

PREVENTING EXTREMISM AND RADICALISATION

Includes Risk Assessment, Local Authority referral form and DfE guidance

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Lead Governors (monitoring):	FULL GOVERNORS
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Safeguarding Children from Extremism & Radicalisation

PREVENT POLICY - ON THE DUTY TO COMBAT EXTREMISM AND WORK TOWARDS A CULTURALLY SENSITIVE AND RESPONSIVE SCHOOL.

"Our goal must be to empower young people to come together, with their families and the wider community, to expose violent extremists and reject cruelty and violence in whatever form it takes."

"But the fruit of the Spirit is love, joy, peace, patience, kind-heartedness, goodness, faithfulness, gentleness, and self-control." Galatians 5 v 22-23

INTRODUCTION

This document makes clear the policy and practice of Emmanuel Christian School Leicester (ECSL) in relation to safeguarding against extremism and radicalisation, and outlines a preventative strategy that will challenge extremist

ideology, support vulnerable young people and work in partnership with other organisations. It has drawn upon five key documents: DfE Prevent Duty 2015, guidance contained in DfE "Teaching approaches that help to build resilience to extremism among young people", "Learning together to be safe" by DCSF, Prevent Police and Schools Policy, Department for Education's advice to schools on good practice (Appendix A) and Keeping Children Safe in Education 2023. The policy concludes with a Risk Assessment for our setting.

The definition of radicalisation and extremism that we use as a school is taken from the above guidance:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

OUR VALUES

The School's Christian values inform the curriculum and all aspects of our work, including our attitude to extremism. The school provides a safe and happy learning environment where children are encouraged to develop self-esteem, acceptance of personal responsibility, equal value accorded to all persons, self-discipline, love and respect for others, honesty, moral courage, integrity and fellowship. There is no place for extremist views of any kind in our school, from pupils, parents, staff, volunteers or Governors. It is our belief in the redeeming love that God has for all people which gives us a foundation for tackling extremist views because 'the fruit of the Spirit is love, joy, peace, patience, kind-heartedness, goodness, faithfulness, gentleness and self-control.'

Therefore at ECSL our aim is to create a school culture where young people:

- Discover that teachers and other safe adults are accessible and relational.
- Experience being listened to as an individual about anything on a daily basis.
- Feel understood.
- Are taught by those who are prepared to enter imaginatively into their world without prejudice.
- Trust that it is safe to share honestly with teachers and mentors.
- Can explore controversial issues safely.

Through this culture of trust and acceptance, our goal is to help our young people to:

- Learn about different cultures and faiths.
- Gain an understanding of values that different cultures share.
- Appreciate the impact their views can have on others.
- Develop the knowledge and skill to be able to challenge extremist arguments.
- Become considerate, tolerant and empathetic young adults.
- Challenge negative stereotypes in themselves and others.
- Learn, listen, respect and love.

A WHOLE SCHOOL UNDERSTANDING – A STAFF / VOLUNTEER AGREEMENT

1. We understand how an extremist narrative can lead to harm and therefore will need to be challenged. We seek to model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm.
2. We understand the need to prevent harm to pupils by individuals or groups who promote violent extremism. We address such risks within the school (in particular by safe use of the internet) through assemblies, PSHE and ICT lessons.
3. We seek to identify, support, challenge and protect individuals who could be vulnerable to extremist views.
4. We aim to increase the resilience of pupils by helping them to acquire skills and knowledge to challenge extremist views and by creating an ethos that actively promotes respect for others.
5. We use teaching styles (*such as debate, Q&A, class discussions*) and curriculum opportunities (*e.g. exploration of issues in English Literature giving rise to class discussion, PSHE discussions etc*) that allow grievances to be aired and explored. We demonstrate the role of conflict resolution (*eg within PSHE, form time and in resolving disagreements between pupils*) and active citizenship.
6. We are alert to disclosures by pupils of their exposure to extremist views or materials and to pupils accessing extremist material online.

7. We are alert to pupils using extremist terms and voicing opinions drawn from extremist ideologies and narratives.
8. We are alert to intolerance of differences amongst our pupil and staff body and will actively seek to promote the celebration of difference.
9. We endeavour to challenge assumptions and narrow thinking that can lead young people to become alienated and disempowered.
10. We partner with other schools, the local authority, police and other organisations to facilitate better understanding and engagement.
11. We train our staff and volunteers using expert sources of advice on extremism and radicalisation and its safeguarding implications.
12. We work with classes, small groups or individuals to challenge negative stereotypes or prejudices, and nurture understanding and tolerance for those of different beliefs or views.

