Prevent Policy

GATESHEAD COLLEGE
EDUCATION WITH EMPLOYMENT EDGE

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Monitor Changes

Version Level	Details of Change	Date
01	New Policy	11.05.2015
02	Updated to include requirements of the Prevent Duty Guidance: for further education institutions in England and Wales	20.06.2016
03	Included reference to Section 26 of The Counter Terrorism and Security Act 2015. Extended the list of vulnerable persons to include young people. Extended the types of extremist views to include homophobic. Added to the list of safeguarding responsibilities staff will be alert to include: Anti-Christian/Jewish/Muslim	19.06.2017
04	Updated descriptions of College values. Added the name of the Local Authority Prevent Strategy & Implementation Group and removed previous group name. Changed title of Designated Safeguarding Manager to Designated Safeguarding Lead. Updated contact details in the Referral and Intervention Process section.	19.06.2018
05	Added hyperlinks for access to the 'Prevent Duty Guidance for Further Education institutions in England and Wales', and the 'Work based learners and the Prevent statutory duty'. Added telephone number for the Anti-Terrorism Hotline.	10.06.19
06	Referenced that concerns raised under this policy will be addressed as Prevent/Safeguarding concerns and not a disciplinary concern. Changed reference from Local Safeguarding Children's Board to Gateshead	15.05.20

	Safeguarding Children Partnership. Updated links to Prevent Duty Guidance for England and Wales, Prevent guidance for FE, and WBL. Highlighted working with learners to understand the local context. Added a reference to guest speakers being accompanied by College staff during visits to college and when they are engaging with learners. Added a reference to County Lines as a danger young people face. Removed outdated Northumbria Police Prevent Team email address.	
07	Reviewed by college solicitors and updated to incorporate heightened risks due to COVID 19 and to reflect current legislation and guidance.	21.09.21

Key search words for this document
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This front page is for monitoring and dissemination purposes only.
It does not form part of this Policy document.

Prevent Policy

Approved by The Board of Governors on: 13/10/2021

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1. Introduction

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children and young people to involve them in extremist activity.

Since 2011, when the Government published the *Prevent* Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. This has been illustrated by a number of high-profile cases across the UK where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, homophobic, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Gateshead College values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Gateshead College recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

This guidance policy is designed to provide a clear framework for staff with which to respond to safeguarding concerns for those students who may be vulnerable to the messages of extremism. The college has an internal safeguarding referral process whereby staff can flag up any concerns they have around radicalisation and/or extremism. Any member of staff at Gateshead College who have any concerns regarding the issues identified within this guidance policy should report those concerns immediately and no later than the end of the working day to the Designated Safeguarding Lead Officer, a Deputy Safeguarding Lead or a member of the Executive Team. This concern will be logged and a timeline started. Where appropriate the Police and Social Services will be contacted. It is important to recognise that any concerns regarding a learner being at risk of radicalisation and/or extremism will be managed as a Prevent/Safeguarding matter rather than a disciplinary concern.

2. Definition

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

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. *HM Prevent Duty Guidance.*

3. National Guidance and Strategies

Gateshead College has a statutory duty under Section 26 (1) of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". The purpose of this policy is to clearly set out how the College can effectively meet this duty. The *Prevent* Strategy is part of the Government's overall counter-terrorism strategy, known as CONTEST.

The strategy is made up of the four elements:

- **Protect** – strengthening our borders, infrastructure, buildings and public spaces from an attack;

- **Prepare** – where an attack cannot be stopped, to reduce its impact by ensuring we can respond effectively;
- **Pursue** – to disrupt or stop terrorist attacks; and
- **Prevent** - which aims to stop people becoming terrorists or supporting terrorism.

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

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

CHANNEL is a key element of the "*Prevent*" strategy and is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism;
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

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

4. Heightened risks due to COVID 19

Gateshead College recognise the heightened risks that become apparent due to the outbreak of COVID and the increased reliance of home working and home study. Guidance is issued via the educate against hate website: https://educateagainsthate.com/resources/covid-19-prevent-guidance-for-schools-and-further-education-providers/ and is grouped into:

• '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.

The pandemic highlighted how this material exchange may be transferred during lockdowns/isolation.

- 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.

5. Equality and Diversity

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

There is no place for extremist views of any kind at Gateshead College, whether from internal sources – students, apprentices, staff or governors, or external sources - community, external agencies or individuals. It is imperative that our learners see our college as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our staff encourage and facilitate this. As a college we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our learners.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this; equipping people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at Gateshead College we will provide broad and balanced study programmes, delivered by skilled professionals, so that our learners are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times learners may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners, staff, visitors or partners will always be challenged and where appropriate dealt with using the relevant disciplinary procedure.

