

Understanding Prevent

Guidance for Schools



Walsall Council

PROUD OF OUR PAST OUR PRESENT AND FOR OUR FUTURE

‘Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm’

Home Office –
The Prevent Strategy

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Overview of Prevent

The Prevent Duty

From the 1st July 2015 the Counter Terrorism and Security Act places a new statutory duty on schools, LAs and other specified authorities and institutions, to prevent people being drawn into terrorism and extremism.

Since 2012, it has been required by law for teachers “not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.”

The updated Ofsted inspection framework published in January 2013 sets out expectations on preventing extremism. It directs inspectors to examine a school’s response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the school in preventing extremism. The Government has said that it intends to strengthen these provisions in the near future.

The Prevent strategy is nothing new though and has existed in various form since 2007.

Teacher training has always highlighted the vital role teachers have in ensuring the safety and well-being of the students in their care; and adhering to the statutory requirements is no different from adhering to the normal safeguarding procedures.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation or gang membership. Therefore, we approach the Prevent strategy in the same manner we would child sexual exploitation or gang membership: If a member of staff is concerned about the safety of a student they should inform the safeguarding lead in the school. They should also talk to the family and other professionals working with the young person about the concerns and get their views (unless the family is implicated in potential extremism, in which case you would contact MASH).

The Prevent Duty is concerned with all forms of grooming that could lead to violent extremism. At the moment, the biggest threats come from Islamist and far right groups but there have also been referrals linked to black supremacism and animal rights extremism.

Prevent is not about trying to silence strong voices or opinion. Instead it is concerned with preventing the translation of strongly held views into deliberate violence against others.

We all appreciate and value freedom of speech, but there are limits. For example, it is illegal to incite racial or religious hatred. It is this kind of narrative or ‘hate speech’ that Prevent attempts to counter.

Key Terms

The Prevent Duty requires schools to try to prevent people being drawn into extremism and terrorism. So what do these terms actually mean?

What is extremism?

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

Source: Counter Extremism Strategy – October 2015

What is terrorism?

Terrorism is defined as action designed to influence the government, intimidate the public, and done for the purpose of advancing a political, religious or ideological cause, that endangers or causes serious violence or harm to people, property, or seriously disrupts or interferes with an electronic system.

Source: Terrorism Act – 2000

It is important to note that the Prevent Duty should not limit conversations about these things taking place in the classroom. In fact, effective implementation of the duty should enable discussions about these issues to flourish. By providing a safe space for students to discuss controversial issues, teachers can help them build the resilience and critical thinking skills they need to challenge extremist arguments and see them for what they are: simplistic narratives that don't stand up to close scrutiny.

Myth-busting

Many people are confused about what the Prevent Duty actually requires schools and teachers to do. Some teachers have expressed concerns that they have to ‘spot the signs of non-violent extremism’.

Prevent does not say that teachers are required to spot signs of extremism. Instead the Prevent Duty acknowledges that, after close family and friends, it’s likely that school staff would be in the best position to notice if a child was behaving in manner which implied something was troubling or upsetting them. There is no definite checklist of behaviours or warning signs, just as there isn’t for other child protection issues. Children behave in any number of differing ways when something has a profound effect upon them. Think about a young person you know and how they reacted to a difficult family breakup, or bereavement then compare their reactions to someone else who has also been through this ordeal. People often respond differently. What the Prevent Duty acknowledges, is that teachers, as a part of their daily routine, will try to ensure children in their care are kept safe from harm and that teachers are well placed to spot signs of physical and emotional trauma/harm.

If a teacher notices some significant change in the behaviour or temperament of a student, they should do what they always do i.e. ask the student if everything is alright. If, during the conversation something is disclosed which makes them worry for the safety of the student, then the teacher should do exactly what they would in any other situation - speak to the Designated Safeguarding Lead in the school and explain their concerns.

This should be viewed in the same way that teachers have dealt with issues regarding sexual exploitation and abuse for years.