MEMBERS OF STAFF RESPONSIBLE FOR PREVENT PROCEDURES

Prevent Safeguarding Lead: Andy Harris - DSL

Prevent Governor/Trustee/Senior Manager Lead: Caroline Vickers - Link Safeguarding Governor

Training Lead: Andy Harris - DSL

Responsibility for ensuring commissioned services are complying with the Prevent Duty: Andy Harris - DSL

PROTOCOL FOR MEMBERS OF STAFF TO FULFIL THIS AGREEMENT

Members of staff and volunteers are made aware through training sessions of their fundamental responsibilities in this area. This includes:

- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

As stated in the Education Act 1996, teachers at ECSL may not promote partisan (one-sided) political views in the teaching of any subject and are required to ensure that whenever political issues are brought to the attention of pupils, a balanced presentation of the opposing views is offered. This requirement applies not only during scheduled lessons but in all school contexts.

OUR STUDENTS

We understand that young people can be exposed to extremist influences and prejudiced views from an early age, and at times they may reflect or display views that may be discriminatory, prejudiced or extremist. Any such views and language displayed by our pupils will always be challenged and, where necessary, educational or disciplinary action taken in keeping with school policy. If a pupil exhibits any discriminatory or prejudiced behaviour towards another pupil, this will be dealt with according to our anti-bullying policy.

As a school community, we commit to:

- Helping pupils to develop knowledge of religion, history, geography, citizenship, literature, a critical study of the media
- Helping them to analyse current issues of concern
- Helping pupils to develop the skills needed to evaluate effectively and discuss potentially controversial issues
- Providing safe spaces for pupils to openly discuss issues that concern them, including exploring their own identities and how these relate to the diversity of the society in which they live
- Providing opportunities for pupils to understand, meet and engage with people from different backgrounds in ways which promote the common values while appreciating diversity within communities.

Our aim is in line with that of the National Curriculum as we seek to develop children and young people who are responsible citizens, who value diversity, who are confident and caring individuals with growing self-awareness. We seek to develop successful learners with enquiring minds and who are engaging with the big issues of our world.

THE CURRICULUM AND COMBATING EXTREMISM

The role of lessons including PSHE, History and English, will be important in developing a stronger shared understanding of and respect for culture, belief and heritage across all communities, and in dealing where relevant with any extremist narratives. Opportunities to challenge myths and to discuss issues related to violent extremism may also arise in other lessons and in informal discussions in school with pupils or staff.

The school aims to:

- Deliver a balanced curriculum and pedagogy which promotes knowledge, skills and understanding; builds the resilience of pupils; explores controversial issues; is adapted to recognise local needs; challenges extremist narratives.
- Provide teaching and learning strategies which explore controversial issues in a way that promotes critical analysis, understanding and tolerance.
- Use external agencies to support learning while ensuring that their input is in line with and supports the school's goals and values
- Promote personal responsibility, an understanding of the differences between right and wrong and respect for the civil and criminal law.
- Promote an understanding of how individuals can contribute to the wellbeing of those in the locality and beyond (through Assemblies, PSHE, and other lessons including History and English)
- Build mutual respect and understanding - using open discussion and debate, a biblical restorative approach to resolution of conflict and carefully chosen educational programmes
- Encourage pupil voice and the sharing of pupils' opinions on aspects of school via the channels of School Council, Discipleship groups and general conversations/check ins with pupils.

Some examples of this type of work at ECSL include the following:

Throughout the school, staff talk about and do age appropriate activities related to the different family traditions and celebrations which are represented by the current class cohort.

Each class in Lower school celebrates difference and responds to the bible verse, 'We are fearfully and wonderfully made' Psalm 139 v 14, by carefully observing our skin, hair and eye colour. A range of different skin tone pencils and paints are made available to the children.

Pupils have been taught to recognise that terrorism takes different forms and to see beyond stereotypical representations of terrorists; they are invited to discuss the consequences of extremism. In Upper School, pupils are taught further about extremism - its causes and consequences - and engage in discussion about why and how people are radicalised. They are explicitly taught about Jesus's political strategy of non-violence in the face of injustice or attack, and explore inspirational stories about people who have put His teachings into practice even when provoked or threatened.

In middle school, pupils learn about significant people through history, from varied cultural backgrounds, who have made a significant contribution to humanity and could be considered 'heroes' or 'heroines'.

Upper School look the topic of fake news and social media, with the aim of preventing pupils from being drawn into conspiracy theories or harmful content, through development of critical thinking and discernment.

BUILDING STUDENTS' RESILIENCE TO EXTREMISM AND RADICALISATION

From DfE Prevent Duty: 'Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and,

within this, fundamental British values. Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence'

MANAGING RISK

In the event that extremist messages were to arise in ECSL, for example from Governors, staff, parents, external groups, pupils or from inappropriate use of ICT systems, those promoting such views would be subject to relevant disciplinary procedures, according to school policy. Where necessary such issues would be referred to the Local Authority and the police. Staff who became aware of such messages within school are to follow the ECSL Whistle-blowing policy.

