

LEARNING AND SKILLS SERVICE

PREVENT POLICY

1. Introduction

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity. The link below gives detail as to the current threat level in the UK.

<https://www.gov.uk/terrorism-national-emergency>

Since 2011, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and adults from violent extremism. This has been illustrated by a number of high-profile cases across the UK where extremist groups have attempted to radicalise vulnerable children and young people and adults 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.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both learners and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

We recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

This guidance policy is designed to provide a clear framework for staff/tutors with which to respond to safeguarding concerns for those learners who may be vulnerable to the messages of extremism. It is the intention of the Learning and Skills Service that any subcontractor delivering on behalf of this service is expected to have their own Prevent Action Plan. This requirement will be clearly stated during the procurement process. It is expected that the subcontractor will also have a Prevent policy (this could be held either as part of or separate to their Safeguarding Policy).

Members of staff working within the Learning and Skills Service follow the safeguarding referral process, as set by Sunderland Council's Safeguarding Boards. This is the process which is followed to flag up any concerns staff have around radicalisation and/or extremism. Subcontractors are expected to have their own policies in place following the referral process, however this should be in accordance with the Sunderland Policy. Subcontractors are also expected to notify the Learning and Skills Service of any concerns or incidents, as per the process map/flowchart (see appendix 1).

Any member of staff within the Learning and Skills Service who has any concerns regarding the issues identified within this guidance policy should report those concerns immediately and no later than the end of the working day to the Designated Safeguarding Lead, a Deputy Safeguarding manager or a member of the Leadership Team. This concern will be logged, and a timeline started. Where appropriate, the Police and Social Services will be contacted. Subcontractors would be expected to follow the Appendix 1 flow chart and inform us appropriately whilst following the steps.

2. Definition

Radicalisation is defined as the process by which people come to support terrorism and extremist views and, in some cases, to then support or even participate in terrorist groups or acts.

Extremism is defined 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

HM Government Prevent Strategy 2011

3. Scope of Policy

This policy applies to:

All Learning and Skills Service personnel, training providers and their personnel, learners and partners carrying out activity on behalf of the Learning and Skills Service.

4. National Guidance and Strategies

CONTEST is the Government's counter terrorist strategy, its aim to reduce the risk to the UK and its interests overseas from terrorism.

The strategy is made up of the four elements:

- **Protect** – strengthening our borders, infrastructure, buildings and public spaces from an attack;
- **Prepare** – where an attack cannot be stopped, to reduce its impact by ensuring we can respond effectively;
- **Pursue** – to disrupt or stop terrorist attacks; and
- **Prevent** - this aims to stop people becoming terrorists or supporting terrorism.

Early intervention is at the heart of “Prevent” in diverting people away from being drawn into terrorist activity. “Prevent” happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation. The Prevent Strategy objectives are:

- **Ideology** - respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- **Individuals** - prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- **Institutions** - work with sectors and institutions where there are risks of radicalisation which we need to address.

CHANNEL is a key element of the “Prevent” strategy and is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children’s and youth services and offender management services), 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 plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

5. Equality and Diversity

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.

6. Values and Ethos

We have several underlying values or principles concerning courses of action or outcomes:

- **Achievement** We will strive to achieve our full potential and will help others to do the same.
- **Excellence** We will deliver outstanding experiences for everyone.
- **Partnership** We will work in partnership with others to achieve our vision and share greater benefits.
- **Positivity** We will approach everything with a creative, can-do attitude.
- **Purposeful** We are focused, effective and accountable.
- **Respect** We will respect others and our environment.

There is no place for extremist views of any kind at the Learning and Skills Service whether from internal sources – learners, staff or elected members, or external sources - community, external agencies or individuals. It is imperative that our learners view their learning venue as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our staff encourage and facilitate this. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our learners. We also recognise that if we fail to challenge extremist views, we are failing to protect our learners.

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. Education is a powerful weapon against this; equipping people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, we will provide broad and balanced programmes, delivered by skilled professionals, so that our learners are enriched, understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalised.

We are aware that young people and vulnerable adults can be exposed to extremist influences or prejudiced views which emanate from a variety of sources and media, including via the internet, and at times learners 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 learners, staff, visitors or partners will always be challenged and where appropriate dealt with using the relevant disciplinary procedure.

