



Loreto  
sixth form college

# Prevent Policy

Last Review:	October 2022
Approved by Governors:	October 2022
Next Review:	October 2023
Policy Owner:	Deputy Principal

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## Vision

Loreto College is centred in God, rooted in Christ and animated by the spirit of Mary Ward, the founder of the Institute of the Blessed Virgin Mary. Our vision is that it will be an educational community where each person has the experience of being loved and valued as a sacred individual created by a loving God; a community where students enjoy an enriching and liberating education that helps them grow into the fullness of life and empowers them to be men and women of courage who are alive to the needs of humanity and committed to making a better world.

The College aims to be an educational community which gives expression to the core values of Mary Ward - freedom, justice, sincerity, truth, joy, excellence and internationality.

Loreto College has the highest expectations of personal, academic and professional excellence. This document sets out the College's policy and guidance on the procedures it will follow relating to safeguarding of children, young people and vulnerable adults. The college will endeavour to act at all times with justice, compassion and respect for the dignity and worth of all members of the college community but in doing so it will act in accordance with its legal responsibilities and its primary duty of care to children/ young people and vulnerable adults for whom it is responsible.

## Introduction

Prevent is part of a Government initiative to develop a robust counter terrorism programme – CONTEST. This has four parts: **Pursue, Protect, Prepare and Prevent**

The UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The Prevent strategy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health.

A system of threat level has been created which represents the likelihood of an attack in the near future. The five levels are:

- Critical- an attack is expected imminently
- Severe – an attack is highly likely
- Substantial – an attack is a strong possibility
- Moderate – an attack is possible but not likely
- Low – an attack is unlikely

The current threat level from international terrorism in the UK is 'substantial' which means that a terrorist attack is a strong possibility. Education, like other key sectors, has a responsibility to promote values of openness, tolerance and facilitating free debate which is central to being a British Citizen. In July 2019 changes were made to the terrorism threat level system, to reflect the threat posed by all forms of terrorism, irrespective of ideology. There is now a single national threat level describing the threat to the UK, which includes Islamist, Northern Ireland, left-wing and right-wing terrorism. With

the current government alert at substantial the College needs to be aware of risks and raise awareness within its community.

Channel can help people to make positive choices about their lives. It is an early intervention based multi-agency process designed to safeguard vulnerable people of all backgrounds from being drawn into terrorism.

Channel is a local authority lead process, which involves a range of statutory partners who meet on a monthly basis at a multi-agency Channel Panel, to discuss what help and support can be offered to individuals who are assessed as being vulnerable to radicalisation.

Channel can offer a wide range of coordinated support, including:

- Education, training and mentoring opportunities
- Access to services and activities that offer support tailored to an individual's needs
- Access to people with specialist knowledge, or just someone to talk with
- Open and honest conversations about issues of concern
- Support for family members and loved ones.

Taking part in Channel is voluntary, which means that consent must be granted by the individual or parent/guardian in order for any support to be offered. Where we cannot seek consent, then the case will be closed to the Channel process and reviewed by CTPNW. Channel is a supportive process to help anyone, regardless of their background, faith or ethnicity, from being drawn into any form of extremism, before they become involved in illegal activity.

For more information on Channel and how to spot the signs please visit [www.ltai.info](http://www.ltai.info). The referrer will be notified by the Local Authority Channel Coordinator if the Prevent Referral has been forwarded to the Greater Manchester Channel Team for consideration by the Channel Panel. A vulnerability assessment will then be undertaken to assess the risk of being drawn into radicalisation. If the individual is assessed as being at risk the case will be heard at the local authority Channel Panel meeting for consideration of multi-agency support. The referring agency / organisation may also be invited to attend the Channel Panel.

Further Channel guidance can be found on the GOV.UK website. The Channel Team is based at GMP Headquarters within the North West Counter-Terrorism Unit. The telephone contact number is 0161 856 6362. The email address is [channel.project@gmp.police.uk](mailto:channel.project@gmp.police.uk).

## Context:

Sixth Form colleges are major education and training providers for the 16 – 18 year age group, particularly young people from ethnically diverse, and socially and economically disadvantaged areas. The age and profile of our students make it crucial to be involved in the Prevent strategy. The Prevent Duty clearly states,

“Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies (“specified authorities” listed in Schedule 6 to the Act), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.’

## Extremism

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

## Terrorism

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

## Radicalisation

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

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

## Incel

Incel is an abbreviation of "involuntary celibate".

