



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

TACKLING EXTREMISM AND RADICALISATION

January 2024

This policy is by the Student and Curriculum Governors Sub-Committee

This policy will be reviewed every two years.

This is a non-statutory policy

1.Statement of intent

The Ecclesbourne School recognises that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required. This includes the teaching of pupils through our PDC program about the threat of radicalisation and the dangers of holding and acting upon extremist views.

We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values in order to enable pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

2. Links to statutory guidance and other school policies;

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to;

- Children Act 1989
- Education Act 1996
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006
- Equality act 2010
- Data Protection Act 2018
- UK GDPR
- Home Office (2023) 'Prevent duty guidance: England and Wales'
- DfE (2023) 'Keeping children safe in education 2023'
- [New] DfE (2023) 'The Prevent duty: safeguarding learners vulnerable to radicalisation'
- DfE (2018) 'Working Together to Safeguard Children'
- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'

2.2 This policy links with the following school policies;

- Child Protection & Safeguarding
- Anti-bullying
- Behaviour
- Online Safety
- External Contributors
- A British values statement displayed on our website
- Diversity, Equality and Inclusion (DEI)

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>

3.Definitions

For the purpose of this policy we use the following definitions;

Extremism – is defined as 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 includes calling for the death of members of the armed forces.

Radicalisation – is defined as the process by which an individual or group comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism – is defined as violent threats or actions designed to influence government or intimidate the public with the purpose of advancing a political, religious or ideological cause. This includes endangering or causing serious violence to a person or people, serious damage to property, and seriously interfering or disrupting an electronic system.

4.Roles and Responsibilities

4.1 Governors will be responsible for;

- Ensuring the appropriate measures are in place to protect pupils from radicalisation.
- Ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.

4.2 The Head Teacher will be responsible for;

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Ensuring the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriate and vetted prior to them having access to pupils.
- Ensuring appropriate prevent training is undertaken by each member of staff.

4.3 The Designated Safeguarding Lead and any deputies will be responsible for;

- 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.
- Handling any referrals to Prevent and/or Channel and supporting staff who make referrals.
- Following up any referrals made to the Prevent.
- Providing advice and support to staff on protecting pupils from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support pupils at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism.
- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new school or college in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives.
- Undertaking specific prevent awareness training and providing advice and support to other staff on protecting pupils from the risk of radicalisation.
- Maintaining an awareness of the risks relating to extremism in the local area.

- Maintaining a clear understanding of prevent reporting and referral mechanisms.

4.4 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 this includes their escalation policy and processes.
- Undertaking training provided and keep it 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;
- 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 inclusion;
- 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.Safeguarding from extremism

The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

The school has a dedicated DSL who deals with any incidents of extremism and/or terrorism within our school community. As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

The school has strong relationships with our local safeguarding partners and will involve them at the earliest opportunity if safeguarding issues arise.

The school will encourage any pupil, parent, staff member or member of the wider school community to speak to the DSL if they have concerns about:

- Pupils becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of pupils becoming radicalised or involved in extremism.
- Pupils planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

6. Indicators that a child is been drawn to extremism and is at risk of been radicalised;

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.

However, 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 pupils 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.

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

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Displaying a desire for status amongst their peers
- Displaying a desire for excitement and adventure
- Displaying a need to dominate and control others
- Displaying a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Appearing susceptible to opportunistic involvement
- Having family or friends involved in extremism
- Appearing susceptible to being influenced or controlled by a group
- Displaying relevant mental health issues

6.2 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.
- 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.

7. Channel and Prevent

Channel, a key element of the Home Office’s Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation. The school will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to challenge extremism if it arises. This includes identifying pupils to whom any of the following criteria applies:

Referrals made to Prevent will first be handled by Prevent Case Management, which will screen for genuine vulnerabilities. The Prevent Case Management will decide whether further action is required and, if so, will either refer the issue to mainstream services as required or carry the investigation forward to a Channel panel which will gather further information from partners and agree on the support required. The school will ensure that information is shared as required.

The school will cooperate with local panels involved in the Channel process. A representative of the school will attend meetings as required to aid the mitigation of identified risk and vulnerabilities. This includes contributing towards the support plan and sharing information necessary and proportionate to the effective working of the panel.

8. Making a referral

In accordance with the school’s Child Protection and Safeguarding Policy, if any member of staff has any concerns about a pupil, they will raise this with the DSL.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to Prevent. In most cases, the DSL will refer the case to Prevent where there is a radicalisation concern, as appropriate.

Staff members may make referrals using the Prevent national referral form if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so.

Following a referral made to Prevent, a Channel panel will meet to discuss the referral, assess the risk and decide whether the person should be accepted into channel. The panel will be chaired by the LA and attended by multi-agency partners including the police, education professionals, health services, housing and social services. Staff members will be notified if they are required to attend a Channel panel following a referral made to Prevent.

