The Ecclesbourne School

"Learning together for the future"

Tackling Extremism and Radicalisation September 2022

This policy was approved by the Governing Body on the 22nd November by the Student and Curriculum Governors Sub-Commitee

This policy will be reviewed every two years by September 2024.

1.Introduction, Duties, Powers and Responsibilities

The Ecclesbourne School recognises its duty under section 29 of the Counterterrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It is applied to bodies in the UK who have significant interaction with people vulnerable to radicalisation.
Since 2011, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremism. "Extremism" is defined in the Prevent duty guidance, June 2015 as "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". Also included in the definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. Terrorist groups very often draw on extremist ideas developed by extremist organisations which may lead to the exploitation of vulnerable people by involving them in terrorism or in activity in support of extremism and terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

We are required in our functions under section 26 to:

• Know about and Identify early indicators in pupils.
• Develop the confidence to challenge and intervene.
• Assess the risk of our pupils being drawn into terrorism and terrorist ideology.
• Have clear protocols & keep records.
• Be monitored by Ofsted in how we exercise these duties.

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Reviewee- Designated Safeguarding Lead

1. **Aims & Principles**

- To provide The Ecclesbourne School with a framework of dealing with issues of vulnerability, exposure to extreme views and ideologies which are seen to be inflammatory and against the ethos of our school.
- To recognise we are in an important position to identify the early signs, looking to safeguard and protect young people who are susceptible and vulnerable.
- We recognise the need to respond in taking appropriate action to prevent extremist views and ideologies developing.
- Effective engagement with our parents as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and point them in the right direction for support.

2. **Links to other policies and Procedures**

The Tackling Extremism & Radicalisation Policy is linked to the following policies:

- Child Protection & Safeguarding
- Anti- bullying
- Behavioural Policy
- Online Safety
- External Contributors Policy
- Child-on-Child abuse Policy
- A British values statement displayed on our website

Furthermore, we will follow the procedures set out by the Derby and Derbyshire Safeguarding Partnership with reference to Safeguarding Children and Young People who are deemed to be vulnerable to Violent Extremism: - http://derbyshirescbs.proceduresonline.com/index.htm

In tackling extremism and radicalisation we will also take account of the following national guidelines and legislation:
- CONTEST (Counter Terrorist Strategy) 2018
- Prevent Duty Guidance for specified local authorities HMI June 2015
- Channel Duty Guidance 2020
- Counter Terrorism & Border Security Act 2015
- The Prevent Duty, DfE Departmental advice for schools and childcare providers 2015
- Keeping Children Safe in Education September 2022

3. **Definitions & Indicators**

Extremism is defined as the holding of extreme political or religious views. It is a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs. We also include in our definition any calls for the death of members of our armed forces, whether in this country or abroad.

We recognise radicalisation as the process by which people come to support terrorism, violent extremism and, in some cases, to then participate in terrorist groups, which can mean leaving their country to pursue this.

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Young people can be enticed into radicalisation as they are more vulnerable and susceptible to this. They therefore can be drawn into violence or they can be exposed to the messages of extremist groups by many means especially on line and through social media. Social media is increasingly a child's or young persons preferred method of communication which can increase their risk to exposure to radicalisation.

Messages, views, ideologies that are extremist can come from parents/carers, family members or friends, and/or from direct contact with groups and organisations. It can come from staff within an organisation, or be brought into a School by staff, governors, or volunteers.

The risk of radicalisation is the product of a number of factors and identifying this risk requires all our staff in being able to exercise their judgement in raising any concern and reporting to the appropriate leads within the school.

