



West View Primary School

PREVENT Policy

Policy approved by Local Academy Committee: May 2024

Date for Review: May 2025

Statement of Intent

West View Primary 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 Local Authority - where appropriate and as required.

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.

This policy relates to the potential radicalisation of pupils at our school. *For guidance on specific terrorist incidents, please refer to our School Emergency Management Plan (SEMP) and Lockdown Policy.*

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [Children Act 1989 \(legislation.gov.uk\)](#)
- [Education Act 1996 \(legislation.gov.uk\)](#)
- [Counter-Terrorism and Security Act 2015 \(legislation.gov.uk\)](#)
- [Childcare Act 2006 \(legislation.gov.uk\)](#)
- [Equality Act 2010 \(legislation.gov.uk\)](#)
- [Data Protection Act 2018 \(legislation.gov.uk\)](#)
- [UK GDPR Updated for Brexit | UK GDPR \(uk-gdpr.org\)](#)
- [Advice template \(publishing.service.gov.uk\)](#)
- [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK \(www.gov.uk\)](#)
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)
- [Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism \(publishing.service.gov.uk\)](#)
- [New definition of extremism \(2024\) - GOV.UK \(www.gov.uk\)](#)

This policy operates in conjunction with the following school policies:

- Data Protection
- Equality Information and Objectives
- Lockdown
- Online Safety
- Safeguarding and Child Protection
- SMSC

Definitions

For the purpose of this policy:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

1. Negate or destroy the fundamental rights and freedoms of others; or

2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. Intentionally create a permissive environment for others to achieve the results in (1) or (2).
[New definition of extremism \(2024\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/new-definition-of-extremism)

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.

Roles and Responsibilities

The Local Academy Committee will be responsible for:

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

The Headteacher will be responsible for:

- The overall implementation and management of this policy
- Ensuring that every staff member is familiar with the scope of this policy
- Ensuring that pupils are taught about Fundamental British Values through the curriculum
- Ensuring that 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

The DSL, and any deputies, will be responsible for:

- Handling any referrals to the Channel programme and supporting staff who make referrals to Channel
- Following up any referrals made to the Channel programme
- Providing advice and support to staff on protecting pupils from the risk of radicalisation
- Delivering, organising or signposting staff to training with regards to 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

All staff members will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection
- Raising any concerns with the DSL (or any deputies, in their absence)
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme
- Engaging in staff training on The Prevent Duty
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately

Safeguarding from Extremism

West View Primary 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.

We have 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. We pride ourselves on strong relationships with our local safeguarding partners and will involve them at the earliest opportunity if safeguarding issues arise.

We will encourage any pupil, parent, carer, 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/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

Visitors and speakers coming into the school will be vetted prior to them having access to pupils. All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the Headteacher or member of the Senior Leadership Team. Due diligence checks will also be carried out on those hiring and using the school premises.

West View Primary School will incorporate appropriate filtering and monitoring systems to limit pupils' exposure to online risks, including extremist content. The DSL and OneIT will work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or Prevent-related concerns.

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.

As a school, we will work with the Local Authority, 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:

- 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

Referrals made to Prevent will first be handled by Prevent Case Management, who 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. West View Primary School will ensure that information is shared, as required.

West View Primary School will cooperate with local partners involved in the Channel process. A representative from 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.

[Prevent and Channel panel factsheet \(accessible version\) - GOV.UK \(www.gov.uk\)](#)

Preventing Radicalisation

West View Primary 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.

We will ensure that Fundamental British Values are promoted regularly to encourage pupils to develop an appreciation of society. We 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. We recognise 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 children from terrorist and extremist material online, in accordance with the Online Safety Policy. In accordance with KCSIE and our Safeguarding and Child Protection Policy, pupils will be taught about the importance of staying safe online through Computing and PSHE lessons.

We 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.

We 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, we will take action proportionate to the incident or risk.

Making a Judgement

Although extremist behaviour can be presented in many forms, West View Primary School recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- Disclosure about extremist or radicalised behaviour by pupils - this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which is counter to our equality information and objectives
- Documented concerns raised by parents, carers or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil's work
- Disassociation from existing friendship groups
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise with, or support, extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence e.g. through jewellery or clothing?
- Has the pupil previously been a victim of discrimination or a religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil is:

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders

- Accessing extremist websites
- In possession of 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
- Making significant changes to their appearance and/or behaviour

Staff will be trained to be vigilant toward the push and pull factors that could make a pupil vulnerable to being drawn into extremism or radicalisation.