We recognise that young people can become disillusioned with the views of their own family, and other circles of childhood influence, and therefore can potentially become vulnerable to extremist narratives, if they are exposed to such influences.

We are aware that websites and social networking sites are potential vehicles for violent extremists to promote their message and to encourage engagement. We are committed to promoting effective and responsible use of ICT and to preventing pupils from accessing illegal or inappropriate material through school ICT systems, including having appropriate monitoring systems in place. This is in accordance with our ICT and Online Safety policy.

If an adult or child comes across harmful online material promoting extremism online, this can be reported via <https://www.gov.uk/report-terrorism>

If a vulnerable pupil is identified, we will provide support, mentoring and will seek outside advice and help from other agencies, including considering referral to the Prevent pathway. School pupil support systems will assess 'vulnerability' to being radicalised by extremists in the context of a wide range of risks to pupils including, but not exclusively:

- Substance and alcohol misuse
- Crime and anti- social behaviour
- Bullying, including cyber bullying
- Sexual exploitation via the internet
- Domestic violence and a range of family tensions
- Street group or gang issues in localities
- Special Educational Needs and/or Disabilities

(Prevent Police and Schools Policy' 2013)

Other factors that we are alert to which may contribute towards vulnerability to radicalization:

- Experience of poverty, disadvantage or social exclusion
- Extremist influences
- An event or series of traumatic events: personal, global or national
- Recent religious conversion
- Change in behaviour and/or appearance as a result of new influences
- Identity confusion
- Conflict with family over religious beliefs and/or lifestyle choices/extreme political views
- Victim or witness to race or religious hate crime
- Pressure from peers associated with extremism
- Rejected by peer, faith or social group or family
- Underachievement
- May possess literature related to extreme views

These are examples of what vulnerability might look like and are not an exhaustive list.

HOW TO REFER CONCERNS - WORKING IN PARTNERSHIP

If staff have any concerns over a child or young person expressing extreme ideologies, the following steps are to be taken:

1. Refer concerns to the school safeguarding lead - DSL - using a safeguarding referral form.
2. The ECSL safeguarding team will discuss the concerns and decide upon action - such as further educational work with the child within school or, for more serious concerns, contact with the local team for Prevent.
3. Where necessary, the safeguarding lead will discuss the concerns with the Leicester City Supervisor to seek advice and guidance on actions to be taken.

This policy overlaps with other policies, including ECSL Safeguarding policy, Safer Recruitment policy, and Whistle-blowing policy.

This policy was considered and adopted by the Governors in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' 2023

Parents will be issued with a hard copy of this policy on request.

Prevent Duty Risk Assessment

School: Emmanuel Christian School Leicester

Date Completed: June 2025

Name and role of person completing this risk assessment: Andy Harris, DSL

Prevent Duty Checklist	RAG and evidence	Action required
Safeguarding:		Action Required
Does your safeguarding policy make explicit that the setting sees protection from radicalisation and extremist narratives as a safeguarding issue?	Yes	
Are the lead responsibilities for Prevent clearly identified in the Prevent policy? • Prevent Safeguarding Lead? • Prevent Governor/Trustee/Senior Manager Lead? • Training Lead? • Responsibility for ensuring commissioned services are complying with the Prevent Duty?	Yes	
The strategic lead understands the expectations and key priorities to deliver Prevent and that this is embedded within safeguarding procedures	Yes	
All staff are aware of the Prevent Duty and its objectives	Yes	
Partner agency communication channels have been developed e.g. PEO/ Police are the first port of call when outside agencies need to be consulted for making a Prevent referral?	Yes	

Are you aware of the risk and threat locally? (do the appropriate staff members have access to the local threat picture?)	Yes - via emails and news letters from police	
Training:		
Have all staff received training on Prevent? And feel confident in addressing Prevent related issues?	Yes	
Has the Designated Safeguarding Officer been trained? And feels confident in the referral process.	Yes	
Have Governors received training on Prevent?	Yes	Refresher needed
Does your staff induction training programme cover Prevent?	Yes, via the ECSL Safeguarding Policy	
Is Prevent included in the staff handbook?	No	Action required - handbook review is currently in progress
Is training renewed every two years as a minimum?	Yes	
Referrals:		
Does your safeguarding policy make explicit how Prevent concerns should be reported within the setting?	Yes	
Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported?	Yes	
Is the referral pathway clearly displayed in the staffroom, and included within staff literature?	Yes	

