school/service conduct a risk assessment to identify and evaluate any vulnerabilities within our community that could make pupils susceptible to radicalisation. This assessment is completed by the DSL/Prevent Lead and includes consideration of external factors that may influence our students, as well as any internal issues that could contribute to their vulnerability. This self-assessment is subject to annual review.

If staff have any concerns about a pupil's welfare, they should speak to the DSL immediately. All TCES staff should refer and adhere to the safeguarding procedures outlined within the Safeguarding Children and Adults at Risk policy.

Staff should know about:

- [Prevent awareness e-learning](#) from the Home Office
- The Government's [Educate Against Hate](#) website
- The London Grid for Learning [Prevent Resource Centre](#)
- Any internal guidance or resources, such as a staff handbook

Staff in further education (FE) should know about the Prevent for further education and training:

- [Prevent duty guidance for further education institutions](#)
- The Education and Training Foundation (ETF) [Prevent for FE and Training](#)

Senior Leaders should know about:

- [Prevent referrals e-learning](#) from the Home Office
- [Channel awareness e-learning](#) from the Home Office

## The role of the curriculum

Our curriculum supports pupils to have the knowledge, skills and values that will prepare them to be citizens in modern Britain; and it actively promotes respect, tolerance and diversity and the fundamental British values of democracy, the rule of law, individual liberty. Pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and underpins the ethos of the TCES group.

It is recognised that children and adults at risk adults with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect, and tolerance as well as setting high standards and very high expectations for themselves. Our TCES community values apply to our pupils and staff members.

Pupils are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

### **Staff training**

Through induction and regular INSET opportunities, we will ensure that our staff members are fully aware of the process of radicalisation and how this might be identified early on; and understand the threats, risks and vulnerabilities that are linked to radicalisation.

## Statement review

The Prevent Duty Statement will be reviewed annually as part of the overall Child/Adult Protection and Safeguarding Policy and Procedures review.