Incels are an online community built around sexuality whose members are mostly men who wish to, but do not, have sexual relations with women. Members of the community share a sense of being both sexually and romantically undesirable, which leads to a self-definition as victims of women and society, and hatred towards an online imagined community/community of practice who wish to, but do not, have sexual relations with women. Owing to this identity, they view themselves as non-normative within broader society and see women and societal standards of masculinity as the cause of their problems.

The college will seek support from Channel and make a referral to Prevent where there are concerns about vulnerability to or interest in Incel in line with local safeguarding procedures.

Some authorities have begun to treat the ideology as a more serious terrorism threat. Men who call themselves involuntary celibates have carried out mass killings in North America. It is a growing concern in the UK.

### **Mixed, Unstable or Unclear ideology** (often abbreviated to MUU)

A significant proportion of Prevent referrals (51% in 2020/21) are categorised as being of a Mixed, Unstable or Unclear ideology (MUU). MUU is defined by its variability, so often no exclusive and exhaustive definition can be given.

However, a number of characteristics are common across individuals in the Prevent/Channel system, as well as those who have committed acts of mass violence, that could reasonably be identified as consistent with MUU ideological drivers.

- Complex family backgrounds
- Special educational needs, especially Autism Spectrum Disorder
- ASD traits: rigidity of thought; theory of mind deficit; fixation/obsessive behaviour; lack of understanding of social taboos; isolation or social unease
- Excessive & concerning use of the internet

The college will ensure relevant staff are briefed effectively regarding the broader concerns that may fall within MUU category of referral. The college will ensure that Prevent referral pathways capture MUU concerns & behaviours to allow appropriate consideration & support.

As a general principle, the College has a statutory responsibility to:

- i. At all times, and by all means, seek to create a safe environment for the entire college community.
- ii. Acknowledge that abuse may take many forms; physical, sexual, financial and material, emotional, neglect, FGM, forced marriage, hate crime, radicalisation and risk to self and/or others.
- iii. Work with external agencies, in particular, local Counter Terrorism Units, GM Prevent Team, Local Children's Safeguarding Partnerships and the Local Authority Designated Officer, whilst always placing the welfare of the individual at the centre of any action taken.

This policy should be used in conjunction with the following:

- Keeping Children Safe in Education
- Loreto's College Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Code of Respect
- Student Behaviour Policy
- Disciplinary Procedures
- Race Equality Policy
- Recruitment and Selection Policy
- Equal Opportunity Policy
- Whistleblowing Policy
- Code of Conduct – Staff
- Harassment Policy
- Health and Safety Procedures
- Online Safety Policy

## Key Objectives

This policy has five key objectives:

1. To promote and reinforce shared values; to create space for free and open debate; and to listen and support the learner voice.
2. To break down segregation among different student communities including supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role with wider engagement in society.
3. To ensure student safety and that the College is free from bullying, harassment and discrimination.
4. To provide support for students who may be at risk and develop appropriate sources of advice and guidance.
5. To ensure that students and staff are aware of their roles and responsibilities in preventing violent extremism and radicalisation.

## Principles

This policy is not directed at any specific ideology, religion, religious group or religious faith, or at the proponents of any other sets of beliefs. Its principal aim is to ensure that the College is able to monitor, manage and deal effectively with the threat posed by any individual or group of individuals engaging in violent extremism in the name of ideology or belief.

The policy commits the College to the promotion of cohesive and inclusive College community relations which do not allow any particular individual or group of individuals to be marginalised, stigmatised or excluded from College life.

## Leadership and Values

Loreto seeks provide an ethos which upholds core values of shared responsibility and wellbeing for all students, staff and visitors and promotes respect, equality and diversity and understanding.

Loreto College values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Loreto College seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups. This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation. E.g. Student Council, Hall Representatives, Learner Voice, Tutorial and General RE Activities, Debating Society etc.
- Building staff and student understanding of the issues and confidence to deal with them through staff training and appropriate activities with students.
- Actively working with local schools, local authorities, local communities, police, MSCB and other agencies. Loreto College is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

## Teaching and Learning

Loreto aims to provide a curriculum which promotes knowledge, skills and understanding to build the resilience of students, by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion.
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro social values.
- Encouraging active citizenship and the learner voice.
- Individual subject specifications and SoW indicating where the Assessment Objectives cover “critical thinking” as specific learning goals.
- Discussion being used as a major pedagogical tool across the curriculum. All such discussion is “supportive” allowing students to express opinions and ideas; listen to opinions and ideas; challenge and be challenged; to sift evidence and arrive at conclusions.
- The discussion of “challenging” topics permeating the curriculum, for example from the background to war in History; moral dilemmas within literature; ethical concerns in biology and chemistry.
- The General RE course in particular focusing on challenging topics in a supportive, discussion based forum.
- The Tutorial Programme focusing on challenging topics through Assemblies and the delivery of weekly tutorial sessions. The tutorial programme has with a specific focus on Prevent during Prevent week in December.
- Flexible teaching approaches, as appropriate, to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

