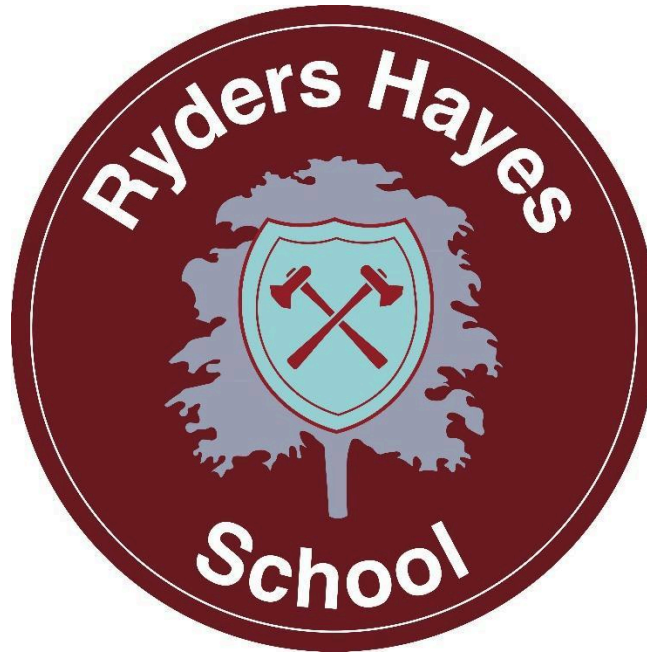


Ryders Hayes School

A Primary Learning Academy



PREVENT Guidance

Ryders Hayes School
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Walsall
WS3 4HX

postbox@ryders-hayes.co.uk

Policy Author: Marcos Rylance
Date: October 2023

Mission: At Ryders Hayes School, children and staff will strive to:

“Do the right thing to be the best you can be” ... 

Vision: *To nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of:*

Character: *qualities of the individual essential for being personally effective in a complex world including: grit, tenacity, perseverance, resilience, independence, reliability and honesty.*

Citizenship: *upholding British Values, thinking like global citizens, considering global issues based on deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability*

Collaboration: *the capacity to work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.*

Communication: *entailing mastery of three fluencies: digital, writing and speaking tailored for a range of audiences, through early, high-quality back and forth interaction.*

Creativity: *having an ‘entrepreneurial eye’ for economic and social opportunities, asking the right questions to generate novel ideas and explore possibilities, demonstrating leadership to pursue those ideas into practice.*

Critical Thinking: *critically evaluating information and arguments, reflecting upon them, seeing patterns and connections, constructing meaningful knowledge and applying it in the real world.*

Ryders Hayes is a Gold Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. All our policies exemplify these rights and our practice aims to ensure that the following rights are adhered to.

Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13: Every child must be free to say what they think and seek and receive all kinds of information, as long as it is within the law.

Article 14: Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.

Article 30: Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 36: Governments must protect children from all other forms of bad treatment.

The Prevent duty

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

The Prevent duty requires specified authorities such as education, health, local authorities, police and criminal justice agencies (prisons and probation) to help prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms, such as substance abuse, involvement in gangs, and physical and sexual exploitation. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

In fulfilling the Prevent duty in Section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015), we expect all specified authorities to participate fully in work to prevent the risk of people becoming terrorists or supporting terrorism. We acknowledge that how they do this in practice will vary depending on factors such as the local context and risk, the most appropriate type of Prevent activity for them to be involved in, and the nature of their primary responsibilities and functions. As an example, for those who work directly with people who may be susceptible to radicalisation to terrorism, activity is most likely to be around identification and early intervention. Relevant factors may include relationships held with the person or the frequency of interaction.

When carrying out the Prevent duty, specified authorities should also ensure that they comply with other legal obligations, particularly those under data protection legislation and the Equality Act 2010 (for example, the Public Sector Equality Duty). Further education and higher education settings should be especially mindful of duties to protect freedom of speech and academic freedom.

Susceptibility to radicalisation

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Most people who commit terrorism offences do so of their own agency and dedication to an ideological cause.

There is no single profile of a radicalised person, nor is there a single pathway or 'conveyor belt' to being radicalised. There are many factors which can, either alone or combined, lead someone to subscribe to terrorist or terrorism-supporting ideology. These factors often include exposure to radicalising influences, real and perceived grievances – often created or exacerbated through grievance narratives espoused by extremists – and a person's own susceptibility.

