

Prevent Policy

For the Pen Green and Kingswood Integrated Centre
(comprising Pen Green Nursery School, Early Years Setting, Research & Training Base,
Integrated Services and Corby Children Centres)

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Distribution List

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Links to other documents

Document	Link
What to do if you suspect a child is being sexually exploited	www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited
How to refer someone to the Prevent team.	Refer someone to the Prevent Team Northamptonshire Police (northants.police.uk)

Preventing Youth Violence and Gang involvement	<u>Preventing youth violence and gang involvement (2013)</u>
Criminal Exploitation of children and Vulnerable Adults – County Lines	<u>Criminal exploitation of children and vulnerable adults: county lines (2021)</u>
	<u>Advice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)</u>
Prevent Duty Guidance	<u>www.gov.uk/government/publications/prevent-duty-guidance</u>
	<u>www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation</u>
Channel	<u>Channel</u>
Channel Guidance	<u>https://www.gov.uk/government/publications/channel-guidance</u>
Protecting Children from Radicalisation	<u>https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</u>
Education against Hate – Further Education	<u>Further Education Practitioners Archives - Educate Against Hate</u>
Education against Hate – Further Education Prevent Duty Guidance.	<u>Prevent Duty Guidance - Further education and skills final (educateagainsthate.com)</u>

Additional comments to note:

Reviewed June 2025

Prevent Policy relating to Adult Education within the Integrated Centre

(this policy is drawn from specific guidance for providers or further/higher education and, incorporates elements of the Integrated Centre Safeguarding Policy 2025)

This policy covers all aspects of potential routes into extremism or radicalisation given the vulnerability of children and young people involved in any of the categories outlined below.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. This is referred to as the 'boyfriend model' or 'relationship model' of sexual exploitation

What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse

Exploitation which includes information on how children can be exploited and makes clear that the experiences of girls being criminally exploited can be very different to boys, indicators of CSE may also be different for girls.

- Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money.
- Inappropriate images and/or videos shared with children.
- Drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

- Child sexual exploitation does not always involve physical contact and can happen online.
- A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity.
- Inappropriate sexual or sexualised behaviour.
- Sexually risky behaviour, 'swapping' sex.
- Repeat sexually transmitted infections.
- In girls, repeat pregnancy, abortions, miscarriage.
- Receiving unexplained gifts or gifts from unknown sources.
- Having multiple mobile phones and worrying about losing contact via mobile.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- Changes in the way they dress.
- Going to hotels or other unusual locations to meet friends.
- Seen at known places of concern.
- Moving around the country, appearing in new towns or cities, not knowing where they are.
- Getting in/out of different cars driven by unknown adults.
- Having older boyfriends or girlfriends.
- Contact with known perpetrators.
- Involved in abusive relationships, intimidated and fearful of certain people or situations.
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- Associating with other young people involved in sexual exploitation.
- Recruiting other young people to exploitative situations.
- Truancy, exclusion, disengagement with school, opting out of education altogether.
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- Mood swings, volatile behaviour, emotional distress.
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.

- Drug or alcohol misuse.
- Getting involved in crime.
- Police involvement, police records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.

The process regarding concerns around Child Sexual Exploitation in the first instance is the DSL, in the absence of a DSL contact the local authority MASH team, in an emergency contact the police.

If staff have concerns surrounding any of the above information, they should immediately follow the Integrated Centre's Child Protection procedures. Staff can access government guidance via GOV.UK and other government websites.

For CSE there is the following guidance: 'What to do if you suspect a child is being sexually exploited'; www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

Should you need to refer someone to the prevent team the following link should be used.

[Refer someone to the Prevent Team | Northamptonshire Police \(northants.police.uk\)](https://northants.police.uk)

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children or young people being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children / young people who appear with unexplained gifts or new possessions;
- children / young people who associate with other young people involved in exploitation;
- children / young people who suffer from changes in emotional well-being;
- children / young people who misuse drugs and alcohol;
- children young people who go missing for periods of time or regularly come home late; and
- children / young people who regularly miss school or education or do not take part in education.