As part of wider safeguarding responsibilities college staff will be alert to:

- Disclosures by learners of their exposure to the extremist actions, views or materials of others outside of college, such as in their homes or community groups, especially where learners have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Learners accessing extremist material online, including through social networking sites. The college uses web filtering software as a means of restricting access to harmful content for those staff and learners who access web content via the college network
- Parental reports of changes in behaviour, friendships or actions and requests for assistance
- Local schools/colleges, Local Authority services, and Police reports of issues affecting pupils/learners in other education settings
- Learners voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude, or incite violence against specific groups
- Intolerance of difference, including, but not exclusive to, groups with 'protected characteristics (age, gender and gender identity, race, disability, sexual orientation, religion and belief)
- Attempts to impose extremist views or practices on others
- Anti-Western, Anti-British or Anti-Christian/Jewish/Muslim views

At Gateshead College, we will ensure that all of our teaching approaches help our learners build resilience to extremism and give a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are

skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific incidents and occurrences to ensure delivery remains relevant to the current issues of extremism and radicalisation.

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

We will also work with our learners and local partners in our efforts to ensure our college understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our learner's experiences and horizons. We will help support learners who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences or is demonstrating signs of becoming radicalised we will ensure that the student is offered support. Additionally, in appropriate instances our college will seek external support from Northumbria Police and/or local partnership structures working to prevent extremism. We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will encourage students to respect one another and to respect and tolerate difference.

6. Use of External Agencies and Speakers

At Gateshead 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. Such vetting is to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to, the college's values. Our college will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students support fundamental British Values
- Any messages communicated to students are consistent with the values of the college and do not marginalise any communities, groups or individuals
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of students

We recognise, however, that the values of our college encourage students to explore and understand opposing views and ideologies, and to be able to actively engage with them in informed debate, and the role of external agencies or speakers in facilitating and supporting this. By delivering broad and balanced study programmes, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate and also to help students develop the critical thinking skills needed to engage in informed debate. Guest speakers will be accompanied by College staff during discussions with learners.

7. Partnership working

Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-operation, in particular with local Prevent co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships.

All children and young people's partnerships should have an agreed process in place for safeguarding vulnerable individuals including children's, transition and adult's services. Gateshead

Children Safeguarding Partnership and local authorities should ensure they are informed of the particular risks in their area.

Within Gateshead, the Referral and Assessment Team will assess referrals and the Community Safety Team has responsibility for co-ordinating a response to a prevent referral. The Community Safety Team will work alongside other representatives from local authority staff, police and other local partners including the college. Internally, the college has an established a Prevent group to action the requirements of the Prevent duty guidance. The "Channel" process is established in Gateshead, which consists of a referral process and processes for responding to identified risk and need, and in and providing appropriate support. For more detail see "Channel: Protecting Vulnerable People from being drawn into terrorism;
Statutory guidance for Channel panel members and partners of local panels

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf

Channel referrals should therefore be prioritised by the local authority and other statutory partners in all of their work to safeguard vulnerable individuals. Channel should be considered alongside other early intervention measures such as work undertaken to support and divert young people from anti-social behaviour, gangs or drugs including County Lines activity.

Awareness of *Prevent* and an understanding of the risks it is intended to address are both vital. College staff can help to identify, and where appropriate make referrals to the relevant agencies, students whose behaviour suggests that they are being drawn into terrorism or extremism. College staff can help to protect children from extremist and violent views in the same ways that they help to safeguard children and young people from drugs and County Lines activity, gang violence or alcohol. Work on Prevent needs to be seen in this context. The purpose must be to protect children and young people from harm and to ensure that they are taught in a way that is consistent with the law and British values.

Detailed information describing the responsibilities of Further Education institutions are described in the Prevent Duty Guidance: for Further education institutions in England and Wales, issued in July 2015 and updated April 2021: https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales

An additional advice document 'Work based learners and the Prevent statutory duty – Guidance for providers' was published in October 2018 and updated May 2021. This guidance focusses on arrangements whereby providers undertake responsibility for learners in a work-based learning environment but much of the good practice and recommendations identified are transferable to other learner placements and off site learning: https://www.gov.uk/government/publications/work-based-learners-and-the-prevent-statutory-duty

8. Staff Training

The college is required to demonstrate that it has undertaken appropriate training and development for the principal, governing body, leaders and staff. This will enable teachers and others supporting delivery of the curriculum to use opportunities in learning to educate and challenge. It will also allow our leaders and teachers to exemplify British values in their management, teaching and through general behaviours, including through opportunities in the curriculum. The college will encourage students to respect other people with particular regard to the protected characteristics set out in The Equality Act 2010.

