GoWise Learning – Prevent Duty Policy

Approved by: Anamaria Blanaru, GoWise Learning CEO & Founder

Last reviewed: November, 2025
Next review: November 2026

1. Policy Statement

GoWise Learning is committed to safeguarding children and young people and recognises its duty to help prevent individuals from being drawn into terrorism, radicalisation or extremist influences. We believe that all learners have the right to learn in a safe, supportive environment free from fear and harm. We will ensure that our tutors understand their responsibilities under the Counter-Terrorism and Security Act 2015 (CTSA 2015) and associated guidance, such as the 'Prevent Duty Guidance: for England and Wales'. We will work in partnership with parents/carers, schools, and local authorities to promote an environment of vigilance, awareness and early intervention.

2. Scope of this Policy

This policy applies to all tutors, staff, volunteers, and contractors working on behalf of GoWise Learning. It covers all settings including one-to-one sessions, small groups, online tutoring, home visits, and community settings, and applies to all children and young people (ages 0–25) with SEND, SEMH or EHCPs.

3. Definitions

• Radicalisation – The process by which a person comes to support terrorism and extremist ideologies.
• Extremism – Vocal or active opposition to fundamental British values (including democracy, rule of law, individual liberty, and mutual respect) and/or calls for the death of members of the armed forces.
• Channel Programme – A multi-agency scheme which provides support for people at risk of being drawn into terrorism.
• Specified Authorities – Organisations listed under CTSA 2015 that must have 'due regard' to the need to prevent people from being drawn into terrorism.

4. Legal and Guidance Context

Under Section 26 of the Counter-Terrorism and Security Act 2015, specified authorities must have due regard to the need to prevent people from being drawn into terrorism. The Prevent Duty Guidance for England and Wales outlines expectations around leadership, partnership, risk assessment, and staff training. Although GoWise Learning is not a specified authority, it follows these principles as best practice for safeguarding children and young people.

5. Roles and Responsibilities

• Director/Designated Lead – Has overall responsibility for ensuring Prevent duties are met, policies are implemented and reviewed, and staff receive annual training.
• Tutors and Staff – Must undertake GoWise Learning Prevent awareness induction training, stay alert to indicators of radicalisation, and report concerns to the Designated Lead.
• Parents/Carers and Learners – Encouraged to maintain open communication and awareness of radicalisation risks.

6. Risk Assessment and Safe Environment

GoWise Learning will assess potential risks of radicalisation in its tutoring contexts (home, online, community). We will maintain clear professional boundaries, ensure appropriate supervision, and encourage critical thinking, inclusion, and respect. Tutors will record and report any concerns following our safeguarding procedures.

Risk Assessment and Safe Environment (Implementation in Practice)

GoWise Learning recognises that radicalisation risks can vary depending on the **type of tutoring environment**, the **vulnerability of learners**, and the **methods used to deliver sessions**.
We therefore complete a **Prevent Risk Assessment** as part of our general safeguarding procedures, considering the following key areas:

A. Home-Based Tutoring

Possible Risks:

- Lack of visibility during one-to-one sessions.

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- Limited supervision from parents/carers.

- Unmonitored access to online or extremist material in the home.

- Learners disclosing extremist views without witnesses.

How GoWise Learning mitigates these risks:

- Tutors always conduct sessions in a **visible, open area** of the home (never behind closed doors).

- Parents/carers are asked to be present or within hearing distance.

- Tutors remind parents about **online safety**, parental controls, and monitoring internet use.

- Tutors maintain **strict professional boundaries** (no personal contact, social media links, or messaging).

- Any concerns or unusual statements by the learner are **recorded factually** and immediately reported to the DSL.

Example:
A tutor notices the student has been showing online videos that promote violence "against people who don't understand us."
→ The tutor calmly ends the topic, finishes the session safely, records what was said, and reports the concern to the DSL before the end of the day.

B. Online Tutoring

Possible Risks:

- Learners joining sessions from unsafe or unsupervised environments.

- Exposure to extremist or harmful material through the internet.

- Grooming or contact from online "friends" who promote extremist ideas.