Teachers are required, and encouraged, to talk about and educate students on the issues concerning sexual relationships, including around grooming, consent and the law. However, if a student discloses something during these discussions which makes the teacher concerned that the child is being exploited, the teacher has a legal duty to pass it onto the child protection/safeguarding lead in the school. This is exactly the same procedure for issues around extremism. An educator’s first priority should always be to ensure the safety and well-being of students in their care.

Effective Prevent work in schools should encourage discussion in the classroom about controversial issues and students should feel that it is a safe space to discuss things that concern them. Teachers should feel confident about referring on when they feel a child is at risk.

Prevent is not about identifying or labelling students; it’s about supporting all students and ensuring their safety.



Good Practice

As stated, effective implementation of the Prevent Duty should encourage open and healthy debate about controversial issues in schools. This does not mean that all members of staff are suddenly expected to become experts on issues regarding far right, Islamist or animal rights extremism.

Instead, best practice would see schools identifying which members of staff would be most at ease talking about these issues with students should questions arise in the classroom. They might be Citizenship or RE teachers, or even just members of staff who have an interest in these topics. Students and staff members would then know who to turn to should some difficult questions arise.

For example, it is perfectly acceptable for a teacher to say to a student who has asked a question about an extremist group 'That's a really interesting question, but unfortunately it's not something I know a huge amount about. I know Miss/Mr is interested in this topic. I'll get them to come and speak to you about it, and if it's ok I'd like to sit in as I'd like to find out more about it myself.'

By getting the other member of staff to speak to the child, it ensures the conversation takes place. By asking to be part of that conversation it demonstrates to the child that you are interested in their views (they probably approached you because they feel more comfortable talking to you than anyone else).

It's essential that members of staff know where they can turn to get additional support. If you feel you want even more specialist discussions, then contact the Local Authority (see Contacts at the back of this booklet).

The most crucial thing is that discussions and questions about issues regarding extremism/terrorism are not shut down. If the young person doesn't feel they will be listened to and taken seriously or if they feel that they can't talk about this with an adult they can trust, then where might they turn for information?

These headlines highlight the dangers if young people feel they can't talk to an adult about controversial issues. They might seek explanations from the internet and, unless they are competent users who are able to critically evaluate source material and its authenticity, they could be exposed to hateful, simplistic narratives.

This screenshot shows a web browser displaying an article on The Telegraph website. The article title is "Muslim women: Forget radicalisation in mosques - 'Sheikh Google' is the real threat to young Muslims". The sub-headline reads: "As British Muslim women speak up against the so-called Islamic State, Radhika Sanghani learns that their biggest concern is their children being radicalised online". The article is dated Wednesday 21 January 2015. The page features a navigation menu with categories like Home, Video, News, World, Sport, Finance, Comment, Culture, Travel, Life, Women, Fashion, Luxury, Tech, and Cars. Below the navigation, there are social media sharing options for Facebook (501), Twitter (108), Pinterest (0), LinkedIn (1), and Email. A large image of a woman's eyes through a black niqab is the main visual. To the right, there is a "Latest Videos" section with several video thumbnails and titles, such as "CCTV: Thieves steal trophies from Red bull Formula 1" and "Watch: Obama's amazing comeback at Republicans". The browser's address bar shows the URL: http://www.telegraph.co.uk/women/womens-life/11120869/Muslim-women-Forget-radicalisation-in-mosques-Sheikh-Google. The Windows taskbar at the bottom shows the Start button, several application icons, and the system tray with the date 13:11 21/01/2015.

This screenshot shows a web browser displaying a news article on leaderlive.co.uk. The article title is "Calls for government to act on online radicalisation in light of Mold machete attack". The sub-headline reads: "Published date: 02 November 2016 | Published by: Owen Evans". The article text states: "The government has been urged to focus on far-right radicalisation in light of a machete attack in Mold." It mentions that Delyn MP David Hanson urged security minister Ben Wallace to focus on the issue during a House of Commons debate on online radicalisation. It also notes that it comes just over a year after Mold man Zack Davies was jailed for life for attempting to behead Dr Sarandev Bhambra in the town's Tesco store in January 2015. A portrait of David Hanson is included. The article concludes with a quote from Mr Hanson: "Some 12 months ago, Zack Davies was sentenced to life imprisonment following his attempt to behead an Asian citizen in a random attack in a Tesco supermarket in Mold, in my constituency. 'He was radicalised on the internet by neo-Nazi and Hitler-worshipping material." The browser's address bar shows the URL: www.leaderlive.co.uk/news/168610/calls-for-government-to-act-on-online-radicalisation-in-light-of-mold-machete-attack.aspx. The page includes a map of the Mold area and several advertisements on the right side, such as "GHP Legal", "Mr P F Hughes", "The Chester Race Company Ltd", and "Jackson Car Distmantlers Limited". The Windows taskbar at the bottom shows the Start button, application icons, and the system tray with the date 06:57 03/11/2016.