## Student Support

Loreto’s Student Support services aim to ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities to provide a supportive and robust environment in which students can work, grow and develop into responsible citizens. This will be achieved through:

- Maintaining strong and effective student support services which have a thorough understanding of the Prevent agenda.
- Establish robust external links with CTU, Prevent Community Police Team and Prevent FE Co-ordinator.
- Supporting at risk students through safeguarding processes.



Loreto seeks to help prevent harm from Radical extremism, either from the effects of this or from vulnerable students being recruited into carrying out acts of violence against others. Information on the Prevent Duty is displayed in Staff Rooms.

All staff are aware of the factors leading to violent extremism:

- Search for answers – extremism in identity, faith and need to belong
- Desire for adventure/excitement
- Desire to enhance self-esteem
- Identifying with a charismatic individual/group that offers social support
- Sense of grievance triggered by personal experience of racism/discrimination/aspects of government policy etc.

All staff are aware of possible behavioural indicators:

- Major behaviour changes
- Change in appearance
- Talks about another person who exerts a lot of influence
- Isolated from peers, associates with only 1 group of people, withdrawal from family members
- Additional vulnerability risk factors: SEN, Mental Health Issues, Alcohol and Drug abuse.

If concerns about an individual are not serious, the Senior Designated Safeguarding Lead may decide that they can be addressed by action within College and concerns then reviewed. If the Designated Safeguarding Lead considers that the concerns relating to an individual are more significant, and require a multi-agency response they will:

- Refer the concerns to the Police
- Make a referral to Children's Social Care and the Channel Programme via the Channel inbox.

The Senior Designated Safeguarding Lead will consult and work with the local PREVENT team, with regard to radicalisation concerns regarding both students and staff to identify actions that should be taken to redress any concerns about child safety and welfare including protecting students and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the College will be vigorously challenged.

Children and young people are encouraged by the College to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of events and opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the students.

Suspected online terrorist material can be reported through [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism). Content of concern can also be reported directly to social media platforms.

## Chaplaincy Support

Loreto College has a Chaplaincy Pastoral Officer. The Chaplaincy Pastoral Officer is available to provide pastoral care and support, as well as providing a space for prayer or reflection for those of faith and those of non-belief. The Chaplaincy Pastoral Officer also helps to facilitate cooperation and dialogue across the diverse college community.

The Chaplaincy Pastoral Officer will seek to enable to allow students to develop their spirituality and moral self-awareness whilst at the same time undermining any attempt to promote extremist ideologies and beliefs. They will do this by:

- Regular monitoring by the Chaplains and other staff of the Prayer Room and other rooms used for prayer, the Chaplaincy and Chapel to ensure that each space is being used appropriately.
- Careful consideration of any requests to use the rooms by staff or students, with students never being left to use the rooms for meetings without staff supervision.
- Enabling the Chaplaincy room to continue to be used for a wide range of activities from tea breaks, quiet study and as a meeting space.
- Enabling the Prayer Room to continue to be used by Muslim students for daily prayers and the Chapel for services and concerts.

## Managing Risks

Loreto will seek to ensure that the College monitors risks and is ready to deal appropriately with issues which arise. It will do this through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the College.
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the College.
- Ensuring plans are in place to respond appropriately to a threat or incident within the College.
- Developing effective ICT security and responsible user policies.
- Promoting awareness across the whole college community.
- Responding swiftly to signals that a young person is at Risk.
- Exercising diligence and prevent any organisation or speaker from using the college facilities to disseminate extremist views or radicalise pupils and staff.
- Operating a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the college's facilities to disseminate extremist views or radicalise students or staff.
- Continuing to take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, Forced Marriage.
- All staff being supported to recognise warning signs and symptoms in relation to Preventing Violent Extremism.

## Responding to Events

Loreto recognises that the environment for developing extremist ideologies is ever changing and so the college will seek to keep up –to-date with national and local government advice and guidance.