As part of wider safeguarding responsibilities, staff and subcontractors will be alert to:

- Disclosures by learners of their exposure to the extremist actions, views or materials of others outside of the Learning and Skills Service such as in their homes or community groups, especially where learners have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Learners accessing extremist material online, including through social networking sites. We will ensure there is a policy for making learners aware of such sites and where possible will ensure that there are web filtering software as a means of restricting access to harmful content.
- Learners voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude or incite violence against specific groups.
- Intolerance of difference, including, but not exclusive to, groups with 'protected characteristics (age, gender and gender identity, race, disability, sexual orientation, religion and belief).
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

We will ensure that all our teaching methods help our learners build resilience to extremism and give a positive sense of identity through the development of critical thinking skills. We will ensure that all our staff and subcontractors 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 incidents and occurrences to ensure delivery remains relevant to the current issues of extremism and radicalisation.

This approach will be embedded within the ethos of the Learning and Skills Service so that learners know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

7. Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our learners; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our learners. Such vetting is to ensure that we do not unwittingly use agencies that are inconsistent with or are in complete opposition to our values. We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to learners support fundamental British Values.
- Any messages communicated to learners are consistent with our values and do not marginalise any communities, groups or individuals.
- Any messages communicated to learners do not seek to glorify criminal activity or violent extremism or seek to radicalise learners 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 learners.

We recognise, however, that our values encourage learners to explore and understand opposing views and ideologies, and to be able to actively engage with them in informed

debate, and the role of external agencies or speakers in facilitating and supporting this. By delivering broad and balanced programmes, augmented by the use of external sources where appropriate, we will strive to ensure our learners recognise risk and build resilience to manage any such risk themselves where appropriate and also to help Learners develop the critical thinking skills needed to engage in informed debate.

8. Bomb Lock Down

We recognise there may be the need to respond to a fast-moving incident such as a firearms or weapons attack, either directly at a site or in the vicinity.

Due to array of sites used to deliver training it is not possible to give prescriptive advice as it will need to be reasonable and practicable to the situation.

We expect all providers to be aware of Dynamic Lockdown Procedures produced by NaCTSO and the principles of the procedure.

Further guidance can be found at [Developing Dynamic Lockdown Procedures - GOV.UK](#)

9. Partnership Working

Within Sunderland City Council, the 'Prevent, Protect and Prepare' multi-agency group has responsibility for co-ordinating this work and has representation from local authority staff, police and other local partners including Sunderland City Council. Internally, the Council has established a Prevent group to action the requirements of the Prevent duty guidance. The "Channel" process is established in the Council, which consists of a referral process and processes for responding to identified risk and need, and in and providing appropriate support. For more detail see "Channel: Protecting Vulnerable People from being drawn into terrorism";

Statutory guidance for Channel panel members and partners of local panels"

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance

The Learning and Skills Service will work closely with the Multi Agency group and report any incidents/issues to this group.

10. Staff and Sub-contractor Training

We are required to demonstrate that we have undertaken appropriate training and development for the all staff and subcontractors. This will enable tutors and others supporting delivery of the curriculum to use opportunities in learning to educate and challenge. It will also allow our leaders and teachers to exemplify Fundamental British Values in their management, teaching and through general behaviours, including through opportunities in the curriculum. We will encourage learners to respect other people regarding the protected characteristics set out in the Equality Act 2010.

It is expected that all members of staff and subcontracted provision will understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorist activity. The British Government defines extremism as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas."

Staff and sub-contractors will have enough training to be able to recognise this vulnerability and be aware of what action to take in response. This will include an understanding of when the Designated Safeguarding Officer or a deputy would make a referral to the Channel programme and where to get additional advice and support. Below is a link to the Governments training catalogue <https://www.gov.uk/government/publications/prevent-duty-catalogue-of-training-courses>

11. Information Sharing

We will operate robust procedures both internally and externally for sharing information about vulnerable individuals. These procedures will follow the General Data Protection Regulations (GDPR).

12. Welfare and Support

We have a clear role to play in the welfare of our learners. Learners will be signposted to relevant local agencies, where relevant, as well as being fully supported by their tutors/assessors.

Where required we will make provision for the use of a quiet room for the purposes of i.e. prayer. We will ensure that all staff and subcontractors are fully aware of this requirement.

11. IT Policies

The Learning and Skills Service operates a policy relating to the use of IT (On-line, E-Safety and Acceptable Use of ICT Policy) which contains specific reference to the *Prevent* duty. This is underpinned by the Council's broader, corporate ICT policy. The Council's ICT processes restrict access to harmful content which also helps to prevent people from being drawn into terrorism.

We will ensure that subcontracted provision have a similar policy or process and will be required to submit evidence of this, as part of the procurement process.

12. Monitoring and Enforcement

As the Learning and Skills Service is subject to Ofsted inspections, we will monitor the effectiveness of the policy against the Education Inspection Framework.