As children/young people involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Criminal Exploitation: County Lines

Criminal exploitation of children and young people is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹² should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;

- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Serious Violence

All Integrated Centre staff including tutors should be aware of indicators, which may signal that children or young people are at risk from, or are involved with serious violent crime. These may include increased absence from the Centre including taught sessions on an adult education course (for example apprenticeships, level 3 or Foundation Degree, BA (Hons) Top-up or MA), a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement \(2013\)](#) and its [Criminal exploitation of children and vulnerable adults: county lines \(2021\)](#) guidance. [Advice to schools and colleges on gangs and youth violence - GOV.UK \(www.gov.uk\)](#)

The PREVENT Duty

The **Prevent Strategy** published by the Government in 2011 is part of an overall counter-terrorism strategy CONTEST. The aim of the **Prevent Strategy** is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism (DfE guidance July 2015).

In order to demonstrate compliance with the duty, under section 26 of the Counter Terrorism and Security Act 2015, to have “*due regard to the need to prevent people from being drawn into terrorism*”, the Integrated Centre will:

- Review and work within the Integrated Centre's existing framework of wider Safeguarding duties.
- The Integrated Centre will continue to promote fundamental British values as part of children's personal, social and emotional development and understanding of the world (see EYFS and Behaviour as Communication).
- It is our view at the Integrated Centre that British values also represent a humanistic approach to working with children and adults these are characterised by warmth, companionship, openness, interest and cultural humility.
- A fresh emphasis will be placed on identifying children or adults vulnerable to radicalisation.
- A fresh emphasis will be placed on challenging extremist argument or behaviour in supervision or within an appropriate safe space within the Integrated Centre.
- To this end the staff/volunteers/governors at the Integrated Centre will work with existing partnership arrangements, e.g. The local authority, Police, Social Services, NCSP, other agencies, and parents, to familiarise themselves with potential dangers and risks within the local as well as wider context.
- The lead for further education works with the local Prevent Co-ordinator and attends regular local network events to keep up to date with local concerns.
- The Integrated Centre's Designated Safeguarding Lead, and other senior staff, will undertake awareness raising training. They will ensure that all staff are aware of how to better use their professional judgement in identifying behavioural changes and appropriate ways of acting where there may be concerns that a child or adult might be vulnerable to radicalisation.
- All staff will take action to protect children from harm and will be alert to harmful behaviour by other adults in the child's life.

- Senior staff that have completed the training will be identified in each area of the Centre. The training will support them in recognising vulnerability to being drawn in to terrorism, be aware of what action to take in response to concerns, when it is appropriate to make a referral onwards and how to receive additional advice and support.
- If staff have concerns about a child or family in relation to radicalisation and being drawn in to terrorism the Designated person in their area that has completed the training will be used as the first point of call for advice about next steps. The senior person will then make the decision to contact MASH for further support and advice.
- Existing arrangements for filtering online material when accessing the internet onsite will be regularly checked to ensure that children and young people are safe when using the Integrated Centres' computers (please refer to the Integrated Centre Online Policy).
- Since the Integrated Centre is engaged in family and adult education as well as the education of young children, it will continue to provide a safe environment for exploring sensitive or controversial issues.
- The Integrated Centre will place renewed energy on promoting effective ways of resisting undesirable pressures, resilience, determination, self-esteem and confidence. Please refer to the Child Protection Policy for a full list of nominated trained staff within the Prevent Duty.

Preventing Radicalisation

- The Counterterrorism and Security Act, 2015 places a duty on authorities 'to have due regard to the need to prevent people from being drawn into terrorism'.
- Protecting children and young people from the risk of radicalisation should be seen as part of schools' and colleges' wider Safeguarding duties and is similar in nature to protecting children and young people from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

- As with other Safeguarding risks, staff should be alert to changes in individual's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children or young people who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.
- 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.

The Prevent Duty Guidance for England and Wales places requirements on the school under four themes: risk assessment, working in partnership, staff training and IT policies.