- Loreto will seek to respond appropriately to events in local, national or international news that may impact on students and communities.
- Work with relevant authorities to find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- If required Loreto College will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

## Monitoring the use of IT

Loreto, as a place of learning, acknowledges the key role IT has in supporting a rich and diverse education for both students and staff. The on-line safety of our students and staff is a priority and is supported through the following measures:

- Separate “ICT User Agreements” for students and staff. Both students and staff have to accept the appropriate ICT User Agreement at the start of every academic year in order to continue to use the college systems and access the internet. Both the student and staff ICT User Agreements contain specific references to the Prevent Duty Guidance and state clearly that any access to extremist web sites or extremist material of any kind is prohibited.
- To enforce adherence to this policy the college uses appropriate safeguarding and web filtering systems to block sites containing extremist material. These systems maintain a database of keywords and URLs that contain inappropriate material which is automatically updated. If a student attempts to access such a web site they are blocked, the attempt is recorded and an alert generated.
- Reports of attempted access to blocked sites concerning safeguarding issues including attempted access to extremist material are sent to Heads of Hall.
- Access using the college wi-fi is controlled and monitored using web filtering systems.

## College Structures

The Principal, Head of Student Services and other staff as appropriate will ensure that:

- The college will consult and work with the local PREVENT team, with regard to radicalisation concerns regarding both students and staff to identify actions that should be taken to redress any concerns about child/young persons safety and welfare including protecting students and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the College will be vigorously challenged.
- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of students are fully implemented and followed by all staff including volunteers.

- Safe recruitment and selection of staff and volunteers is practiced.
- A Designated Senior Member of staff (Andrea Pritchard) and Prevent co-ordinator (Amna Rehman) are identified and receive appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated senior member of staff and Prevent co-ordinator to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the college's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the college's responsibilities to promote the safety and welfare of its students by making its obligations clear in the college/setting prospectus.
- Ensure that the Safeguarding and Child Protection policy is available on the college's website.
- Parents/carers are supported in the safeguarding of their child through the information provided on the college website and completion of documentation as relevant e.g. Term Absence letter.
- Ensure that the college co-operates with appropriate agencies and risk-based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE/CCE, radicalisation or extremism.

The Governing Body of the college will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training (Sr Patricia). The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- A senior member of the college's leadership team is designated to take lead responsibility for safeguarding within the college. (Andrea Pritchard)
- The college's Safeguarding and Child Protection policy is regularly reviewed and updated and the college complies with local safeguarding procedures.
- The college operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education' and Local Authority procedures.
- All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the college's safeguarding processes as part of induction. Staff visiting the college or who work at the college on an irregular basis are informed about safeguarding procedures.
- Ensure that the college co-operates with appropriate agencies and risk-based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalization and extremism.

## Freedom of Expression

- In order to comply with its Prevent Duty Loreto College recognises that Freedom of Expression may be limited in some circumstances and in particular does not protect statements that unlawfully discriminate against or harass, or incite violence or hatred against, other persons and groups, particularly by reference to their race, religious belief, gender or sexual orientation.
- The College, as a public body, has duties which require us to have due regard to the need to promote good relations between different communities protected by equality law. This may require active challenge to the use of offensive communication and hate speech.
- Although there is no universally accepted definition, hate speech is generally understood to describe forms of expression which incite violence, hatred or discrimination against other persons and groups, particularly by reference to their ethnicity, religious belief, gender or sexual orientation, language, national origin or immigration status.

## Visiting Speakers

- The Prevent duties identified in the Counter Terrorism and Security Act 2015, require that Loreto College has oversight of the content of any speeches or presentations by visiting speakers.
- At Loreto College we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.
- Organisers of a visiting speaker/agency will assess the suitability and effectiveness of input from external agencies or individuals. When a speaker is booked for an event/talk at college, the staff member organising the event will liaise with the speaker to outline what is required from them regarding the theme of the speech and the event/talk. The speaker will supply an outline of this before the event.
- The organiser will then let the Director of Admin and College Services know about the event, so they can organise the logistics surrounding the event/talk.
- Security and Reception will be informed about the event so car parking spaces can be saved and the visitor(s) name can be added to our electronic booking system.
- On the day of the event the visitor will sign in at reception and be given a visitors badge with their photograph on, along with Health and Safety instructions. The visitor will then be shown to the venue of the talk by either a member of the college services team or the event organiser.
- At no time will the visitor be on their own, a Loreto staff member with them throughout the event. Once the event is over the visitor will be shown back to reception to sign out.
- If the assessment or event itself raises concerns, the organiser/ Director of Admin and College Services will discuss these concerns with the Designated Person.

- We recognise, however, that the ethos of Loreto College is to encourage students to understand opposing views and ideologies and to be able to actively engage with them in informed debate.