- Tutors being unaware of what's happening off camera.

How GoWise Learning mitigates these risks:

- All sessions take place via **approved, secure online platforms**

- Tutors are trained to recognise signs of distress, secrecy, or influence during virtual interactions.

- Cameras must remain **on** for both tutor and learner throughout the session.

- Parents/carers are asked to confirm the environment is safe before each session.

- Tutors **do not share private contact details**, social media accounts, or unmonitored chat messages.

- Online backgrounds remain neutral and professional to avoid sharing personal or sensitive information.

Example:
During a maths session, a student starts talking about "a YouTuber who tells the truth about the government" and refuses to switch topics.
→ The tutor acknowledges the statement calmly, steers the conversation back to learning, then records and reports the incident after the session.

C. Community or Group Settings

Possible Risks:

- Learners influencing each other with extremist language or hate speech.

- Visitors or volunteers without DBS checks being present.

- Lack of awareness among staff about Prevent signs.

How GoWise Learning mitigates these risks:

- All venues used (church halls, libraries, youth centres) are **risk-assessed** for safety and visibility before use.

- Groups are **small and supervised** — ensuring tutors can observe interactions.

- Staff are trained to **intervene calmly** if extremist or discriminatory comments are made.

- Visitors are only allowed with prior consent and DBS verification.

- Posters and activities promote **British values** — respect, inclusion, fairness, and tolerance.

Example:
During a social-skills club, one teenager mocks another's religion, repeating a stereotype heard online.
→ The tutor stops the comment immediately, reinforces respect, and later documents the incident as a possible Prevent and equality concern.

D. Vulnerable Learners (SEND/SEMH Context)

Possible Risks:

- Learners with communication difficulties may repeat extremist phrases without understanding them.

- Emotional regulation difficulties can lead to black-and-white thinking ("good vs bad") that extremists exploit.

- Social isolation or low self-esteem may make learners more open to online grooming.

How GoWise Learning mitigates these risks:

- Tutors are trained in **Zones of Regulation**, **Emotion Coaching**, and **social stories** to help learners understand emotions and language.

- Sessions focus on **critical thinking**, empathy, and perspective-taking.

- Tutors use **consistent language** to challenge harmful ideas safely ("Let's think about how that would make someone else feel").

- Any repeated or concerning language is **recorded and escalated** to the DSL, who decides next steps (monitoring, parental discussion, referral).

Example:
A child with ADHD frequently says, "People like me should fight everyone who hates us," after watching online videos.
→ The tutor explores the feeling ("You sound angry — can you tell me what happened?"), notes the language used, and reports it to the DSL the same day.

E. Tutor Responsibilities

All tutors must:

- Complete a **Prevent Risk Assessment Form** (template provided during induction) when starting a new tutoring placement.

- Keep session records secure and report **any concerns** within 24 hours.

- Review the environment (home, online, group) each term to ensure it remains safe and compliant.

- Always follow the **Safeguarding and Child Protection Policy** for reporting and escalation.

Summary for Tutors

Our job isn't to judge or debate — it's to notice, record, and report. We create spaces that are calm, inclusive, and safe, where all learners can think critically and feel valued.

7. Staff Training and Awareness

All tutors must complete Prevent awareness training at induction and refresh it annually. They must understand indicators of vulnerability, such as isolation, identity crisis, or exposure to extremist content, and know referral routes including the Channel programme and local safeguarding teams.

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Indicators of Vulnerability to Radicalisation

Identity Crisis

Definition:
When a young person feels unsure about who they are, where they belong, or struggles to fit in with others. This can make them more open to strong or extreme beliefs that give them a sense of identity or purpose.

Scenario:
A 14-year-old student with autism begins saying, *"People at school hate me — but I found a group online that really understands me. They said they'll protect people like us."*

Tutor Action:

- Stay calm and non-judgmental.

- Gently ask questions to understand what "group" they're referring to.

- **Do not challenge their beliefs directly** — your goal is to gather understanding, not debate.

- Record what was said factually.

- **Report immediately** to your Designated Safeguarding Lead (Anamaria Blanaru).