A person's susceptibility to radicalisation may be linked to their vulnerability. [A person can be vulnerable](#) if they need special care, support or protection because of age, disability, risk of abuse or neglect. A person's vulnerabilities may be relevant to their susceptibility to radicalisation and to the early intervention approach that is required to divert them away from radicalisation.

In other cases, vulnerabilities may not be present or relevant to the early intervention approach required. Not all people susceptible to radicalisation will be vulnerable, and there are other circumstances, needs or other underlying factors that may make a person susceptible to radicalisation but do not constitute a vulnerability.

Early intervention: referral to Prevent

Prevent's second objective is to intervene early to stop people from becoming terrorists or supporting terrorism. This means providing bespoke interventions for people who are susceptible to radicalisation.

Prevent referrals are likely to be made in the first instance by people who come into contact with those who appear to be at risk of being radicalised. There is no single model of a person's radicalisation journey or single profile of a radicalised person. Frontline professionals, when deciding whether to make a referral, should consider whether they believe the person they are concerned about may be on a pathway that could lead to terrorism.

Signs that extremist views are being adopted, including changes in behaviour that might signal a concern, can be used to consider whether a referral should be made to seek support under Prevent. In determining whether a concern meets the threshold for referral to Prevent, it is important to consider the harm posed to the person, as well as whether accessing support through Prevent might stop potential wider societal harm committed by the person.

The process will vary, but when a concern is identified, the [notice, check, share procedure](#) should be applied as outlined in the Prevent duty GOV.UK awareness course. Specified authorities should use the Prevent [national referral form](#).

Often, the concern will be escalated to the organisation or institution's Designated Safeguarding Lead (DSL) or Prevent lead to check. If there is a concern about potential radicalisation or a reason to believe that someone is at risk of becoming involved in terrorism or supporting it, a referral should be made to police, who will assess whether the person is suitable to be considered by a Channel panel for support.

Anyone making a referral should ensure there is concern that someone may be susceptible to becoming involved in terrorism or supporting it. There may be times when the precise ideological driver is not

clear. Yet, like any safeguarding mechanism, it is far better to receive referrals which turn out not to be of concern than for someone who genuinely needs support to be missed.

Providing feedback on referrals is not always possible to protect the confidentiality of the person referred once received by police.

If you are unsure whether a concern constitutes a Prevent referral, we encourage seeking advice from your DSL (or equivalent), local authority Prevent lead or police, in the first instance. Consideration should also be given to whether the person may be susceptible to radicalisation or may instead be more suitable for a different type of support or safeguarding referral.

Further guidance on making a referral and how to apply the notice, check, share procedure can be found by completing the [GOV.UK Prevent duty training](#).

For members of the public who have concerns about someone being radicalised into terrorism or supporting terrorism, the [ACT Early](#) website offers advice and guidance, including signs of radicalisation to look out for, case studies and information on how to share those concerns.

Gateway assessment

Once a referral is submitted to Prevent, it is assessed by specialist police officers and staff. These officers determine whether there are reasonable grounds to suspect that a person is susceptible to becoming a terrorist or supporting terrorism and should therefore be considered by the Channel panel for support through Prevent. This is called a 'gateway assessment'. If other support mechanisms are simultaneously required or being considered, these should proceed unless there is a good reason not to do so.

The police officers and staff who are assessing whether a referral should progress through to Channel will draw on robust decision-making frameworks to determine whether a referral meets the threshold for Prevent, and to ensure that a consistent threshold is applied. This includes, but is not limited to:

- determining the presence of an ideological driver
- determining what harm may be caused by the person (or could be caused to the person being referred)
- considering factors such as a person's agency, as well as any predisposition to exploitation

Those making an assessment will use a combination of frameworks, guidance and professional judgement to ensure there is no disparity in the threshold for making a referral dependent on ideology.

Ensuring that specialist police officers and staff assessing referrals have appropriate training, including on ideology, will help to ensure consistent decision making.

Channel

The gateway assessment should determine the most appropriate forum to discuss the referral. Those who are appropriate for consideration at Channel are subject to a further, more detailed Prevent assessment led by the Channel case officer. This assessment is informed by information sharing with wider Channel partners.

Once the gateway assessment and multi-agency information gathering is complete, where appropriate, and where the Channel panel agrees, the person may be adopted into Channel and receive tailored support to reduce their susceptibility to being radicalised into terrorism.

Channel panels are chaired by the local authority, and attended by multi-agency partners such as police, education professionals, health services, housing and social services. They will meet to discuss the referral, assess the risk, and, if appropriate, agree a tailored package of support to be offered to the person. Channel is a voluntary process, and the person must give their consent (or, where appropriate, their parent's or guardian's consent should be obtained) before they receive support.