Who is vulnerable?

In Walsall, we take the view that anyone can become vulnerable to extremist narratives.

There is often a huge discrepancy between what parents and teachers consider to be typical extremist propaganda and what it is that young people might actually be exposed to. Below are two examples of materials put on the internet by extremist groups.



The first is a post by the far-right political party Britain First. They use popular campaigns like this to try to expand their influence. This is despite the British Legion, which runs the Poppy Appeal, saying publicly that it does not authorise the use of the poppy for “political or partisan use”.

When people see the poppy, they share it without knowing that the image was put up by a group that is not associated with the campaign. It is “click-bait”. This means it’s a social media post that is designed to get as many ‘likes’ and ‘shares’ as possible. Most of their posts have no mention of their political views, instead they are deliberately chosen to appeal to as many people as possible. Once someone has liked or shared a post like this it then means that whenever the group posts another item on social media it will automatically reach those people.

Their posts will, then, become more aggressive in tone, and often become Islamophobic.

The second post is from Daesh (also known as ISIS, ISIL or IS). Most people assume that Daesh propaganda is aimed at inciting ultra-violence when, in fact, it posts more about ‘state building’ and its ‘charity work’ than it does about violence.

If a young person finds propaganda online, much of what they see will appeal to them because it echoes their views on a range of issues and makes them believe they are supporting groups that are doing good and supporting the oppressed.

In short, even intelligent, compassionate and charitable young people can be vulnerable to extremist narratives. If a young person sees posts that talk about the virtues of these groups, if they don’t know how to evaluate critically such sources of information and they don’t think they can talk to a trusted adult about the views being expressed, they can easily be led into thinking that such groups are virtuous.

Who is vulnerable?

The following headlines and pictures show that people from very different backgrounds can be drawn into extremist narratives.

Profile: Roshonara Choudhry

A gifted student from a humble background who came to attempt the assassination of British MP Stephen Timmins



Artwork of Roshonara Choudhry, sitting in the dock at Old Bailey trial. Photograph: Julie Queney/Central News

Until 14 May, when she became the first British person inspired by al-Qaida to try to assassinate a prominent figure on UK soil, Roshonara Choudhry was everything a society could want a citizen to be.

She was studying English and communications at King's College, London, and in her first two years had been a prize-winning student predicted to get a first. Choudhry was also a gifted linguist who was fluent in Arabic, French and her parents' mother tongue of Bengali.

On weekends she volunteered for an east London Islamic school, helping Muslim pupils to overcome educational disadvantages they faced in the UK. It is believed she wanted to become a teacher, helping to bring the best out of the young people in her charge.

schoolgirls feared to have fled to Syria

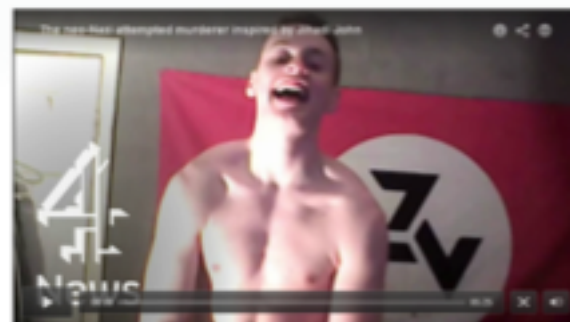
Counter-terrorism police open international search for three girls who left their homes in east London last week and caught a flight to Turkey



National Action's Zack Davies guilty of attempted murder

Tweet [@nationalaction](#) · Jan 12, 2019

A young neo-Nazi extremist who was radicalised online is found guilty of attempted murder at a court in North Wales. Zack Davies tried to decapitate a man because he was Asian.