Staff will look out for 'push factors' including where a pupil may be feeling:

- Isolated
- That they do not belong
- That they have no purpose
- Low in self-esteem
- That their aspirations are unmet
- Angry or frustrated
- A sense of injustice
- Confused about life or the world
- Real or perceived personal grievances

In conjunction with these push factors, staff will be aware of the 'pull factors' that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings. Staff will be aware that pull factors can include where extremist or terrorist groups:

- Offer a sense of community and a support network
- Promise fulfilment or excitement
- Make the pupil feel special and part of a wider mission
- Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- Offer inaccurate answers or falsehoods to grievances
- Encourage conspiracy theories
- Promote an 'us vs. them' mentality
- Blame specific communities for grievances
- Encourage the use of hatred and violent actions to get justice
- Encourage ideas of supremacy

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 in order to ensure that all staff are able to recognise indicators of radicalisation and that they are up to date in their knowledge, skills and understanding of The Prevent Duty. Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.

Training will make use of government quality-assured training resources, which focus on the importance of following the 'Notice, Check, Share' protocol. Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area. Staff will be trained to be aware of and to identify concerning behaviour that may indicate a pupil is susceptible to radicalisation. Records will be maintained of training provided to ensure that training needs are being met and kept up to date.

Staff will be provided with regular updates, notices and emails regarding Prevent and anti-

extremism, as required.

The DSL and DDSL's 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.

We will encourage staff to engage with online government resources, including:

- [Educate Against Hate - Prevent Radicalisation & Extremism](#)
- [Prevent duty training: Learn how to support people vulnerable to radicalisation | Prevent duty training \(support-people-vulnerable-to-radicalisation.service.gov.uk\)](#)

Staff are also signposted to local safeguarding procedures: [Prevent / Channel Referral Process - Tees Safeguarding Children Partnerships' Procedures \(teescpp.org.uk\)](#) as well as training provided by the National College/National Online Safety.

Making a Referral

[Making a referral to Prevent - GOV.UK \(www.gov.uk\)](#)

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

Parents/carers will be contacted to discuss the issue, unless doing so would put the pupil at further risk of harm. A decision will be made at this point to determine whether a referral should be made to the Channel programme. In most cases, the DSL will refer the case to the Channel programme where there is a radicalisation concern, as appropriate.

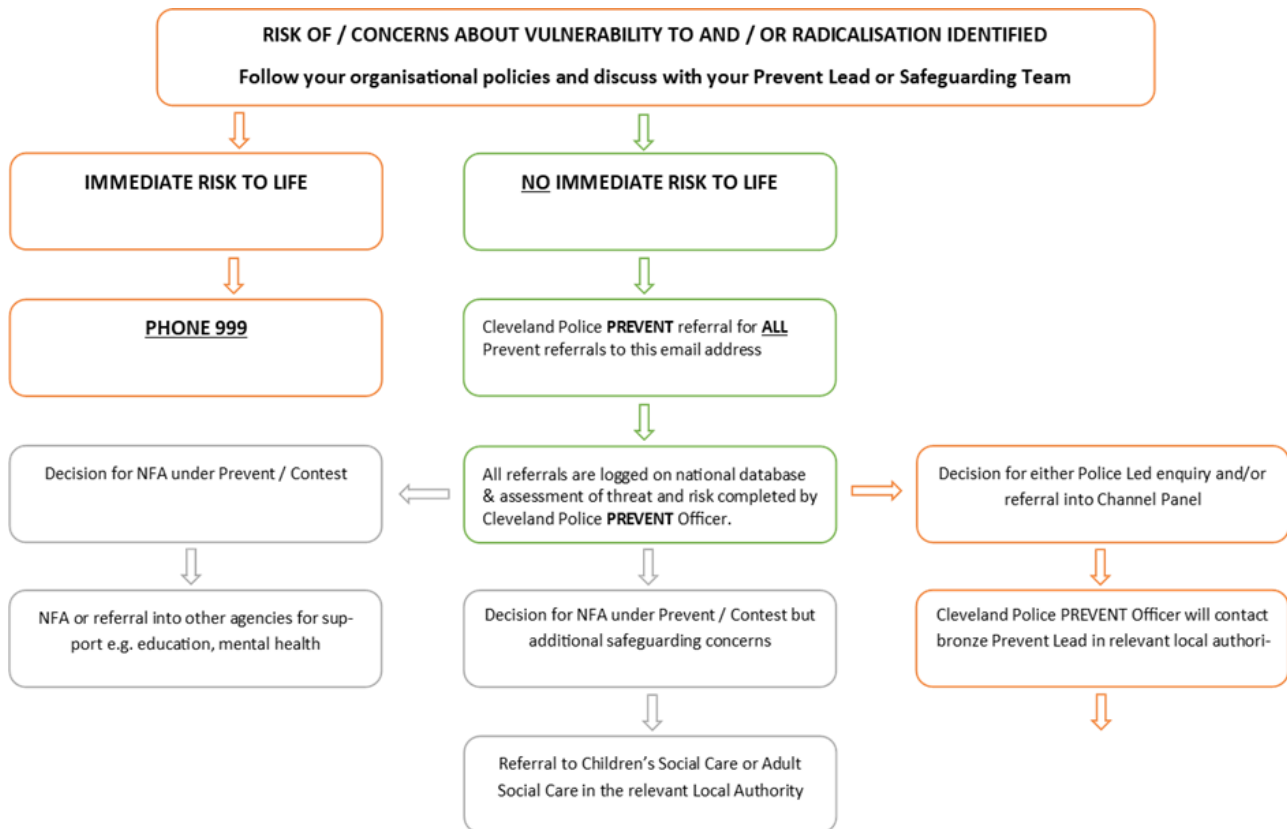
Staff members may make referrals using the Prevent national referral form if they deem it necessary - the DSL will be notified in all cases and will support staff members who do so. The referral form can be accessed here: [Prevent / Channel Referral Form - Tees Safeguarding Children Partnerships' Procedures \(teescpp.org.uk\)](#) - see *Appendix 1*.