In addition, schools and colleges should refer to the following DfE Guidance:

www.gov.uk/government/publications/prevent-duty-guidance

The use of social media for online radicalisation:

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Concerns about extremism

If a child or young person is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include **Channel**, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Channel Programme

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the Integrated Centre may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at:

<https://www.gov.uk/government/publications/channel-guidance>

Additional support

The department has published further advice for schools on the Prevent duty.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Honour Based Abuse (HBA)

- So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

- All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.
- Staff who have a concern regarding a child or young person that might be at risk of HBA, they should activate local Safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.
- There are a range of potential indicators that a child or young person may be at risk of HBA.
- Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.
- Schools and colleges can play an important role in Safeguarding children and young people from forced marriage.
- The Forced Marriage Unit has published multi-agency guidelines (June 2014), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk.

PREVENT – Further & Higher Education Addendum:

This document was written in line with the expectations of Prevent duty guidance for further education institutions in England and Wales 2015 (last updated May 2024) and the Equality Act 2010.

Pen Green is committed to ensuring all staff and students involved in our Further Education offer are committed to safeguarding people from the threat of terrorism. Terrorism covers all forms of extremism, both violent and non-violent and is defined in the national prevent strategy as 'any vocal or

active opposition to fundamental British values and covers international and domestic terrorist threats, including the activities of far-right groups and animal rights groups.

We have a vital role to play in protecting students from the risk of extremism and radicalisation. This is underpinned by the Counterterrorism & Security Act 2015 which states that Colleges must have 'due regard to the need to prevent people from being drawn into terrorism.'

The Prevent Lead for Pen Green Centre is Joanne Benford

Prevent duty guidance for further education institutions in England and Wales (2015) (Updated May 2024) defines extremism as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas." This document is written with this view.

There are six main principles of the integrated centre's prevent strategy for those who attend the Further and Higher Education programmes, they are:

Leadership & Management – Ensuring effective leadership and management of prevent provision

Safer Recruitment – ensuring that we have clear safer recruitment practices

Training – raising awareness of Prevent throughout the organisation and ensuring staff are equipped with the appropriate skills and knowledge to support learners effectively and help o keep them safe

Equipping, educating and empowering - Raising awareness of Prevent among all our learners and ensuring that learners who are the most vulnerable are equipped with the skills and knowledge to keep them safe from radicalisation.

Reporting – developing and implementing procedures for identifying and reporting cases or suspected cases relating to the Prevent duty

Culture - establishing safe environments in which vulnerable groups can learn and develop and establishing a culture where Prevent is taken seriously. Including the promotion of fundamental British values

Risk Areas

External speakers and events

All staff, including external speakers will be employed under the ethos and principles of Pen Green. Careful consideration will be given to external speaker's agendas, educational expertise and professional heritage. Following this teaching teams will agree if initial assessment of external speakers is appropriate. Background checks will be carried out on all external speakers to ensure minimal risk to students.

Prior to engaging with students' external speakers will meet with teaching teams and present examples of their work/seminars/lectures. This will ensure careful consideration of their views/potential views and enable assessment of risk regarding sharing information from terrorist groups. If any member of the teaching team has doubt regarding risk, the external speaker will be withdrawn.

During events/external speaking sessions at least one member of the regular teaching team will be present. The teaching team are confident to challenge and mitigate any views that may be inappropriate. However, if there is any doubt regarding risk, exposure to extreme views or radicalisation the event/session will be withdrawn, and the action plan regarding risk will be implemented.

Should any concerns be raised during a session with an external speaker the details will be shared with the Prevent Lead and further guidance, and advice will be sought. The individual involved will not be invited to speak until any concerns have been eliminated.

Partnership

Pen Green Research, Training Development Base has active engagement with the centre leadership team and governors. This engagement extends to the wider community and local partners this includes, but is not limited to police, social services, Prevent co-ordinators and local authority advisors.