We will regularly review our Prevent policy, risk assessment and action plan through the Performance Management Framework ensuring any remedial actions required are implemented quickly and effectively.

13. Understanding and Recognising Risks and Vulnerabilities of Radicalisation

Principles

Learners can be drawn into violence, or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put learners at risk of being drawn into criminal activity and has the potential to cause significant harm. Learners can be vulnerable to exposure to, or involvement with, groups or individuals who advocate violence as a means to a political or ideological end.

Most individuals, even those who hold radical views, do not become involved in extremism. Numerous factors can contribute to and influence the range of behaviours that are defined as extremism. It is important to consider these factors in order to develop an understanding of the issue. It is also necessary to understand those factors that build resilience and protect individuals from engaging in violent extremist activity.

Safeguarding learners from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation are the same as those we are already familiar with:

- family tensions/breakdown
- sense of isolation/exclusion
- migration/immigration
- distance from cultural heritage
- experience of racism or discrimination
- feeling of failure/low self-esteem
- loss/bereavement
- poverty
- perceived injustice
- substance misuse
- confusion over identity
- criminality
- mental health issues

However, there is no single profile of a terrorist, rather the vulnerability results from the interaction between circumstance, experience and state of mind. Those in the process of being radicalised may become involved with a new group of friends, search for answers to questions about identity, faith and belonging, possess extremist literature or advocate violent actions, change their behaviour and language, seek to recruit others to an extremist ideology.

It is important to note that learners experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including those we are already familiar with alcohol or drug abuse, family breakdown, domestic violence, bullying etc. or even something more minor. At the same time, it is essential to maintain 'professional curiosity' and not dismiss concerns purely due to assumed unlikelihood.

NB - The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators have been provided to support staff to understand and identify factors that may suggest a learner, or their family may be vulnerable or involved with extremism. It is vital that all staff that has contact with vulnerable individuals is able to recognise those vulnerabilities and help to increase safe choices.

Vulnerability

- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them.
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – Migration; immigration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or 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.

Access to Extremism / Extremist Influences

- Is there reason to believe that the learner associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the learner is the partner, spouse, friend or family member of someone believed to be linked with extremist activity).
- Does the learner frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc).
- Is there reason to believe that the learner has been or is likely to be involved with extremist/military training camps/locations?
- Is the learner known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/religious hatred or acts of violence?
- Does the learner sympathise with, or support illegal/illicit groups? e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the learner support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the learner encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the learner from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the learner resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the learner's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the learner vocally support terrorist attacks; either verbally or in their written work?

- Has the learner witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the learner travelled for extended periods of time to international locations known to be associated with extremism?
- Has the learner employed any methods to disguise their true identity?
- Has the learner used documents or cover to support this?

Social Factors

- Does the learner have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the learner experience a lack of meaningful employment appropriate to their skills?
- Does the learner display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the learner demonstrate identity conflict and confusion normally associated with youth development?
- Does the learner have any learning difficulties/mental health support needs?
- Does the learner demonstrate a simplistic or flawed understanding of religion or politics?
- Does the learner have a history of crime, including episodes in prison?
- Is the learner a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the learner have insecure, conflicted or absent family relationships?
- Has the learner experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the learner's life has extremist view or sympathies

More critical risk factors could include: -

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour.

14. Referral and Intervention Process

Where there is an identified risk/potential risk that a learner may be involved/potentially involved in supporting or following extremism, further investigation by the police will be required, prior to other assessments and interventions.

Any member of staff who identifies such concerns, for example as a result of observed behaviour or reports of conversations to suggest the learner supports terrorism and/or extremism, must report these concerns to their Designated Safeguarding Lead.

In the instance of a subcontractor becoming aware of an incident or concern, they must report it to their own Designated Safeguarding person, who would then follow the flowchart shown at Appendix 1, to report the matter to the Learning and Skills Service Designated Safeguarding Lead.

The Designated Safeguarding Lead will consider whether a situation may be so serious that an emergency response is required. Professional judgement and common sense will be used to identify whether an emergency situation applies. Examples in relation to extremism are expected to be very rare but would apply when there is information that a violent act is imminent, or where weapons or other materials may be in the possession of a young person, another member of their family or within the community. In this situation, a 999 call should be made.

Where a learner is thought to be in need or at risk of significant harm, and/or where investigations need to be carried out a referral to the local Council Referral and Assessment Team and in local authorities of incident should be made.