We understand the following concerns as some indicators of vulnerability in children / young people to radicalisation and ones that are based upon research and from examples of case studies but that there is no definitive list and all these following concerns, indicators, factors and risk indicators are to be taken into account:

- Identity Crisis - distance from cultural/religious heritage and uncomfortable with their place in society around them;
- Personal Crisis - family tensions, sense of isolation, adolescence, low self-esteem, disassociation with existing friendship groups, becoming involved in new and different groups of friends, searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - migration, local community tensions, events affecting country or region of origin, having a sense of grievance that is triggered by personal experiences of racism, discrimination or aspects of government policy;
- Unmet Aspirations - perceptions of injustice, feeling of failure, rejection of civic life;
- Criminality - experiences of imprisonment, poor resettlement/reintegration, previous involvement with criminal groups.

We recognise the following potential diagnostic Indicators identified in the CHANNEL Guidance which include:

- Use of language seen to be inappropriate (e.g. causing distress or alarm and perceived to be prejudiced, inflammatory, or hateful).
- Noticeable behavioural changes.
- Expression of extreme views.
- Possession of extremist literature.
- Advocating violent actions and means.
- Seeking to recruit others to an extremist ideology.

The critical risk factors which indicate a possible process of potential grooming/entrapment:

- Changes in faith/ideology.
- Sudden name change linked to a different faith/ideology.
- Significant changes in appearance.
- Secrecy on the internet & access to websites with a social networking element.
- Narrow/limited religious or political view.

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- Attendance at certain meetings e.g. rallies and articulating support for.
- "Them" and "us" language/rhetoric.
- Justifying the use of violence to solve societal issues.
- Isolation from usual friends, family or social groups.
- Sudden unexplained foreign travel.

4. **Roles and Responsibilities**

Governors and The Head Teacher and other members of the Senior Leadership Team are responsible for;
- That the Designated Lead in the School will act as the single point of contact for concerns;
- Ensuring that all Designated Safeguarding Leads have the appropriate Prevent/WRAP training and receive regular updates through briefings and research, and this includes the link Safeguarding Governor;
- That all other staff in contact with students complete training;
- Ensuring that the Safeguarding Designated Lead(s) is equipped to deal with extremism and radicalisation in their school and he/she remains up to date with any guidance/legislation changes;
- That processes of keeping records are in place for the reporting and recording of any concerns. That there is evidence of Risk Assessments being undertaken, and records are maintained of any interventions, advice and support that have been sought;
- To consider how children may be taught about extremism and radicalisation as part of the broader Safeguarding in the school which is promoted through teaching and learning opportunities as part of providing a broad and balanced curriculum;
- Actively promoting values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- Having in place an ICT Safety Policy which can also address the concerns of radicalisation online;
- Making sure that this policy including any teachings or statements relating to the work of protecting children/young people from radicalisation is available to parents, and carers as appropriate, including displaying on the school's website.

The Designated Safeguarding Lead has responsibility for the following:
- That they are the single point of contact (SPOC); in relation to protecting students from radicalisation and involvement in terrorism
- Being aware of the Derby City and Derbyshire Safeguarding Procedures in regard to 'Safeguarding Children and Young People Vulnerable to Violent Extremism', ensuring these procedures are followed.
- That all concerns are seen as safeguarding concerns and reported under the procedures which are set out;
- That when concerns are bought to their attention they are aware of the advice and referral process PREVENT/Channel which is available in the local authority;
- That they may be asked to attend a Channel panel to present, discuss and agree a course of action on a child or young person raised through that process;
- That they ensure the child or young person receives the support available through PREVENT and Channel;
- That they are aware of signposting to other support services, web based organisations and agencies that can assist a school;
- They will monitor the effect in practice of the RE/PDC curriculum and assembly policy, or in teachings where relevant that they are used to promote community cohesion and are reflective of multi-faith and beliefs;
- They inform and keep up to date as part of their training responsibilities towards all staff and volunteers;

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- That they keep records of any concerns labelled clearly as Prevent, use and record risk assessments, interventions, and any advice and support that is sought.