Where Channel is not considered suitable, alternative options will be explored where appropriate. The person may be offered alternative support, such as by mental health services or children's social care services. Where consent for Channel has not been given or the level of risk posed makes it unsuitable, the person can be considered for Police-led Partnerships. Police-led Partnerships cover the management of people, groups or institutions that are not suitable for Channel, but which have identified Prevent-relevant issues requiring support or mitigation. Police-led Partnerships are led by police but work in partnership with other agencies and employ many of the same type of approaches used within the multi-agency processes of Channel.

[Further details on referrals can be found on GOV.UK](#), and there may also be guidance specific to your sector.

Definitions

Ideology - a set of beliefs.

Extremism - a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

Terrorism - an action that endangers or causes serious violence, damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

Guidance and Legislation

The Preventing Extremism and Radicalisation Safeguarding guidance draws upon the guidance contained in:

- Statutory prevent duty guidance: England and Wales (2023) issued on 7 September 2023 under Section 29 of the Counter-Terrorism and Security Act 2015
- [Keeping Children Safe in Education 2023](#)
- Teaching Approaches that help Build Resilience to Extremism among Young People; DfE 2011
- Promoting Fundamental British Values as part of SMSC in Schools; Nov 2014
- Prevent duty guidance

In adhering to this policy and the procedures therein, staff and visitors will comply with our statutory duties to:

- Safeguard and promote the welfare of all children as set out in s175 and s157 of the Education Act 2002.
- Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004
- Have due regard to the need to prevent people from being drawn into terrorism, as set out in s26 of the Counter- Terrorism and Security Act 2015.

School Ethos and Practice

Ryders Hayes School recognises the Government's concern that the UK continues to face a threat from terrorism. One security concern is the potential for British citizens and residents to become radicalised and commit acts of violence or terrorism.

Violent Extremism is defined by the Crown Prosecution Service (CPS) as:

"The demonstration of unacceptable behaviour by using any means or medium to express views, which:

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts;*
- *Foster hatred which might lead to inter-community violence in the UK."*

When operating this guidance Ryders Hayes School uses the following accepted Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or Trustees, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

Our school is a safe place where pupils can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. However, there is no place for extremist views of any kind in our school, whether from internal sources - pupils, staff or trustees; or external sources - school community, external agencies or individuals. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, they understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. Furthermore, at Ryders Hayes School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age

which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence

Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture

- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Safer Walsall Partnership agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE (MIMW); but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it

We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people using a pupil centred approach
- Facilitating a 'safe space' for dialogue
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience
- Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook September 2022 and will include the sound use of assemblies to help further promote this rounded development of our pupils.
- Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:
 - Citizenship programmes
 - Open discussion and debate
 - Work on anti-violence and a restorative approach addressed throughout the curriculum
 - Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Ryders Hayes School we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage

pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multicultural Britain and globally.

Use of External Agencies and Speakers

At Ryders Hayes School we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective
- We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage

any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Child Protection

Please refer to our Safeguarding Policy for the full procedural framework on our Child Protection duties.

Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore, all adults working at Ryders Hayes School (including visiting staff, volunteers', contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher who will make a referral to children's social care or the Staffordshire Prevent team when appropriate.

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance

'Keeping Children Safe in Education' 2023.

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies.

The DSL's at Ryders Hayes School

- Lead DSL – Mrs Jaz Paul
- Deputy DSL – Mrs Louise Deeley - Deputy Head Teacher
- Deputy DSL – Mr Marcos Rylance - SPOC for Prevent, Wellbeing & Safeguarding Leader

Training

All staff, including temporary staff, and volunteers will receive an induction in regard to our Safeguarding policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism.

The Designated Safeguarding Lead will attend appropriate and relevant training courses in regard to safeguarding children, including the appropriate inter-agency training organised by the Safeguarding

Children Board at least every two years. This will include accessing training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will ensure that all adults working in the school receive appropriate levels of training, guidance and support in regard to safeguarding children from extremism and radicalisation.

Recruitment and staff conduct

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Referrals to the Walsall LADO service will be made when appropriate as per statutory guidance and our Safeguarding Children Policy.

Role of Governing Body

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Trustees, including their statutory safeguarding duties. The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Trustees will review this policy regularly (annually) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Contact details:

Walsall MASH 0300 555 2922 or 0300 555 2836

Emergency Duty Service (children's social care) 0300 555 2866

Walsall Prevent: Tel: Niall Markham 01922 654499.Mob. 07766 160646.