Zack Davies posted an image of himself in a hallway with a large knife and the flag of the far-right group National Action hours before he carried out his violent racist attack.

Debbie Vincent: Former soldier turned animal rights extremist jailed for six years

A woman who helped organise a campaign of blackmail based on the harassment and intimidation of medical researchers has been sentenced to six years in prison

[f](#) [t](#) [r](#) [in](#) [v](#) [e](#) [e](#)



Debbie Vincent was jailed for her part in plotting a campaign of blackmail against one of Europe's largest medical testing laboratories. Photo: Simon Lewis

By Patrick Sawyer
1 09PM GMT 17 Apr 2014
[Follow](#) 1,000 followers

Comment

A former soldier who became a leading animal rights extremist was jailed for six years on Thursday for her part in plotting a 10-year campaign of blackmail against one of Europe's largest medical testing laboratories.

Debbie Vincent, 52, organised a campaign of threats and intimidation against staff and executives linked to the Cambridge-based firm, Huntington Life Sciences (HLS).

None of these profiles match the stereotype of a young person vulnerable to radicalisation.

Universal Provision

Because identifying those at risk is so difficult, we take the view that there should be universal provision for young people to help prevent them being drawn into radicalisation.

Children today have open and unrestricted access to extensive information so we need to teach skills of critical thinking, discrimination and questioning the validity of sources.

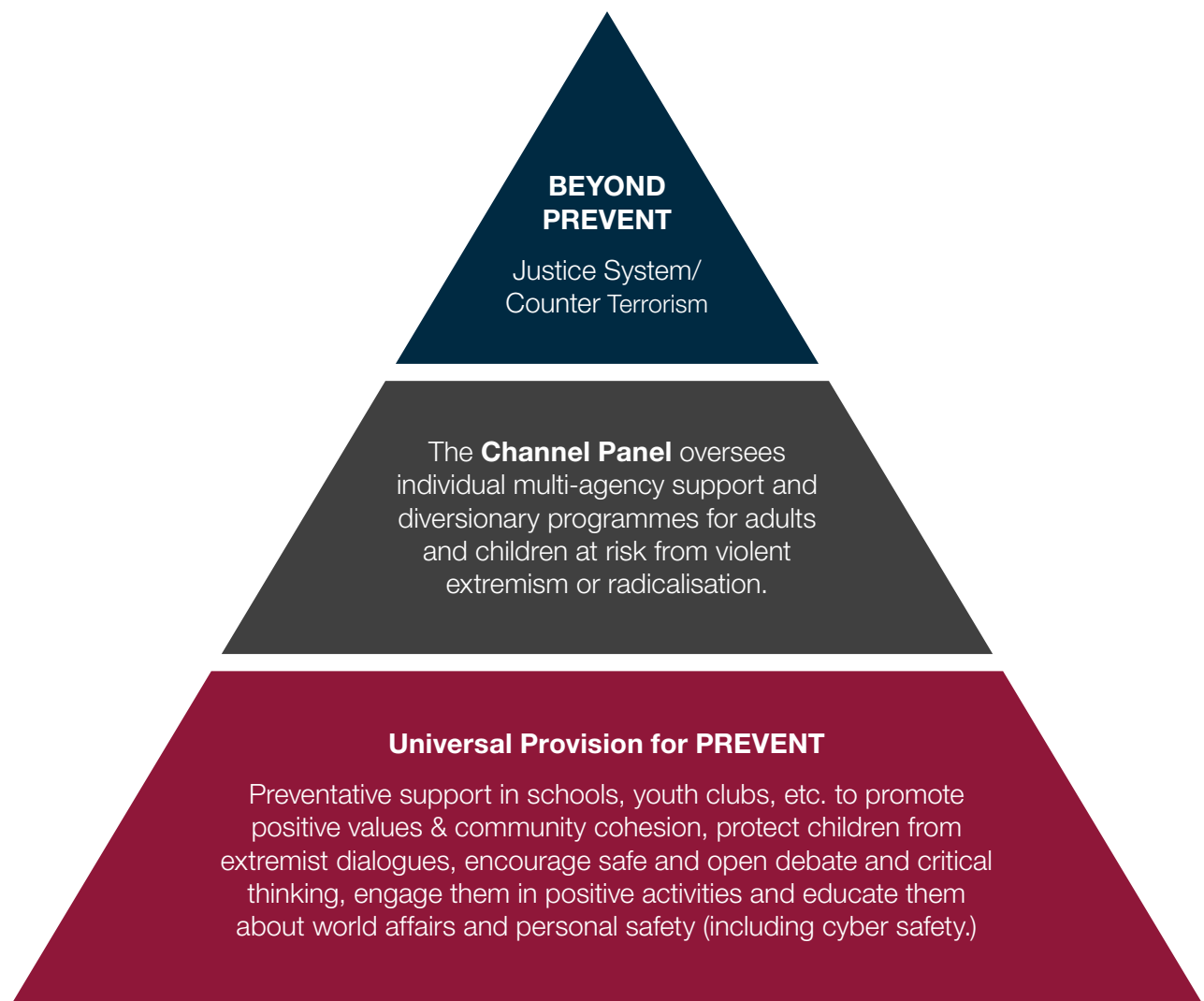
We need to ensure that they know they have a voice; that they can have differing beliefs and views to others, that they are valued members of society who can make an impact on society and bring about change for the better.