It is expected that all members of staff will have an understanding of the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorist activity. The British Government define extremism as "vocal or active opposition to fundamental British values, including democracy, the rule of law,

individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas."

Staff will have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response. This will include an understanding of when the Designated Safeguarding Lead Officer or a deputy would make a referral to the Channel programme and where to get additional advice and support.

9. Information Sharing

The college will operate robust procedures both internally and externally for sharing information about vulnerable individuals.

10. Welfare and Support

The college has a clear role to play in the welfare of our learners. Sufficient pastoral care and support is made available to all learners through centrally managed learner support services. The college has published clear guidelines for the use of the designated quiet room facility and other rooms across the estate which may be adapted for similar purposes. These guidelines outline the structures in place for managing the quiet room and mechanisms for managing any issues arising from the use of the facilities.

11. IT policies

The college operates a policy relating to the use of IT and contain specific reference to the *Prevent* duty. The college operates a means of restricting access to harmful content, and including as part of the overall strategy to prevent people from being drawn into terrorism. The Designated Lead Safeguarding Manager, deputy, and the IT Services Manager are alerted when a learner or staff member attempt to access websites are restricted or contain inappropriate materials.

12. Monitoring and enforcement

Ofsted inspects publicly funded further education and skills providers in England under the Common Inspection Framework. This inspection is risk-based and the frequency with which providers are inspected depends on this risk. Safeguarding is inspected as part of leadership and management judgement.

Where Ofsted finds a publicly-funded further education institution inadequate, intervention action would be taken. In the case of further education institutions this would result in the Further Education Commissioner making an immediate assessment. This could lead to governance and leadership change, restructuring or even dissolution under the Secretary of State's reserve powers. Under the Further and Higher Education Act 1992 Act, and following intervention action, it would also be possible for the Secretary of State to issue a direction as the ultimate sanction.

13. Understanding and Recognising Risks and Vulnerabilities of Radicalisation

Principles

A child is defined in the Children Acts 1989 and 2004 as anyone who has not yet reached their 18th birthday. Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm. Children and young people are vulnerable to exposure to, or

involvement with, groups or individuals who advocate violence as a means to a political or ideological end.

Examples of extremist causes that have used violence to achieve their ends include animal rights activism, the far right, environmental terrorism and international terrorist organisations such as Al Qa'ida, and ISIS.

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

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

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

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

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

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

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

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; immigration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

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

Experiences, Behaviours and Influences

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

Travel

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

Social Factors

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

More critical risk factors could include:-

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

14. Referral and intervention process

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

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

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

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

However, it should be recognised that concerns of this nature in relation to violent extremism are most likely to require a police investigation (as part of Channel) in the first instance. The Designated Safeguarding Lead will make a referral raising the concern to Northumbria Police Prevent Team by phoning **101** ext. **63854** or call the Anti-Terrorism Hotline on **0800789321.**

The multi-agency assessment will involve the police in the making of decisions about the appropriate response. All cases at this level will be reported to the Gateshead Council Referral and Assessment Team or equivalent in other local authorities.

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

Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations.

Northumbria Police will carry out an initial assessment and, if appropriate, set up a multi-agency meeting to agree actions for supporting the individual. If it is deemed that no there are no concerns about radicalisation, support will be arranged for the individual through other means such as through children's social care or another organisation.

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

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

- Identify vulnerable individuals at risk of being drawn in to violent extremism;
- Assess the nature and extent of that risk;
- Develop the most appropriate support for the individuals concerned.

Following a referral to Northumbria Police, they will work with the *Prevent* Team in Special Branch and Gateshead Council to determine the most appropriate course of action.

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

All *Prevent* referrals will be processed via Northumbria Police. Referrals can be made directly to Northumbria Police or using existing safeguarding alert procedures.

Following initial investigation it could be that no further action is required, or it may be necessary for the police to pursue action. For all types of response, a clear plan must be developed and

documented to set out how the needs of the child/young person will be met, and who will have responsibility for doing this.

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

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

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

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

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

Useful Contacts

Designated Safeguarding Lead Officer
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Deputy Safeguarding Officer
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Tel: 0191 490 2211
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Student Health and Wellbeing Co-ordinator
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