All Staff and Volunteers of our School have responsibility for the following:
- Being aware of the Derby City and Derbyshire Safeguarding Procedures, and with reference to Safeguarding Children and Young People Vulnerable to Violent Extremism, ensuring these procedures are followed;
- That Staff including Volunteers are aware of the Derby City and Derbyshire Safeguarding Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing);
- That staff take responsibility to undertake training provided and keep up to date;
- Being alert to the definitions and indicators around extremism and radicalisation, acting upon any of these concerns by reporting these to the Designated Safeguarding Lead within School;
- Bringing any concerns relating to extremism, or worrying ideologies, where a child or young person may have access to materials either online media contact or viewing to the Designated Lead for Safeguarding who is the single point of contact for Prevent concerns;
- Bringing any concerns to the Designated Safeguarding Lead relating to parents/carers or visitors on the school's premises relating to views seen to be inflammatory, or contrary to the school's principles in this policy and to a curriculum promoting diversity;
- Being proactive in the school in protecting vulnerable children / young people from exposure to radical views and been radicalised by them;
- Promoting an ethos within the school with regard to principles of equality, diversity, and the positive values of different cultures;
- Understanding the implications of prejudice-based bullying in an aim to protect children and young people from being radicalised;
- Understanding British values, in the context of citizenship and being proactive in this contributing to children's learning and the broader values of living & working in Modern Britain.
- Listening to, and seeking out, the views, wishes & feelings of our students, ensuring that the vulnerable child's voice is heard and acknowledged;
- Obtaining advice and seeking support for our students using the referral routes when a child or young person has been identified as vulnerable to extremism and radicalisation.

5. **The Role of the curriculum**

Our students will need to be skilled and equipped to be resilient and resist involvement in extreme or radical activities. Therefore, we recognise the need to build resilience in our pupils to make them less vulnerable. Therefore, through our Personal Development and Citizenship Program we teach students on how to make informed decisions on ideological viewpoints.

We will therefore provide a broad and balanced curriculum within which we aim to support pupils', Spiritual, Moral, Social and Cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our school where development of positive attitudes and values is central to everything we do.

Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. It is important that our pupils understand this through different approaches using a balanced and broad curriculum. This supports our pupils to be responsible citizens and prepares them for an adult life living and working in Britain which is diverse and changing.

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Our School will ensure the promotion of British values and that these efforts are inclusive and promote unity between pupils, parents/carers and the local community.

In addition to the taught curriculum pupils will also be taught through the following mediums;

Assemblies
The promotion of respect and tolerance for those of different faiths and beliefs along with the reinforcement of other fundamental British values will take place in both individual Year Group, Key Stage and Whole School assemblies. Assemblies will not only be led by the pastoral leadership team and staff but also by different religious leaders from the local community.

Pastoral Care
Pupils deemed to be at risk would be supported and monitored by Form Tutors, Heads of Year and Heads of Key Stage under the guidance of the SPOC.

School Council
The school has an effective and well-managed School Council system which enables students to participate in the democratic process and promotes fundamental British Values. This includes students been able to come forward to share any concerns that they may have about any member of the community with the Senior Leadership Team and The Governing Body.

Behaviour Policy
The Behaviour policy upholds the values of the rule of law, freedom of speech and respect and tolerance for those of different faiths or beliefs. All students are expected to behave in a reasonable manner both to themselves and others, showing consideration, courtesy and respect for pupils, teachers and members of the public.

Online Safety Policy
The school recognises its duty to safeguard pupils from online radicalisation as terrorist organisations such as an online platform seeking to radicalise young people through the use of social media and the internet.   The home school agreement includes an Acceptable Use policy that all pupils are required to read and understand on entry to the school and pupils learn about e-safety as part of the Year 7 ICT curriculum. E-safety messages are reinforced continually through the pastoral system and across all subject areas. Staff take all reasonable precautions to ensure that pupil's access only appropriate material. The school provides a filtered internet service and has wireless internet connection (Wi-Fi), giving laptop users access to login via Remote Learning. Internet access on mobiles is only allowed in School for sixth formers with staff consent. Further safeguards are provided to prevent access to unsuitable material. For example, access to the internet is logged and is reviewed weekly by the ICT team for any misuse.