## Reporting Concerns

- Early reporting of any concern, however apparently trivial, is essential to prevent escalation in the case of an actual threat / risk. The College Safeguarding Officers /designated person are the first point of contact for staff where concerns have been raised. The College PREVENT Lead is the College Senior Safeguarding Lead –Andrea Pritchard.
- Staff should be aware of changes in learner behaviour, particularly isolation or withdrawal from activities previously enjoyed. In this instance, speak with the learner to try to establish the cause – if in doubt, seek advice. Any unexplained absences where the learner cannot be contacted or the family are unable to satisfactorily explain the learner absence or state their whereabouts, should be passed on to the Safeguarding Lead.
- Staff are aware of the importance of informing the Safeguarding Lead if they have any concerns relating to external influences that promote extremist activities - such as literature, whether in the form of books, leaflets or posters, emails etc.
- The college will at all times take into account the duty it has to have ‘due regard to the need to prevent people from being drawn into terrorism’. This duty still applies even when a student is no longer part of the Loreto community. The college will pass on any relevant information to external bodies, as appropriate, to comply with this duty.
- From 1 July 2020 the form for making Prevent referrals in Greater Manchester changed. Please see copy of referral form for Manchester local authority area below, including the email addresses for where a Prevent referral should be emailed. Templates for all local authority areas are available from the Safeguarding Officer. Once the Prevent referral form has been completed, it will carry an Official Sensitive protective marking, which means that the information will need to be handled with risk appropriate security measures. Once a Prevent referral has been received by the three agencies set out on the top of the referral form, the Local Authority will assess if there are any immediate safeguarding concerns for the individual whilst Counter Terrorism Policing North West will assess whether there is any concerns of radicalisation. There are three potential outcomes for a referral they are:
  - Closed no further action – referrer will be informed and the case will be signposted if necessary.
  - Counter Terrorism Policing North West (CTPNW) will manage the concerns raised.
  - Referral to Channel – for consideration of multi-agency support. The referrer will be contacted as part of the assessment process by the Channel Coordinator.

The Greater Manchester Channel Team will note the Prevent referral for monitoring and reporting purposes.

- The DfE helpline for anyone concerned about a child who may be at risk of extremism, or about extremism within an organisation working with children and young people. Email: [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk) Telephone: 020 7340 7264

For more information see:

The Prevent Duty, Department of Education

Prevent Duty Guidance for Further Education Institutions in England and Wales, HM Government

Keeping Children Safe in Education, Department for Education,

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.  
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.  
[https://www.elearning.prevent.homeoffice.gov.uk/prevent\\_referrals/01-welcome.html](https://www.elearning.prevent.homeoffice.gov.uk/prevent_referrals/01-welcome.html)
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.  
[https://www.elearning.prevent.homeoffice.gov.uk/channel\\_awareness/01-welcome.html](https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html)

## DfE Briefing note for schools and further education providers September 2020

During the pandemic, local authorities have seen a significant decline in Prevent referrals, raising concerns about the welfare of vulnerable children and young people.

As schools/Colleges return it is important that settings are extra-vigilant to radicalisation concerns, particularly as children and young people may have been exposed to disinformation, misinformation and conspiracy theories, sometimes called 'fake news', due to extremists exploiting COVID-19 to spread hateful narratives and increase division.

### How do we define disinformation, misinformation, and conspiracy theories?

- **'Disinformation'** – 'Fake or misleading stories created and shared deliberately, often by a writer who might have a financial or political motive'.
- **'Misinformation'** – This also means fake or misleading stories, but in this case the stories may not have been deliberately created or shared with the intention to mislead.

- **‘Conspiracy theories’** – Conspiracy theories offer a simplifying model for all that cannot be explained or easily understood. They typically involve an ‘alternative’ explanation for an event or situation to those provided by governments and official international bodies, sometimes suggesting a group, individual or organisation is responsible or hiding information from the public.

## What are the radicalisation risks related to the impact of COVID-19?

- **Exposed to misleading and hateful content:** Young people may have been exposed to fake stories or conspiracy theories about COVID-19, which attribute blame on minority groups.
- **Engaged with extremist individuals:** Young people may have become exposed to or engaged with extremist organisations or individuals, especially online.
- **Increased vulnerability to radicalisation:** COVID-19 may have increased vulnerability to radicalisation as children and young people may feel isolated, anxious, frustrated, and angry. This could increase the resonance of intolerant messaging and appeal of extremist groups or individuals offering explanations for the crisis.