We also need to ensure that there is transparency regarding Prevent. We need to ensure that parents, teachers and students are all given the same information and know how to request support should they have concerns about someone getting drawn into extremist narratives.

A lot of good work will already take place in your school regarding this.

The diagram below shows that most Prevent work happens in the Universal Provision tier. For example, if schools have debate clubs, good SMSC and RE, safe spaces for debate, mentors, school councils, good ICT e-safety classes etc. they can demonstrate that all children are listened to, valued and given the opportunity to become critical thinkers who will be resilient to extremist narratives.

Prevent Triangle of Intervention



Referral Pathways

As stated, all educational professionals are now required by law to refer any concern they have regarding young people being drawn into violent extremism.

If at any stage you are concerned that a child is at immediate risk of harm you should contact MASH on 0300 5552866.

If at any stage you are concerned that there is a threat of violence to an individual or a threat to public safety, then you should contact the police.

At all other times the normal procedures should be followed. These are detailed over the following pages. But for school staff, the main message is inform the School Designated Officer for Safeguarding of your concern. They will use their expertise and experience to decide if it needs to be referred further.

Vulnerable children can sometimes be drawn into a range of risky or extreme situations which may include drug or alcohol abuse, offending, exploitation by others or becoming victims or perpetrators of violent behaviour. Often we have no way of knowing what risks they may be vulnerable to or could come across, so it is important we deal with their needs holistically to protect them, make them more resilient and provide them with skills and positive avenues of support to enable them to deal with these hazards and resist negative influences.