6.   **Training**

As part of our statutory duties and through opportunities we will ensure that all staff are fully aware of the threats, risks and vulnerabilities that are linked to extremism and radicalisation. This includes been alert to early indicators, responding to and reporting any concerns. The Designated Safeguarding Lead and some of the deputies will have undertaken Channel training. All staff have undertaken Hayes training which contains elements on extremism and radicalisation.

8.Procedures for Referrals

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Any worry or concern that a child or young person in the school may be exposed to possible extremism, extremist ideology and or radicalisation is treated as a safeguarding concern. Therefore, all Prevent referrals in schools must be made through the Designated Safeguarding Lead. Any concerns and incidents will then be fully investigated by the Designated Safeguarding Lead who can seek external support from the Local Authority Child Protection Team if required. Where a concern or incident is judged to be immediate and serious an appropriate lead in the school will contact the police directly. Depending upon the significance of the concerns a referral can be made into the local prevent team, and a decision will be taken on whether to make a referral into Channel.

From recent case studies and from Derbyshire's own experiences we have identified that schools have sought advice on the following;

- Parents/carers presenting worrying views to any Teacher, visitor or Governor.
- A Staff member, governor, volunteer or visitor presenting concerning views.
- Access to radical teachings by anyone in the school.
- Online exposure and the viewing of online materials seen to be concerning, disturbing, inflammatory, or anti-British in tone.
- Any child or young people/parents/ visitors on school property who you may feel are discussing/providing information to children that may be seen as inciting or inflammatory.
- Taking action to remove children from curriculum-based activities or visits on the basis of a view seen to be perceived as linked to an extreme view, ideology or irrational fear.

7. **Visitors & Use of the schools Premises**

- Upon arriving at the School all visitors including contractors will read our Safeguarding Leaflet
- Visitors and contractors will be subject to Identification checks which will include clarification of the purpose of their visit and be issued with a visitor's badge once they have signed-in and had their photo taken.
- The Ecclesbourne School may undertake further precautions in allowing visitors and contractors on their premises.
- We will ensure the school building will not be used to give a platform to extremists this will be monitored as follows:
- If a member of staff wishes to invite a speaker into The Ecclesbourne School prior approval and agreement will be made with the relevant Head of School, which will be subject to the appropriate school safeguarding checks.
- That the school will refer to the 'External Contributors Policy ensuring that this document is shared with the provider/speaker before the event. Once completed and checked with all parties in agreement the event can then be permitted to take place.
- Usage of school premises will be monitored and in the event of any behaviour not in keeping with this policy or the Safeguarding and Child Protection Policy the school will terminate the contact and may in some circumstances contact the police.

Appendix 1
Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for The Ecclesbourne School is The Deputy Headteacher, Clarissa Ourabi, who is responsible for:

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- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of The Ecclesborune School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students into the Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator;
- Sharing any relevant additional information in a timely manner.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Derbyshire Police Counter-Terrorism Unit through their "prevent" team and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and from the risks they face and reduce vulnerability.
- Provide early intervention to protect and divert people away becoming radicalised

Appendix 2
Stay Safe- terrorist firearm attack
The current threat level to the UK from international violent extremism is classed as substantial. There is no intelligence to suggest that any school building is likely to be the target of a terrorist attack.

As a school we want to ensure all staff have the information needed to help them stay safe.

It's important all staff:

- are alert but not alarmed
- are vigilant and report suspicious behaviour
- plan ahead what to do to stay safe.

Nationally there are five levels of threat:
- low - an attack is unlikely
- moderate - an attack is possible but not likely
- **substantial - an attack is a strong possibility**
- severe - an attack is highly likely

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- critical - an attack is expected imminently

The Stay Safe principles are: Run, Hide and Tell

Run

- If there is a safe route, run, if not hide.
- Insist others go with you.
- Don't let them slow you down.
- Leave your belongings behind.