Personal or Family Crisis

Definition:
When a child is going through something stressful — like family separation, death, bullying, or abuse — that leaves them feeling angry, lonely or looking for belonging.

Scenario:
A 10-year-old mentions, *"My dad left again. But someone online told me there's a group that helps boys like me become strong and not weak like others."*

Tutor Action:

- Acknowledge their feelings ("That sounds really hard").

- Note any reference to online groups or "helpful strangers."

- Record the disclosure *word for word* if possible.

- Report to the DSL the same day — it might overlap with a safeguarding concern.

Isolation or Social Exclusion

Definition:
When a student feels left out, bullied, or disconnected from friends, family, or school — they might turn to online communities that reinforce extreme views.

Scenario:
A 15-year-old who rarely speaks in class tells you, *"Everyone ignores me except this chat group. They said people like us should fight back."*

Tutor Action:

- Be curious but calm — ask neutral questions ("What kind of chat group?").

- Note any mention of "fighting back," "us vs them," or "revenge."

- Write a clear report for your DSL including exact phrases used.

Sense of Injustice or Anger

Definition:
Feeling that life is unfair or that certain people are treated badly — which can lead to resentment and attraction to groups promising "justice."

Scenario:
During a session, a 16-year-old angrily says, *"The government lies to everyone — they deserve to be punished."*

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Tutor Action:

- Stay neutral — don't argue or agree.

- Listen and acknowledge their frustration.

- Make a note of key phrases (e.g., "punished," "deserve to suffer").

- Report to the DSL — even if it seems like teenage anger, patterns matter.

Exposure to Extremist Material

Definition:
When a learner accesses or shares videos, posts, or images that promote hate, violence, or extremist views — especially online or through gaming platforms.

Scenario:
A 12-year-old proudly shows a video on their phone saying, *"These people are heroes — they fight for what's right!"* and it includes extremist propaganda.

Tutor Action:

- Do not watch or share the video further.

- Calmly say, "I'm not sure that's something we should be watching."

- Record what you saw or what the learner said.

- Inform the DSL **immediately** — do **not** try to confiscate or delete the content yourself.

Mental Health or Emotional Needs

Definition:
Learners with low self-esteem, depression, trauma, or unmanaged SEND/SEMH needs can be more vulnerable to grooming and manipulation.

Scenario:
A student with anxiety often talks about being "useless" and starts repeating phrases like *"people like me don't deserve to live."*

Tutor Action:

- Offer reassurance ("I care about how you feel — you're not alone").

- Treat it as a safeguarding and Prevent concern (risk of self-harm or grooming).

- Report it to the DSL — this may need both mental health and Prevent follow-up.

Influence from Peers or Online Groups

Definition:
A child being drawn in by friends, influencers, or online communities that share extremist messages or create "us vs them" mindsets.

Scenario:
A 13-year-old tells you, *"My friend said school hides the truth — they showed me a channel that explains what's really happening."*

Tutor Action:

- Ask neutrally, "What kind of channel?"

- Don't argue or dismiss it — your job is to *notice and record*.

- Share this **immediately** with the DSL — it may need Channel referral or online safety review.

Desire for Belonging, Status or Adventure

Definition:
When young people crave belonging, purpose, or excitement — extremist recruiters may exploit this by making radical groups seem "cool," "brave," or "important."

Scenario:
A 15-year-old says, *"My new friends online told me I could help change the world — they said I'm special."*

Tutor Action:

- Acknowledge their enthusiasm, but note key language ("special," "mission," "change the world").

- Do not challenge — just note and report.

- Report promptly to the DSL for escalation.

Access to or Sharing of Hate Speech

Definition:
Using hateful, racist, sexist, or anti-religious language that shows they may be influenced by extremist ideas.

Scenario:
A 17-year-old starts making comments like, *"People from that country are all terrorists."*

Tutor Action:

- Calmly correct the language ("That's not an appropriate way to talk about others").

- Make note of exact words used.

- Report the pattern to the DSL — early intervention prevents escalation.