Risk assessment

This risk assessment is applied during both face to face and online teaching sessions. If risk is identified the action plan will be implemented. It is recognised that the risk of radicalisation may come from various origins this may include personal contact, social media, inside and outside of the institution. Pen Green is committed to creating relationships with their students, doing so facilitates a platform for the continuous assessment of risk.

Noticing changes to behaviour, becoming isolated or presenting extreme views will lead to implementation of the action plan.

Radicalisation from peers: Careful consideration will be given to student expectation, agenda, educational and professional heritage. This will be started during the application process and end when the student leaves Pen Green.

Radicalisation from peers during teaching – Pen Green's andragogical principles are built on challenge and debate, students will be openly encouraged to express views and opinions. The teaching team are confident to challenge and mitigate any views that may be inappropriate, bring risk of radicalisation, or are not in line with British Values.

Radicalisation from peers during groupwork – During small group work the risk of radicalisation, or challenge to British values may be increased, due to the nature of students having increased freedom to express personal views. To minimise risk teaching teams will frequently engage in group discussions and groups members will be changed throughout teaching periods.

Non-teaching spaces – Pen Green library, lunch and break-out spaces are open plan areas, this ensures minimal exposure to radicalisation via informal dialogues and conversation.

Whistleblowing and complaints –

Robust procedures are in place for managing complaints and whistleblowing this includes a clear line of reporting for all users of Pen Green (See Whistleblowing Policy & Complaints procedure)

Action plan

Any identification of risk will lead to an immediate report to Pen Green's DSL and Prevent lead, Joanne Benford.

Staff training

Prevent forms part of Pen Green's safeguarding policies and procedures. Pen Green has a firm commitment to protecting children, students and staff from exposure to risk and harm. As head of the centre, Angela Prodger is the DSL and prevent officer, she holds responsibility for staff training, the dissemination of Prevent Strategy 2011 and Keeping Children Safe in Education. All staff must regularly attend training; this includes the vulnerabilities and/or indicators of radicalisation.

During training careful consideration is given to physical security of Pen Green. Opportunities for robust training regarding ensure that all staff, not just teaching teams, are aware of the factors that make people vulnerable to abuse, and the protected characteristics as defined in the Equality Act 2010. Staff have sufficient training and understanding to ensure the delivery of teaching is reflective of statutory guidance, including when to seek advice/support, report to the DSL and/or make a referral the Channel Programme.

As updates are made available staff are asked to complete "tea break" tasks. These will include tasks such as reading updates, watching training videos or spending time reviewing policies. These are signed off and ensure the team are completely up to date with local and national concerns.

Welfare and pastoral care/chaplaincy support

Pen Green prides itself on building professional relationships with students, this relationship is established early and endures throughout the student's time with us. Each student will have a named tutor who will hold regular one to one tutorial sessions with them, during these sessions students are encouraged to reflect on their educational, professional and personal self. All tutorial sessions, and tutor/student interactions incorporate British Values and the ethos and principles of Pen Green. In addition to this student can access student support services.

Prayer rooms or space for faith-related activities can be provided on request. This room is in a discrete area of the building, with restricted access. Thus, ensuring clear management of the space and privacy for users.

IT policies

Pen Green recognise that the risk of radicalisation can come from in person interactions and media platforms. Pen Green uses Microsoft Teams as a shared platform for all students. This platform is overseen by an IT department and word filtering system can be activated to monitor risk of radicalisation. Tutors have full access to all group messages and can monitor these. In addition, a filtering system is used for the internal Wi-Fi within the institution.

(Please see Online Safety and Security policy)

As we work with a range of partners we would be guided by their policies and procedures alongside that of the Integrated Centre

Level 3	NCFE Policy
Apprenticeships	Apprenticeship Connect Policy

Higher Education	University of Hertfordshire Policy
NPQEYL / ITT	National Institute of Teaching

For additional information further resources can be found here:

[Further Education Practitioners Archives - Educate Against Hate](#)

[Prevent Duty Guidance - Further education and skills final \(educateagainsthate.com\)](#)