Hide

- If you can't run, hide.
- Find cover from gunfire.
- Be aware of your exits.
- Try not to get trapped.
- Lock yourself in a room if you can.
- Move away from the door.
- Be very quiet, turn off your phone.
- Barricade yourself in.

Tell

Call 999 - What do the police need to know?

- Dial 999 when you are safe.
- Give your location.
- Give the direction the attacker is moving in.
- Describe the attacker, especially things that cannot be changed such as tattoos, facial hair, ethnicity etc.
- Give any further information.
- Can you safely stop others from entering the area?

Appendix 3

Prevent Referrals – Pathway

Prevent Referrals – Pathway

Are there worries about a young person's change in appearance and behaviour, their ideology or on line activity, are you worried about the behaviours and actions of an adult in the school

Take advice from your school Desingnated Safeguarding Lead

If further advice is required contact
DCC Prevent Lead 01629 538473
Police Prevent team 0300 122 8694 / Starting Point Advice Line 01629 535353

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A Social Worker will review the presenting information within the referral to determine further actions for Social Care or the Early Help services. An officer from the Police Prevent team will be included in the Strategy discussions if they are required.

safeguarding measures (including Early help Assessments) are progressed in a timely mann

Risk Indicator Checklist & Police Prevent Referral form - Appendices 4
PREVENT- RISK INDICATOR CHECKLIST

Under Prevent (Counter Terrorism and Security Act 2015) we are all when in contact with children and adults in our roles required in our functions to:

- Prevent people from been drawn into terrorism
- Know about and Identify early indicators in pupils vulnerable to extremism.
- Assess the risk of pupils being drawn into terrorism and terrorist ideology.
- Develop the confidence to challenge and intervene.
- Build resilience in pupils through advice, support, intervention eg- Channel and through the curriculum
- Keep records and work in partnership with agencies

The risks of being drawn into extremism, exposure to, or intent to carry out acts may vary from area to area, and differ according to their age, local threat and proportionality. Schools may have different experiences and should identity risks within their local context.

Effective engagement with parents/family is also important as they are in a key position to spot signs of radicalisation. You should be sharing your concerns with a parent/carer unless this may place the child/YP at immediate risk. You should be working with parents/carers to help them know about and identify indicators in their children.

Completing the checklist:

All staff should exercise their judgment in raising concerns and in all cases seek advice from a Designated Safeguarding Lead.

A Designated Safeguarding Lead should have also undertaken PREVENT/ WRAP training. The expectation is that the Designated Lead is responsible for completing the checklist.

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The Designated Lead completing this checklist should take into account the information from the person raising the concerns, use discussion from others who have interaction with the child or young person and from information from observations, presenting behaviours and interaction seen with other peers, parents/carers/local community.

The checklist should support the Child Protection Welfare/Report Form in all cases where this is seen to be a concern under Prevent. The checklist should be shared if referring into services and where possible with the parent/carer.

Having completed the checklist this should help you decide next steps and thresholds. You should treat a concern under Prevent as any other safeguarding concern.

PREVENT-THE RISK INDICATOR CHECKLIST

The risk of radicalisation is the product of a number of factors. There is no definitive list but these are the researched and known about vulnerabilities, critical factors and indicators. All or none may be present in individual cases of concern. Nor does it mean that vulnerable children/YP's experiencing these factors are automatically at risk of exploitation for the purposes of extremism.

This checklist applies to all age groups and you may have concerns about parents/carers which are impacting on the child/ren in the school or setting shown through their experiences, behaviours and influences.