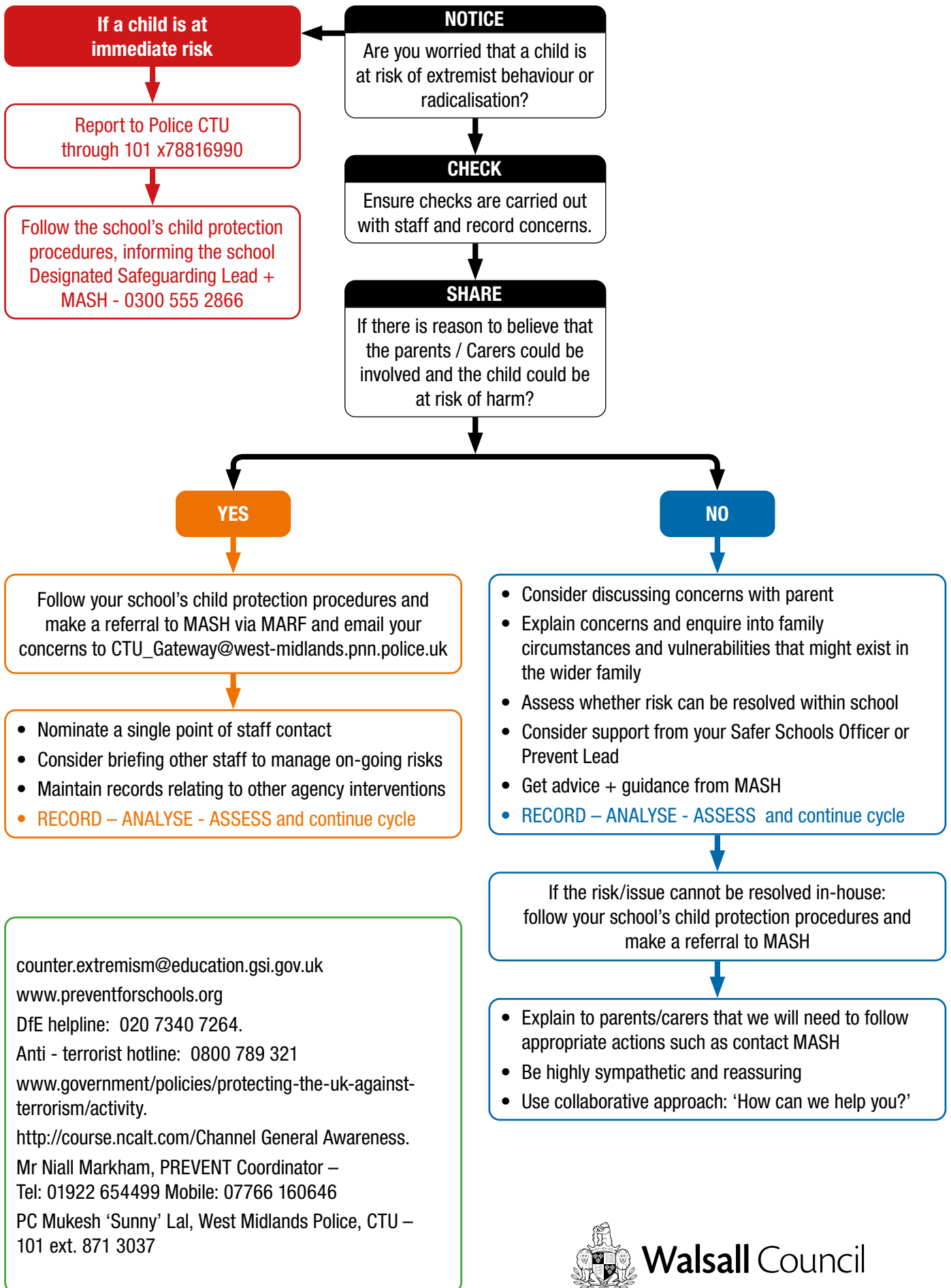
Concerns about an individual child or group of children becoming violent, or being drawn into violent extremism, or being vulnerable to this in future, should be treated initially using the same procedures we use for all vulnerable children. Sometimes the support we provide for them may be similar to that provided for other vulnerable children and sometimes more specifically focussed interventions may be appropriate.

If you are concerned that a child/young person may be at risk of being drawn towards violence or violent extremism in future:

1. Talk to the family and other professionals working with the child/young person about your concerns and get their views.
2. Seek consent to from the parents to complete a MARF. This will get a holistic perspective on the situation and determine if there are additional needs and, if so, how these could be met.
3. Refer to the **Multi-Agency Safeguarding Hub (MASH)** using **the MARF Form** (Example form on pages 24-28).

If you have evidence or reason to believe a child or young person may already be engaged in or drawn towards violence or violent extremism or in contact with others who engage in or promote violence, refer to MASH immediately by completing a MARF.