However, it should be recognised that concerns of this nature in relation to violent extremism are most likely to require a police investigation (as part of Channel) in the first instance. The Designated Safeguarding Manager will make a referral raising the concern to Northumbria Police Prevent Team:

preventmailbox@northumbria.pnn.police.uk

The multi-agency assessment will involve the police in the making of decisions about the appropriate response. All cases at this level will be reported to the SCMBC Council Referral and Assessment Team and equivalent in other local authorities for those learners who are out of area.

Some learners who are at risk of being drawn into extremist activity may pose a risk to others. There must not be a conflict between the welfare needs of the learner and the victim. Agencies have a duty to safeguard both.

Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. Northumbria Police will carry out an initial assessment and, if appropriate, set up a multi-agency meeting to agree actions for supporting the individual. If it is deemed that no there are no concerns about radicalisation, support will be arranged for the individual through other means such as through children's social care or another organisation.

Any information given to the police at this stage will be investigated in the pre-criminal space. It does not assume that any criminal activity has taken place and the police will be looking to support rather than arrest.

The Prevent referral process will use existing collaboration between local authorities, the police, statutory partners (such as social care, health, schools and settings, social services, children's and youth services and offender management services) and the local community to:

- Identify vulnerable individuals at risk of being drawn into violent extremism;

- Assess the nature and extent of that risk;
- Develop the most appropriate support for the individuals concerned.

Following a referral to Northumbria Police Protecting Vulnerable People (PVP) Unit, the PVP will work with the Prevent Team in Special Branch and the Council to determine the most appropriate course of action.

The outcome of the Prevent referral will be to support and enable the disengagement of those vulnerable individuals with the radicalisers and the radicalisation process.

All Prevent referrals will be processed via Northumbria Police Central Referral Unit (CRU). Referrals can be made directly to Northumbria Police or using existing safeguarding alert procedures. The CRU will process the referral and send it to the Northumbria Police Protecting Vulnerable People (PVP) Unit.

Following initial investigation, it could be that no further action is required, or it may be necessary for the police to pursue action. For all types of response, a clear plan must be developed and documented to set out how the needs of the learner will be met, and who will have responsibility for doing this.

Where partnership support intervention is required to support the individual, their family/ support networks or the local community then the appropriate course of action would be one of the following:

- Safeguarding Children's/Adults Strategy Meeting.
- Multi-Agency Public Protection Arrangements (MAPPA) Panel meeting/Potentially Dangerous Persons (PDP) meeting.
- Northumbria Police Prevent process.

Should a Safeguarding Strategy Meeting or MAPPA/PDP meeting be required then a representative from the Northumbria Police Prevent Team within Special Branch will attend to provide the necessary expertise.

Where the case does not fit within the remit of an existing multi-agency meeting the Northumbria Police Prevent team will initiate a bespoke Prevent process. A member of the Northumbria Police Prevent team will assess and manage the referral with support from the Council and other local partners depending upon the circumstances of the referral.

We will work with specialist staff from Northumbria Police, local councils and where appropriate other local partners to provide support for children/young people who are at risk of radicalisation and/or being drawn into extremism. All those involved with the child or young person will continue to monitor the situation and consider modifying the response if circumstances change. If the risk is perceived to diminish, it may be appropriate to end the response. However, if the risk is perceived to increase, an escalation of the response may be required and may take the case outside of the 'Prevent' strand of the CONTEST strategy.