 The checklist will help you and the other agencies decide:

- Whether there is a risk
- What level or risk
- A pathway to support and intervention
- Provide the model for assessment and management

Name of Child/Young Person
DOB
Year Group

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Vulnerabilities to Extremism:

	Yes	No
• Is in adolescence		
• Has experience of poverty, disadvantage, discrimination, social exclusion		
• Has low self- esteem, a poor or no sense of belonging,		
• Has Insecure, absent, conflicted family tensions or absent family relationships		
• Has a significant adult or others in the child's/Yp's life who appears to have extremist view or sympathies		
• Demonstrates a lack of affinity, understanding for others		
• Is dissociating from peers		
• Is socially isolated from peers		
• Demonstrates identity conflict and confusion		
• Demonstrates distance from cultural/religious heritage and uncomfortable with their place in society		
• Has any learning difficulties /communication and or mental health support needs		
• Has a simplistic or flawed understanding of region or politics		
• Has experienced trauma in their lives, especially associated with war or sectarian conflict		
• Experienced migration, been subject to local community tensions, has a sense of grievance triggered by personal experience racism, discrimination, affected by government policy		
• Has unmet aspirations, perceptions of injustice, feeling of failure, rejection of civil life		
• Experiences of imprisonment, poor resettlement/reintegration, previous involvement in criminal groups		

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Critical Risk Factors:

High	Yes	No
Travel		
Is there a pattern of regular or extended travel within UK with other evidence to suggest this is for extremist activity		
• Unexplained, vague, unauthorised extended breaks/travel outside of the UK to locations associated with extremist activity		
• Is there a pattern of travel to locations outside of the UK associated with extremism activity		
• The use of any methods to disguise identity, documents or cover to support this		
• Connections with extremist military camps/locations		

High	Yes	No
Experiences, Behaviours and influences		
Use of language seen to be inappropriate (e.g. causing distress or alarm and perceived to be prejudiced, inflammatory, or hateful).		
Have international events in areas of conflict and civil unrest had an noticeable impact resulting in a change in behaviour (note it is common to have an emotional reaction to world events but this has to be seen in context of other factors listed)		
Being in contact with extremist recruiters		
• Expression of extreme views and ideology		
• Possession of extremist literature.		
• Using extremist narratives and a global ideology to explain personal disadvantage		
• Advocating violent actions and means, supporting terrorist attacks verbally or in written work		
• Seeking to recruit others to an extremist ideology		

	Yes	No
Access to Extremism/Extremist influences		

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Changes in faith/ideology.		
Sudden name change linked to a different faith/ideology.		
Significant changes in appearance.		
Secrecy on the internet & access to websites with a social networking element.		
• Narrow/limited religious or political view.		
• Attendance at certain meetings e.g. rallies and articulating support for groups with links to extremist activity but not illegal/illicit eg fundraising, propaganda distribution, attendance at meetings.		
• "Them" and "us" language/rhetoric.		
• Justifying the use of violence to solve societal issues.		

Name of worker completing the Checklist:
Status of worker:
Date & Time record made:
Date & Time Record Submitted/Actions taken and by whom.

East Midland Special Operations Unit - Special Branch

East Midlands

Prevent Referral Form

Restricted (when completed)

Information will be kept secure and confidential and will only be disclosed to those parties who have a

legal and legitimate need to know.

<table>
<tr>
<td rowspan="2">Please complete the below details and email this form to:

EMSOU-SB-Derbys@Derbyshire.PNN.Police.UK</td>
<td rowspan="2">This will be dealt with by individual Police Force Prevent Teams.</td>
</tr>
</table>

Please complete to the best of your knowledge. Leave blank if unknown.

Your details:

Surname		**D.O.B**	
Forenames		**Relationship to individual**	
Contact no.			
Email			
Professional role (if applicable)			
Address			

Individuals details and summary of concerns:

Please include as much detail as possible.

Prevent Referral Form

Surname		**D.O.B**	
Forenames		**Gender**	
Contact no.			
Email			
Social Media Username			
Ethnicity		**Nationality**	
		Place of Birth	
Address			
Languages Spoken		**English spoken?**	
School or Educational Establishment			
Occupation			
Occupation Address			
Is the person aware of the referral? Yes ☐ No ☐ **Has anyone been consulted about this referral (safeguarding agency etc.)?** Yes ☐ No ☐ **If yes please give details**			
Additional Info			

Summary of Concerns

Framed around Engagement, Intent and Capability

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Reviewee- Designated Safeguarding Lead