## What have been the extremist themes during the pandemic?

During the COVID-19 pandemic, false and misleading narratives about the virus have been spread, particularly online, to force change or to place blame on ‘out-groups’ and minorities. This can further incite hatred, justify violence, and divide communities. While some of this occurs on popular social media platforms, it can also be found on lesser known, less moderated platforms. These sites can include easily available extreme and conspiratorial content. The Commission for Countering-Extremism (CCE)<sup>ii</sup> have highlighted the following prominent extremist narratives:

- **Antisemitism:** Several conspiracies blame the Jewish community for spreading the virus, including claims that COVID-19 is a Jewish plot, either as a hoax or a deliberate creation, to remove civil liberties and impose totalitarian rule.
- **Anti-Muslim hatred:** Claims that British Muslims have flouted social distancing rules and spread the virus have been promoted, particularly on social media. Whilst these have been disproven, high profile extreme right-wing influencers have blamed Muslims for the spread of the virus.
- **Anti-Chinese hatred:** Hate crime and hate incidents towards Chinese people have risen. Reports have found a 300% increase in the use of ‘hashtags’ that encourage or incite violence against China and Chinese people online.
- **Islamist:** Islamist extremists have used COVID-19 to support existing narratives to promote the need for a Caliphate over democratic society, claiming the pandemic is a divine punishment for the West’s ‘sinful’ behaviours.
- **Right-wing:** Right-wing extremists have similarly exploited the pandemic to amplify the weakness and hypocrisy of democratic values like tolerance and freedom.



- **Accelerationism:** Extreme right-wing individuals have promoted the idea that society is inevitably collapsing, and that right-wing terrorism can accelerate its end through inciting social conflict, violence and ultimately a race war.
- **Wider conspiracy theories:** Extremist individuals have exploited a number of prevalent non-extremist conspiracy theories, related to 5G, track and trace and anti-vax, which can be detrimental to public health messaging. In some cases, these have been linked to antisemitic or other hateful narratives. Although Left-wing, Anarchist and Single-Issue (LASI) extremism is low, a minority of individuals have supported the targeting of 5G masts. This was based on the perception that masts allowed the government to control people.

## What actions do settings need to take to protect students from radicalisation?

The education sector is best placed to understand the needs of their learners and will be familiar with supporting vulnerable children and young people.

1. Review your setting's Prevent risk assessment, considering the impact of COVID19 and the information in this briefing, as well as any local changes in risk or community tensions.
2. Ensure staff are familiar with the issues raised in this briefing to increase their confidence in recognising concerns.
3. Ensure both staff and learners are clear on the reporting procedures to raise concerns.
4. During the pandemic, children and young people may have experienced the absence of trusted adults and positive role models. As such, extremist narratives and individuals offering an explanation for the pandemic may have had an increased appeal, and may have gone unchallenged. Dedicate time to rebuild these valuable relationships and have 'safe space' discussions with learners.
5. Review curriculum opportunities for critical thinking, online safety, and media literacy.

## What should staff do if they have specific concerns?

If you are concerned about a learner who may be vulnerable to radicalisation, your first course of action should be to follow your setting's safeguarding procedures. You can also visit Educate Against Hate to learn about additional support available outside of an education setting.

## What can I do to support the young people I work with?

The Government has provided [advice](#) on how to keep young people safe online during the COVID-19 pandemic. Organisations such as the [NSPCC](#) (including [NetAware](#)) and the [UK Safer Internet Centre](#) offer information and guidance on how to use different social media platforms safely.

Further support and guidance **on extremism, radicalisation and the Prevent Duty** can be found at [Educate Against Hate](#), [Let's Talk About It](#), the [Education Training Foundation](#) and the [London Grid for Learning](#).

### Resources to support media literacy:

Media literacy enables young people to have the skills, knowledge and understanding to make full use of the opportunities of online content, including being able to better identify false and misleading content.

[The SHARE Checklist](#) – This is a Government website, offering five easy steps to follow to identify whether information might be false.

The BBC – The BBC offer a range of resources on understanding and responding to fake news. This includes:

[BBC Real News](#) – videos and lesson plans related to digital literacy.

[BBC iReporter game](#) - an interactive game that puts students in the shoes of a journalist, tasking them with working out what is real and accurate, whilst avoiding fake and false information.

[National Literacy Trust](#) – offer fake news and critical literacy resources, including lesson plans for different subject areas.

[The News Literacy Project](#) – offers resources to support pupils to understand what to trust in the digital age.

[ShoutOut UK](#) – provides free weekly resources on online harms, conspiracy theories, how to spot fake news, and deal with online ‘trolls’.

[Civic Online Reasoning: How to evaluate online information](#) – classroom ready materials and complete curriculum on media literacy.

[UN: Pause Before Sharing](#) – The UN has launched a campaign to help stop the spread of COVID-19 misinformation.