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/carers 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. All incidents will be recorded and retained in accordance with the Data Protection Act 2018 and UK GDPR.

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.

If additional safeguarding concerns exist for a child or young person, a Safer Referral Form should be completed and sent to the relevant local authority: [Safer Referral Form - Tees Safeguarding Children Partnerships' Procedures \(teescpp.org.uk\)](#). Referrals/concerns should clearly indicate that a Prevent referral has been made to Cleveland Police Prevent Team and the Local Authority should contact the Police Prevent Team in all cases referred.



Flowchart and further information regarding the referral process for Hartlepool can be accessed here: [Prevent / Channel Referral Process - Tees Safeguarding Children Partnerships' Procedures \(teescpp.org.uk\)](https://teescpp.org.uk)

Hartlepool Local Authority Prevent Contact: Rachel Parker	Rachel.Parker@hartlepool.gov.uk Community Safety Team Leader & Prevent Coordinator	01429 523226
Cleveland Police Prevent Team	FIMUNORTH@CTPNE.POLICE.UK	01642 303397/ 01642 301330
Regional Prevent Education Co-ordinator - North East: Christopher Sybenga	christopher.sybenga@education.gov.uk	07384456640

Promoting Fundamental British Values

Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)

Through the curriculum, we 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 (SMSC) programme, we 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 develop 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

At West View Primary School, we 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 and Eco 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
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- Considering the role of extra-curricular activities in promoting Fundamental British Values

Community Links

As a school, we will engage in regular discussions with local community and religious leaders, and local law enforcement. Local Academy Committee meetings will include discussion about extremism and terrorism, where appropriate.

West View Primary School operates an open-door policy for community members to report concerns. We will, where appropriate, partake in community festivals, religious celebrations and other events, selecting a range of charities to support across the year which represent our school community, including local community groups.

West View Primary School will develop effective partnerships with local Prevent leads, the Police and the LA through multi-agency forums as well as maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.

Monitoring and Review

This policy is reviewed annually by the Headteacher who is also the Designated Safeguarding Lead. The next scheduled review date for this policy is May 2025. A review will take place sooner if there are updates to government guidance or if further information is received on how practice could be improved.

All changes to this policy will be communicated to all relevant stakeholders following approval by the Local Academy Committee.

Appendix 1 - Prevent Referral Form

REFERRAL PROCESS

By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. 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 & other case sensitivities.

Once you have completed this form, please email it to: Prevent.Contest@cleveland.pnn.police.uk

If you have any questions whilst filling in the form, please call: **01429 523226**

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS

Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	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.

Please Describe

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? 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?

Please Describe

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 but which is not mentioned here.

OTHER INFORMATION

Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..

Please Describe

REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)

Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

PERSON WHO FIRST IDENTIFIED THE CONCERNS

Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

PERSON MAKING THIS REFERRAL (if different from above)

Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address

RELEVANT DATES

Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?

SAFEGUARDING CONSIDERATIONS

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

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS

Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

THANK YOU

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.