The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.

If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

The police will be notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence and the school's emergency procedures will be followed.

8. Preventing Radicalisation

The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

Allegations and concerns of radicalisation and/or terrorism will always be taken seriously, and staff will act proportionately, which may include making a Prevent referral.

Where appropriate, pupils will be helped to channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online – we will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society. The school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

The school recognises that pupils' parents and families are best placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

All internet activity that takes place on site will be recorded, as well as activity on any school-owned computers, laptops and tablets off site, and appropriate filters will be installed to protect pupils from terrorist and extremist material online, in accordance with the Online Safety Policy. In accordance with KCSIE and our Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through PDC lessons.

The school will always aim to integrate and engage every child within the school community, and in the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every pupil the opportunity to take part.

The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

9. 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.

Through the national curriculum, the school will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme, the school will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all pupils within the school have a voice that is listened to, e.g. by demonstrating how democracy works via a school council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

10. 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.

11. Visitors and 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.

12. Training

All staff will attend safeguarding training including that which concerns preventing people from being drawn into terrorism or extremist groups. Prevent training will be provided **annually** and will be updated as required. Training will focus on the importance of following the 'Notice, Check, Share' protocol.

Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism as required.

The SLT and DSL will receive additional support from local partnerships and training on local processes for Prevent. When identifying training needs, consideration will be given to the level of knowledge needed for different roles.

Records will be maintained of training provided to ensure that training needs are being met and kept up to date.

Training will be quality assured by the DSL and its effectiveness reviewed regularly. The school will make use of government quality assured prevent training resources.

Staff will be trained to be aware of and to identify concerning behaviour that may indicate a pupil is susceptible to radicalisation, e.g. voicing intolerant narratives.

Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area.

Further advice on training will be sought from the LA safeguarding team as appropriate.

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:

- 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 Ecclesbourne 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
- 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.

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

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



Take advice from your school Designated 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

If you are still concerned, or you are advised to, you should make a Police Prevent referral.



Make the Prevent referral using the referral form on the Safer Derbyshire website.

www.saferderbyshire.gov.uk/preventreferral



If the child is considered to be at immediate risk of harm, a telephone referral should be made 01629 533190 (Call Derbyshire).



Police receive all Prevent referrals - investigations undertaken and where Child Protection concerns other than radicalisation and extremism are identified, a referral to social care is made via the police electronic network.



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.



NB - Whilst the Police Prevent Team can recognise vulnerabilities and support the safeguarding process they are primarily focused on Counter Terrorism and Domestic Extremism risk. Please make sure other safeguarding measures (including Early help Assessments) are progressed in a timely manner

Appendix 4 - Risk Indicator Checklist & Police Prevent Referral form

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 identify 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.

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 |
|--|------------|------------|
| 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 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 | | |
| 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 | | |

| | | |
|---|------------|-----------|
| <ul style="list-style-type: none"> • Unexplained, vague, unauthorised extended breaks/travel outside of the UK to locations associated with extremist activity | | |
| <ul style="list-style-type: none"> • Is there a pattern of travel to locations outside of the UK associated with extremism activity | | |
| <ul style="list-style-type: none"> • The use of any methods to disguise identity, documents or cover to support this | | |
| <ul style="list-style-type: none"> • 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) | | |
| <ul style="list-style-type: none"> • Being in contact with extremist recruiters | | |
| <ul style="list-style-type: none"> • Expression of extreme views and ideology | | |
| <ul style="list-style-type: none"> • Possession of extremist literature | | |
| <ul style="list-style-type: none"> • Using extremist narratives and a global ideology to explain personal disadvantage | | |
| <ul style="list-style-type: none"> • Advocating violent actions and means, supporting terrorist attacks verbally or in written work | | |
| <ul style="list-style-type: none"> • Seeking to recruit others to an extremist ideology | | |
| Access to Extremism/Extremist influences | | |
| | Yes | No |
| 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 | | |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Narrow/limited religious or political view | | |
| <ul style="list-style-type: none"> • 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 | | |
| <ul style="list-style-type: none"> • “Them” and “us” language/rhetoric | | |
| <ul style="list-style-type: none"> • 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.**

| | |
|---|--|
| <p>Please complete the below details and email this form to:</p> <p>EMSOU-SB-Derbys@Derbyshire.PNN.Police.UK</p> | <p>This will be dealt with by individual Police Force Prevent Teams.</p> |
|---|--|

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

| | | | |
|--|--|------------------------|--|
| | | | |
| 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? Has anyone been consulted about this referral (safeguarding agency etc.)? If yes please give details | Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Additional Info | |
| Summary of Concerns Framed around Engagement, Intent and Capability | |
| | |