Prevent Webpage: www.saferwalsallpartnership.com

Referrals for over 18: CTU_gateway@west-midlands.pnn.police.uk

Referrals for under 18: MASH@walsall.gov.uk and CTU_gateway@west-midlands.pnn.police.uk

References:

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education 2015'. Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The Governing Body will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as per our duty to safeguard and promote the welfare of children.

Appendix B – Referral Pathway Prevent

- Call 999 to report emergencies or life threatening matters.
- Get in touch via Live Chat at west-midlands.police.uk between 8am and midnight, or call 101 anytime.
- Report new safeguarding concerns through your agency’s usual child and adult safeguarding channels. If a safeguarding referral has been submitted there is no need to re-submit information via this form as this will lead to duplication of referrals.
- If your information relates to a matter that has already been recorded by the Police and is not already known by the Officer in the Case (OIC), then please contact the OIC quoting the incident log or crime number.

Please provide as much detail as possible. If you are not able to answer any of the questions please state ‘not known’ rather than guessing. The answers will help us determine how reliable, how accurate, and how old the information is.

If you are unsure as to whether you should submit this form please contact the Force Intelligence Bureau on 101 (West Midlands) ext. 808 3030 or email: FIB_walsallintel@westmidlands.police.uk

We are on duty Monday – Sunday 7am and 10pm.

Name	
Post/Job Title	
Agency	
Contact Details - Telephone:	
Email	

2. Does this information relate to a child who has run away or gone missing from home or care?

Yes No

- If Yes, are there concerns that the child is deemed at risk or being harmed by Child Sexual Abuse, Exploitation, County Lines, Modern Slavery, Human Trafficking or Organised Immigration Crime? Please provide details

3. Information to be submitted

Please provide clear and accurate information. Include as much detail as possible such as:

WHO? (names, dates of birth, descriptions, ethnicities, nicknames, phone numbers including both potential victim of trafficking and suspected offender).

WHAT? (account of incident):

WHERE? (locations, addresses, websites):

WHEN? (times, dates):

HOW? (recruitment method, where recruited, controlling behaviours, vehicle details, registration numbers):

WHY? (any identified vulnerabilities i.e. addictions, debt, health):

ANY OTHER INFORMATION? (For example, does your agency have any existing information that corroborates this new information being submitted)

4. Date/time information received and how received?

5. If the information was supplied by someone other than yourself, on a scale of 1-3 how reliable do you think they are?

1= Reliable 2= Untested 3= Not reliable Or 'Not known'

6. How accurate do you think the information is on a scale of A-E?

A= Known directly B= Known indirectly but corroborated C= Known indirectly D= Not Known E=Suspected to be false

7. If the information is from a third party source, would they be willing to engage with the police?

Yes No

If Yes, please provide preferred contact details for the individual providing the information:

8. Does this information involve a licensed premise (e.g. newsagents, takeaways, pubs, off-licences)

Yes No

If Yes, please provide the trading name and address of premise:

What do I do if I have concerns about an individual in relation to extremism or radicalisation?

If you have concern about an individual in relation to extremism or radicalisation, you can refer to the Prevent Team. They will be able to offer appropriate advice and guidance and will refer into the Channel process, if required.

What is Channel?

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

More information about Channel can be found at:

https://assets.publishing.service.gov.uk/media/651e71d9e4e658001459d997/14.320_HO_Channel_Duty_Guidance_v3_Final_Web.pdf

What happens once I have raised a concern about an individual with the Prevent Team?

Prevent Team Officers would liaise with you to discuss your concerns. They would complete a vulnerability assessment for the individual (either by engaging directly with them or based on information given by the referrer, depending on the circumstances).

The information would then be used to make a decision as to whether the case needed to be discussed at the next Channel meeting, where the assessment is discussed and agencies are invited to contribute any shared knowledge about the individual from their own area of business. The vulnerability assessment scoring is also discussed and a decision made about how to ensure the most suitable outcomes for the individual are achieved. If the case is not accepted into the Channel process at this stage, it will be referred back to the Case Management process, where appropriate alternative support and engagement for the individual will be identified.

If an individual who has been referred to Channel is the subject of an existing statutory process (for example, child protection processes) the Prevent Team would endeavour to contribute to the statutory process along with the other key partners who were working together to achieve the best outcomes for the individual concerned.

The person making the referral will be kept informed and, in many cases, would be involved in decision- making going forward.