**Further resources on fact-checking can be found through [Ofcom](#).**

## Manchester Local Authority Referral Form (July 2020)

REFERRAL PROCESS	
<p><b>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team &amp; Prevent policing team for a joint assessment.</b> Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection &amp; other case sensitivities.</p> <p><b>Once you have completed this form, please email to:</b> <a href="mailto:mcsreply@manchester.gov.uk">mcsreply@manchester.gov.uk</a> <b>AND</b>  <a href="mailto:channel.project@gmp.police.uk">channel.project@gmp.police.uk</a> <b>AND</b>  <a href="mailto:gmchannel@manchester.gov.uk">gmchannel@manchester.gov.uk</a></p> <p><b>If you have any questions whilst filling in the form call:</b> GMP Prevent Team 0161 856 6362</p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
<b>Forename(s):</b>	First Name(s)
<b>Surname:</b>	Last Name
<b>Date of Birth (DD/MM/YYYY):</b>	D.O.B.
<b>Approx. Age (where D.O.B unknown):</b>	Please Enter
<b>Gender:</b>	Please Describe
<b>Known Address(es):</b>	Identify which address is the Individual's current residence
<b>Nationality / Citizenship:</b>	Stated nationality / citizenship documentation (if any)
<b>Immigration / Asylum Status:</b>	Immigration status? Refugee status? Asylum claimant? Please describe.
<b>Primary Language:</b>	Does the Individual speak / understand English? What is the Individual's first language?
<b>Contact Number(s):</b>	Telephone Number(s)
<b>Email Address(es):</b>	Email Address(es)
<b>Any Other Family Details:</b>	Family makeup? Who lives with the Individual? Anything relevant.
DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent
<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• How / why did the Individual come to your organisation's notice in this instance?</li> <li>• Does it involve a specific event? What happened? Is it a combination of factors? Describe them.</li> <li>• Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?</li> <li>• Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?</li> <li>• 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?</li> <li>• 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?</li> <li>• Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.</li> <li>• Please describe any other concerns you may have that are not mentioned here.</li> </ul>	
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?
<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Victim of crime, abuse or bullying.</li> <li>• Work, financial or housing problems.</li> <li>• Citizenship, asylum or immigration issues.</li> <li>• Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.</li> <li>• On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.</li> <li>• Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.</li> <li>• Educational issues, developmental or behavioural difficulties, mental ill health (see <b>Safeguarding Considerations</b> below).</li> <li>• Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.</li> </ul>	
OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies working with the Individual, etc.
PERSON WHO FIRST IDENTIFIED THE CONCERNS	

<b>Do they wish to remain anonymous?</b>	Yes / No
<b>Forename:</b>	Referrers First Name(s)
<b>Surname:</b>	Referrers Last Name
<b>Professional Role &amp; Organisation:</b>	Referrers Role / Organisation
<b>Relationship to Individual:</b>	Referrers Relationship To The Individual
<b>Contact Telephone Number:</b>	Referrers Telephone Number
<b>Email Address:</b>	Referrers Email Address
<b>PERSON MAKING THIS REFERRAL (if different from above)</b>	
<b>Forename:</b>	Referrers First Name(s)
<b>Surname:</b>	Referrers Last Name
<b>Professional Role &amp; Organisation:</b>	Referrers Role / Organisation
<b>Relationship to Individual:</b>	Referrers Relationship To The Individual
<b>Contact Telephone Number:</b>	Referrers Telephone Number
<b>Email Address:</b>	Referrers Email Address
<b>REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)</b>	
<b>Forename:</b>	Contact First Name(s)
<b>Surname:</b>	Contact Last Name
<b>Professional Role &amp; Organisation:</b>	Contact Role & Organisation
<b>Relationship to Individual:</b>	Contact Relationship to the Individual
<b>Contact Telephone Number:</b>	Contact Telephone Number
<b>Email Address:</b>	Contact Email Address