Sudden Behaviour or Appearance Change

Definition:
A student suddenly changes how they talk, dress, or who they spend time with — sometimes showing secrecy, aggression, or withdrawal.

Scenario:
A normally sociable student becomes withdrawn, refuses to discuss what's wrong, and starts using religious or political phrases out of context.

Tutor Action:

- Stay observant and kind — don't confront them directly.

- Note any repeated changes or concerning phrases.

- Report to the DSL — radicalisation may start subtly.

 Tutor Action Summary

When you notice **any** of the above:
1 Stay calm and avoid confrontation.
2 Listen — don't argue, label, or challenge beliefs.
3 Record the facts (who, what, when, exact words).
4 **Report immediately** to your Designated Safeguarding Lead (Anamaria Blanaru).
5 Never investigate, question the family, or search online material yourself.
6 Follow up to confirm the concern was logged and actioned.

8. Partnership and Referral
GoWise Learning will work with local safeguarding partnerships, Prevent coordinators, and police where required. Tutors must report concerns immediately to the Designated Lead, who will follow the safeguarding and referral procedures. Confidentiality is maintained unless sharing is required to protect a child from harm.

9. Monitoring and Assurance
The Director will review this policy annually or after significant incidents or updates to guidance. We will audit training records, risk assessments, and incident logs to ensure ongoing compliance.

10. Communication
This policy is shared with all staff and included in induction materials. Tutors will sign to confirm they have read and understood it. A summary may be provided to families and clients where appropriate.

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11. Review and Update

This policy will be reviewed annually or sooner if guidance changes.

12. Additional Resources

• Prevent Duty Guidance: for England and Wales – GOV.UK
• Prevent Duty Training: Learn how to support people susceptible to radicalisation – GOV.UK
• Safeguarding and Child Protection for Tutors – NSPCC Learning

Prevent Duty Risk Assessment

(Reviewed Annually — Last Updated: November 2025)

Purpose

This Prevent Risk Assessment outlines how GoWise Learning identifies, manages, and reduces the risk of radicalisation or extremist influence across all aspects of its tutoring provision.
It supports our *Prevent Duty Policy* and forms part of our wider Safeguarding and Child Protection framework.

GoWise Learning operates as a specialist tutoring and holistic support service for children and young people aged 0–25 with SEND, SEMH needs, and EHCPs.
We recognise that learners with additional needs, social isolation, or emotional vulnerabilities may be more susceptible to grooming or extremist influences, whether online or in their communities.

Section 1 – Organisational Overview

Area	Description
Service Name	GoWise Learning
Type of Service	Specialist 1:1 and small group SEND tutoring and mentoring

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Area	Description
Director/DSL	Anamaria Blanaru
Locations	Home environments, online sessions, and community spaces (Carshalton, Sutton, Merton, and nearby boroughs)
Policy References	Safeguarding & Child Protection Policy, Prevent Duty Policy, Staff Code of Conduct, Online Safety Policy
Date of Assessment	November 2025
Next Review Date	November 2026

Section 2 – Risk Identification and Assessment

Risk Area	Description of Potential Risk	Current Controls in Place	Further Actions/Improvements	Risk Level
Leadership & Governance	Lack of awareness of Prevent responsibilities among management or tutors.	Director is Designated Safeguarding Lead (DSL) and trained in Prevent Duty; annual policy review; safeguarding discussed at all staff meetings.	Continue annual training refreshers; ensure all new tutors complete Prevent e-learning before starting.	Low
Tutor Awareness & Training	Tutors not recognising signs of radicalisation or failing to report concerns.	All tutors complete Prevent & Safeguarding training; induction includes Prevent scenarios and reporting process; mandatory policy	Record refresher training every 12 months; maintain training log in central record.	Low

