



# Triumph Learning Trust

Aspiration - Collaboration - Innovation

## Prevent Policy

### Policy Details

<b>Policy Level</b>	Trust
<b>Document Approver</b>	Trust Board
<b>Document Status</b>	Draft
<b>Applicable to</b>	All Trust Employees
<b>Review Frequency</b>	Every 3 Years

### Revision History

Revision	Date	Details	Approved by
0	November 2025	First Issue	

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## 1. Introduction

Triumph Learning Trust (TLT) is committed to safeguarding and promoting the welfare of all children, staff, and communities. Preventing radicalisation and protecting individuals from being drawn into extremism or terrorism forms a vital part of this commitment.

All staff, Trustees, and Governors across the Trust complete Prevent Duty training and understand their role in protecting pupils from all forms of harm, including extremist or radical influences.

This policy complies with:

- Counter-Terrorism and Security Act 2015 (Section 26)
- Prevent Duty Guidance of England and Wales (updated December 2023)
- Keeping Children Safe in Education (2025)
- Equality Act 2010
- Human Rights Act 1998
- Working Together to Safeguard Children (2023)

## 2. Purpose

The purpose of this policy is to:

- Ensure all schools within the Trust “have due regard to the need of prevent people from being drawn into terrorism.”
- Embed Prevent within wider safeguarding responsibilities
- Establish clear procedures for identification, referral, and support of individuals at risk.
- Promote open dialogue, respect, and critical thinking as part of our curriculum and ethos.
- Strengthen Trust-wide compliance, governance, and staff competence.

## 3. National Context

Contest is the UK Government’s counter-terrorism strategy. Its aim is to reduce the risk to the UK and its interests overseas from terrorism. Prevent is one of four strands: Prevent, Pursue, Protect, and Prepare. Prevent focuses on early intervention and support before criminal activity occurs

The three Prevent Objectives (2023 update)

1. Tackle the ideological causes of terrorism
2. Intervene early to support people susceptible to radicalisation.
3. Enable sectors and institutions to reduce permissive environments where radicalisation can occur.

#### 4. The Trust Approach

Prevent is embedded across the Trust's safeguarding and curriculum framework. Implementation is proportionate and context-specific, reflecting local risk and school phase.

#### 5. Channel Process

Channel is a multi-agency safeguarding programme led by the police to support individuals at risk of being drawn into terrorism. It identifies, assesses, and supports individuals at risk. Referrals are made by staff through the DSL

#### 6. Training

All staff, Trustees, and Governors must complete Prevent Duty and Channel Awareness training on induction and renew every two years. Annual safeguarding updates must include Prevent.

#### 7. Roles and Responsibilities

Role	Responsibility
CEO	Ensures Trust-wide compliance and oversight of Prevent reporting through governance structures.
Headteachers	Ensure school-level implementation, training, and risk assessment are completed and monitored.
DSLs	Lead on Prevent concerns, risk assessments, and referrals to Channel/local authority.
All staff	Remain vigilant, recognise vulnerability indicators, and report concerns promptly to DSL.
Trustees & Governors	Maintain strategic oversight; receive regular Prevent reports; ensure policy compliance and training.

#### 8. Equality, Proportionality and Free Speech

Prevent delivery within the Trust must be consistent with the Equality Act 2010 and Human Rights Act 1998. It must respect freedom of speech and academic freedom, avoid stereotyping or marginalisation, and focus on safeguarding and welfare.

#### 9. Monitoring and Review

This policy will be reviewed annually or earlier if national guidance changes or a local review prompts earlier action. Monitoring includes annual DSL reports, school Prevent risk assessments, and staff training compliance checks.

#### 10. Useful Links

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

- Educate Against Hate: <https://educateagainsthate.com>
- Counter Terrorism and Security Act 2015:  
<https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>
- Keeping Children Safe in Education (2025):  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## 11.Appendices

### Appendix 1

### Prevent Risk Assessment Template (November 2025)

## Appendix 1 – Prevent Risk Assessment Template (November 2025)

### Section A – Leadership and Governance

Area	Key Question	Evidence / Actions	RAG
<b>Leadership Oversight</b>	Is Prevent included in the school's safeguarding reporting to LGB and Trust Board?		
<b>Prevent Lead (DSL)</b>	Has the DSL completed Prevent and Channel training? Are all staff trained within the last 2 years?		
<b>Policy Framework</b>	Is the Prevent policy current and compliant with 2023/2025 guidance?		

### Section B – Staff and Training

Area	Key Questions	Evidence / Actions	RAG
<b>Staff Awareness</b>	Do staff know the signs of vulnerability and the referral process?		
<b>Induction</b>	Is Prevent included in induction for all new staff, volunteers, and governors?		
<b>Ongoing Training</b>	Is Prevent included in annual safeguarding refreshers and updates?		

### Section C- Curriculum, Visitors and Online Safety

Area	Key Questions	Evidence / Actions	RAG
Curriculum	Do staff know the signs of vulnerability and the referral process?		
Visiting Speakers	Is Prevent included in induction for all new staff, volunteers, and governors?		
Online Safety	Is Prevent included in annual safeguarding refreshers and updates?		

### Section D – Safeguarding

Area	Key Questions	Evidence / Actions	RAG
Referral Pathways	Are DSLs clear about when and how to refer to Channel?		
Record Keeping	Are Prevent concerns logged securely and monitored for patterns or escalation?		
Partnership Working	Is Prevent included in annual safeguarding refreshers and updates?		

### Section E – Local Context

Area	Key Questions	Evidence / Actions	RAG
Local Threat Assessment	Has the school identified any specific local or community-based risks?		
Community Engagement	Does the school promote inclusion and positive community relationships?		
Incident Response	Are contingency and communication procedures in place for security or Prevent-related incidents?		