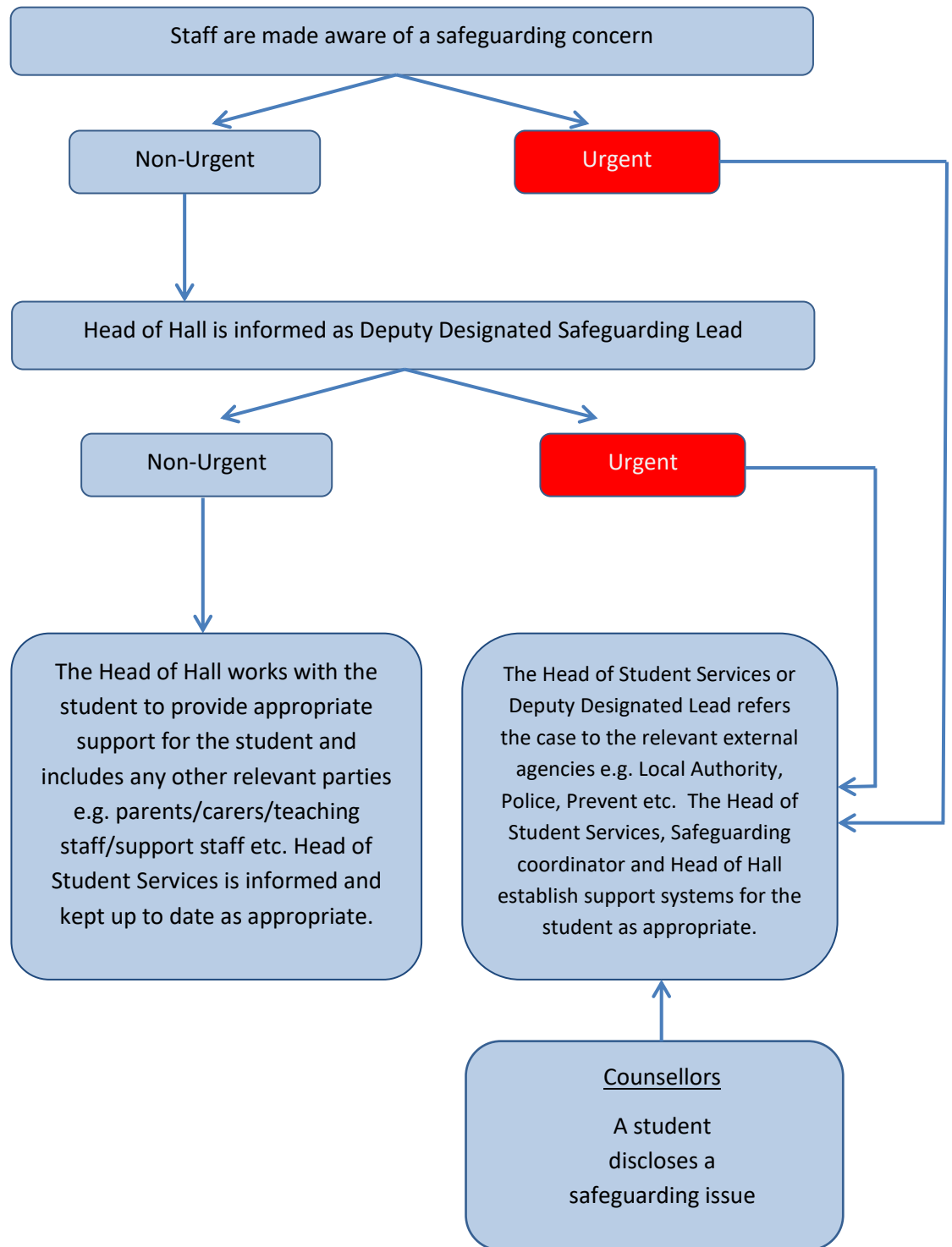
<b>RELEVANT DATES</b>	
<b>Date the concern first came to light:</b>	When were the concerns first identified?
<b>Date referral made to Prevent:</b>	Date this form was completed & sent off?

<b>SAFEGUARDING CONSIDERATIONS</b>	
<b>Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?</b>	Yes / No
Please describe, stating whether the concern has been diagnosed.	
<b>Have you discussed this Individual with your organisations Safeguarding / Prevent lead?</b>	Yes / No
What was the result of the discussion?	
<b>Have you informed the Individual that you are making this referral?</b>	Yes / No
What was the response?	
<b>Have you taken any direct action with the Individual since receiving this information?</b>	Yes / No
What was the action & the result?	
<b>Have you discussed your concerns around the Individual with any other agencies?</b>	Yes / No
What was the result of the discussion?	

<b>INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS</b>	
<b>Current Occupation &amp; Employer:</b>	Current Occupation(s) & Employer(s)
<b>Previous Occupation(s) &amp; Employer(s):</b>	Previous Occupation(s) & Employer(s)
<b>Current School / College / University:</b>	Current Educational Establishment(s)
<b>Previous School / College / University:</b>	Previous Educational Establishment(s)

<b>THANK YOU</b>	
<p>Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.          If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned</p>	

## College Wide Safeguarding Referral Structure



**If staff are unsure as to whether a concern is urgent or non-urgent, always treat the concern as urgent. In an emergency, staff should call 999. Any member of college staff can make a safeguarding referral for a student.**