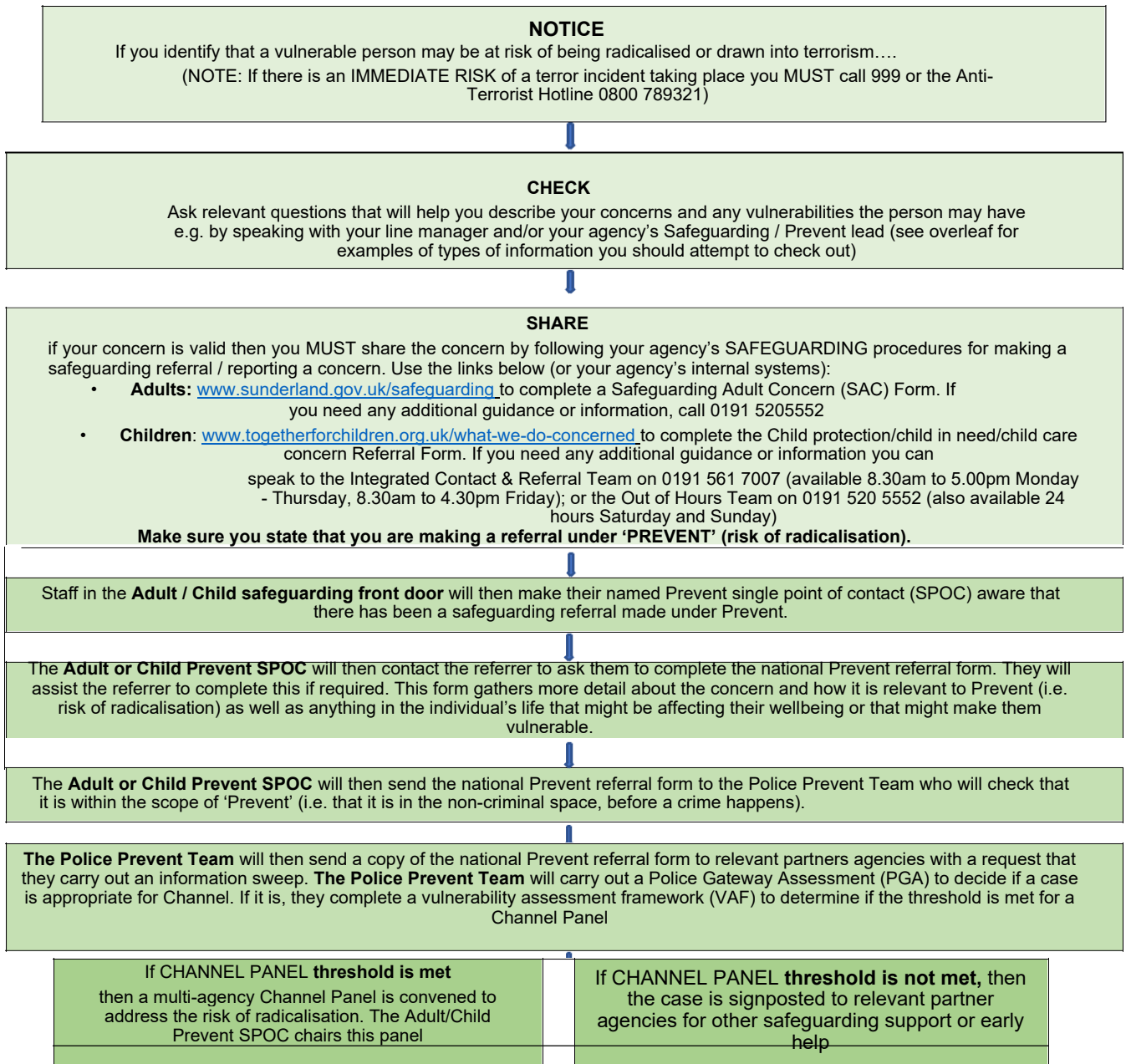
Approval

Approval Body	Quality & Performance Forum
Original Issue date	04.03.19
Review Frequency	Annually
Version	V7
Date of last review	27.7.22
Next Review Date	27.7.23
Author	Service Manager

Prevent Referral Process: Last updated March 2020

What is Prevent¹ and what should I do if I have a concern?

Prevent **SAFEGUARDS** vulnerable adults or children at risk of being radicalised to stop them becoming terrorists or supporting terrorism. It safeguards people in the same way as safeguarding individuals from being drawn into sexual exploitation, gangs, county lines etc. Prevent works in the **non-criminal space** so those referred will not be criminalised. **Prevent is a multi-agency response** to offer support to individuals referred and deals with **all forms of extremism** such as Right Wing and Islamist extremist. The **referral process is:**



¹ Prevent is one of the 4 strands of the Government's Counter Terrorism Strategy (CONTEST). It operates in the non-criminal space to safeguard anyone who is at risk of being radicalised or drawn into terrorism. The following agencies have a duty to report Prevent concerns: local authorities, schools and registered childcare providers, higher and further education, the health sector, police, prisons, and probation.

Prevent Referral Process: Last updated March 2020

For the **check and share stage**, attempt to check and collate information that can include, but is not limited to:

YOUR CONCERNS – Describe in as much detail as possible the specific concern(s) relevant to Prevent.

For example:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? If so, Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism?
Consider any extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS - Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense? For example:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below).
- Please describe any other need or potential vulnerability you think may be present

SAFEGUARDING CONSIDERATIONS for example:

- Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues? If so, has this been diagnosed.
- Have you discussed this Individual with your organisations Safeguarding / Prevent lead? What was the result of the discussion?
- If your concerns are sufficient that you want to make a safeguarding referral, have you informed the Individual that you are making this referral? If so, what was the response?
- Have you taken any direct action with the Individual since receiving this information? What was the action & the result?
- Have you discussed your concerns around the Individual with any other agencies?

OTHER INFORMATION you think may be relevant. For example: social media details, military service number, other agencies or professionals working with the Individual, etc...