Is there a clear understanding of information sharing and when cases should be referred to the Prevent?	Yes -	As per flowchart
Building resilience:		
Do you have a clear policy statement about how the Prevent Strategy is addressed through the curriculum/other activities?	No	To be added into the curriculum policy
Staff are confident in providing appropriate challenge to students, parents and carers if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion	Yes	
ICT:		
Has the setting ensured internet security systems prevent access to unauthorised or extremist websites?	Yes	
Is there an acceptable user agreement for staff and students when using ICT? Are staff aware of it?	Yes	
Lettings and Visitors:		
Is there a clear vetting policy on the use of site premises and facilities by outside agencies and groups?	N/A	
Is there a clear Visitors Policy that ensures visitors are vetted and adhere to the school's values and promote community cohesion? Are open source checks conducted when booking external speakers to ensure they do not promote violent extremism?	Yes	
Have you ensured commissioned services are aware of and adhering to the Prevent Duty?		In progress

If you would like to discuss your school's safeguarding policy relating to Prevent in more detail, require

training or would like assistance with this risk assessment, please contact your Prevent Education Officer

Alisa Coull – alisa.coull@leicester.gov.uk – 0116 454 6923 or 0796 270 3743

APPENDIX A

Department for Education - The Prevent duty - Good practice for schools

1. Leadership and governance

- Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other types of harm
- Prevent implementation should be led by those who have the responsibility for putting policies and procedures in place and ensuring that they are adhered to.
- Prevent can sometimes entail the sharing of sensitive information and other bodies may expect to engage with the school leadership.

2. Training

- Individual schools are best placed to assess their training needs in the light of their assessment of the risk. However, as a minimum, schools should ensure that the Designated Safeguarding Lead undertakes face-to-face Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- It is not about the mere number of staff being trained, but about the impact of the training.

Free and tested training on Prevent is available for front-line staff (WRAP), see Departmental advice for schools and childcare providers for more information.

3. Engagement with external partners

- As with other safeguarding activity, Prevent work often involves a range of people with breadth of experience working together. Sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision. Schools should have arrangements in place which set out clearly the processes and the principles for sharing information internally and externally.
- Schools need to have effective relations with local Prevent partners, including the local authority and police.

4. Curriculum - formal and informal

- Schools can also help build pupils' resilience to radicalisation by promoting positive values – in particular, the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The formal curriculum can be used to support positive messaging and counter-narratives, for example in PSHE, history, citizenship and RE.
- The informal curriculum can also be explored, such as debating societies and other opportunities for pupils to explore issues in a safe environment.
- Staff need to be confident in managing discussions about controversial subjects and in encouraging the development of pupils' critical thinking skills.

5. Policies and practices

- There is no need to have a dedicated policy for preventing extremism and radicalisation. Schools already have relevant policies and procedures in place which can be adapted to reflect the Prevent duty, e.g. on safeguarding and child protection, visitors/speakers, external visits, IT, bookings & lettings and so on.

6. Referral pathways

- It is important that the school responds effectively to the identification of a concern and the subsequent actions taken. For this, all staff – including support staff - should know who they should talk to if they identify a concern.

Senior leadership should also know how to refer and share information, using the usual safeguarding procedures and involving the relevant stakeholders such as the Local Authority and Police as appropriate.

Note: This document complements the [Prevent duty guidance](#) as well as the [Departmental advice](#) for schools and childcare providers on the Prevent duty. Also see the Department's statutory guidance [Keeping children safe in education](#) as well as [Working Together](#).

APPENDIX B

PREVENT REFERRAL FORM

REFERRAL PROCESS

By sending this form you are consenting for it to arrive with both your dedicated Local Authority safeguarding team & the Prevent policing team for assessment.

Wherever possible we aim to give you feedback on your referral, however, please be aware, that this is not always possible due to data-protection & other case sensitivities.

Once completed please email this form to:

alisa.coull@leicester.gov.uk (adult concerns)

or

alisa.coull@leicester.gov.uk (child concerns)

As well as a form to alert Leicestershire police. This can be found by following this link:

<https://www.leics.police.uk/advice/advice-and-information/t/prevent/prevent/beta/prevent-team-referral/>

Level 1 - Child's needs are met through access to universal services

Just Submit the Prevent form.

Level 2 - Child has additional, or emerging, needs which may require support. Consider an Early Help Assessment.

The Referrer will need to state on the Prevent form what they believe these needs are in "Safeguarding considerations" section. (Consider an EHA).

Submit the Prevent form.

Level 3 - Child has complex or multiple needs which require targeted support. Initiate an Early Help Assessment EHA.

You must Submit EHA and a Prevent form.

Level 4 - Child with significant welfare concerns. Social work led specialist Intervention (Child in Need S17) (Child Protection S47) Multi Agency Referral Form (MARF) is required.

You must Submit MARF and a Prevent form

If you have any queries with regards to completing this form, call: 111 Ext. 6770 (Leicestershire Police Prevent Team)

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 <i>any</i> 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	

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
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
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.