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Risk Area	Description of Potential Risk	Current Controls in Place	Further Actions/Improvements	Risk Level
		read & sign-off.		
Recruitment & Vetting	Risk of unsuitable individuals working with learners.	Enhanced DBS checks, two references, ID verification, and safer recruitment practices completed before any placement.	Recheck DBS every 3 years; monitor any updates through the Update Service.	Low
One-to-One Tutoring (Home Visits)	Learners may disclose extremist beliefs privately or access extremist content without supervision.	Tutors follow Home Visit Protocol (visible area, parent nearby, door open); record and report concerns; parents briefed on Prevent and online safety.	Review environment annually; reissue guidance to parents about safe supervision and internet use.	Medium
Online Tutoring	Exposure to extremist content during sessions or through learner's online activity.	Secure platform use only (Zoom for Education/Teams); cameras on; tutors avoid personal contact info; online safety policy shared with parents.	Develop a parental guide on managing online risks; monitor platform security quarterly.	Medium
Group / Community Sessions	Peer influence, discriminatory language, or exposure to extremist discussion.	Small group sizes; DBS-checked tutors; supervision maintained; zero tolerance for hate speech; equality and inclusion promoted.	Display British Values posters in all venues; add Prevent awareness to group induction.	Low

Risk Area	Description of Potential Risk	Current Controls in Place	Further Actions/Improvements	Risk Level
SEND/SEMH Learners	Learners with emotional or social difficulties may be targeted online or repeat extremist language without understanding.	Tutors trained in Zones of Regulation, Emotion Coaching, and Social Stories; ILPs include emotional safety goals; immediate reporting of concerns.	Develop simple visual Prevent awareness resources for SEND learners (e.g., "safe people to talk to").	Medium
Partnership with Parents and Schools	Parents or schools unaware of Prevent responsibilities or how to report concerns.	Prevent information shared during enrolment; safeguarding contact displayed on website and policies; open communication with schools.	Host annual parent information session on online safety and radicalisation awareness.	Low
ICT / social media	Tutors or learners accessing or sharing extremist or hateful content.	Acceptable Use Policy; tutors do not use personal devices; no private contact outside approved channels; audit of communication tools.	Quarterly review of ICT practices; add Prevent reminders to staff newsletter.	Low
Reporting & Record Keeping	Concern not escalated promptly or records incomplete.	Tutors record concerns using standard template and report to DSL within 24 hours; DSL keeps secure, confidential records.	Audit concern logs termly; ensure staff know escalation routes (Local Authority Prevent Officer, Police 101).	Low

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Risk Area	Description of Potential Risk	Current Controls in Place	Further Actions/Improvements	Risk Level
External Partnerships / Venues	Use of unsafe venues or unverified partner services.	Venue risk assessments; visitors DBS-checked; external professionals verified.	Reassess partner venues annually; update visitor checklist.	Low
Promotion of British Values	Lack of explicit reinforcement of inclusion, respect, democracy, and tolerance.	Tutors model and discuss values naturally in lessons; positive behaviour reinforced; curriculum resources promote empathy and inclusion.	Add "British Values in Practice" section to tutor training slides.	Low

Section 3 – Monitoring and Review

Monitoring Methods

- Annual Prevent Risk Assessment review (by Director/DSL).

- Termly audit of tutor training and safeguarding logs.

- Random sample checks of tutor session notes for awareness of risk.

- Incident logs analysed for emerging patterns.

- Ongoing liaison with Local Authority Prevent and Safeguarding teams (Sutton/Merton).

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Key Performance Indicators (KPIs)

Indicator	Target
% of tutors with up-to-date Prevent training	100%
% of tutors DBS verified	100%
% of sessions delivered via secure or risk-assessed platforms	100%
% of Prevent concerns recorded and acted upon within 24 hours	100%
Annual policy and risk assessment review completed	Yes (within 12 months)

Section 4 – Summary and Commitment

GoWise Learning is committed to promoting a culture of awareness, inclusion, and vigilance across all its operations.
We understand that the risk of radicalisation may vary across different learners and environments, and we will take all reasonable steps to reduce those risks through training, monitoring, and partnership with families and agencies.

All staff are responsible for following this assessment, staying alert to signs of radicalisation, and upholding our Safeguarding and Prevent values.

Reviewed by: Anamaria Blanaru (Director / Designated Safeguarding Lead)
Date: November 2025
Next Review Date: November 2026