In considering such cases, the Channel Panel discussion will include representatives from the Metropolitan Police Prevent team and Children's Social Care who will contribute advice and guidance.



counter.extremism@education.gsi.gov.uk
 www.preventforschools.org
 DfE helpline: 020 7340 7264.
 Anti - terrorist hotline: 0800 789 321
 www.government/policies/protecting-the-uk-against-terrorism/activity.
 http://course.ncalt.com/Channel General Awareness.
 Mr Niall Markham, PREVENT Coordinator –
 Tel: 01922 654499 Mobile: 07766 160646
 PC Mukesh 'Sunny' Lal, West Midlands Police, CTU –
 101 ext. 871 3037

Policy Advice

All schools in Walsall have been sent policy guidance to ensure they comply with the expectations set by the Prevent Duty. However, some key points are replicated here that may be useful to consider.

Area	Duties as set out in statutory guidance for schools and early years provision
Risk assessments	Schools and early years providers are expected to assess the risk of children being drawn into terrorism, including support for ‘extremist ideas that are part of a terrorist ideology’. Statutory guidance states that this should be based on an understanding, shared with local partners, of the potential risk in the area. Schools are expected to refer pupils who show early signs of being influenced by extremist narratives.
Safeguarding policies and procedures	Schools and early years providers will need to evidence that they are protecting children from being drawn into terrorism by having safeguarding policies in place to identify children at risk and intervene as appropriate. Policies should include clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.
“Safe spaces” for discussions	The guidance highlights the role of schools as safe spaces where children can understand and discuss sensitive topics, including terrorism, extremist ideas and how to challenge these ideas. However, the guidance also highlights existing duties on schools to forbid political indoctrination and secure a balanced presentation of political issues.
Curriculum	The statutory guidance re-states the requirement on publicly-funded schools to teach a broad and balanced curriculum. It confirms that independent schools, academies and free schools must comply with Independent School Standards, which include the requirement to promote fundamental British values (defined in the guidance as democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs).

Do you need to update your existing Safeguarding and Child Protection policies to reflect the potential risk of pupils becoming drawn toward extremist narratives or engaging in extremism?

Is there potential for pupils to be inadvertently exposed to extremism, for example via their internet use or external visitors?

Prevent Checklist

Below is an example of a Prevent Checklist on page 17 (overleaf) that we have advised all schools to fill in. Completing this will help ensure the school is meeting the expectations required to protect young people from being drawn into violent extremism.

This should take into account any specific concerns highlighted within the school or local area. For example, if certain things have been flagged by internet filtering systems then include this information and the schools action plan for tackling it.

Inspectors have been instructed to concentrate on the risk assessment documents and policies that a school has in place. Examples include:

- How did the school assess the risks around extremism and radicalisation in relation to the school community? (The process that the school has gone through is as important as the outcome.)
- What evidence is there of sustained partnership work when tackling extremism and radicalisation? (Local Authority, Police, Healthcare, specialist support.)
- What has the school done to develop understanding of Prevent in terms of staff development, policy and curriculum?

Providing evidence of a referral trail and outcomes for a specific case is often seen as excellent evidence by inspectors, and addresses the ‘So what?’ approach to safeguarding, where inspectors are interested in impact, not documents.

If you require assistance completing this checklist, please email Niall Markham,
Prevent Co-ordinator: Niall.markham@walsall.gov.uk

Prevention of Violent Extremism and Radicalisation

Checklist for ensuring Prevent issues have been addressed in your school policy and practice

	YES	NO	Comment/ Evidence	Further action	Date
Does your safeguarding policy make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?					
Are the lead responsibilities for Prevent clearly identified in the policy? <ul style="list-style-type: none"> Prevent Safeguarding Lead? Prevent Governor Lead? Prevent Curriculum Lead? Responsibility for checking visitors to the school? Responsibility for checking premises use by outsiders? Responsibility for ensuring commissioned services are complying with the Prevent Duty? Responsibility for record keeping to demonstrate compliance with the Prevent Duty? 					
Have all school staff received training on Prevent?					
Has the Designated Safeguarding Lead (and Deputies) been trained?					
Have Governors received training on Prevent?					
Does your induction programme cover Prevent issues?					
Does your safeguarding policy make explicit how Prevent concerns should be reported within the school?					
Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported?					
Do you have a clear statement about how the Prevent agenda is addressed preventatively through the curriculum/other activities?					
Have the Prevent curriculum intervention been mapped across the age range and subject areas?					
Is there a clear statement about the range of interventions the school can offer to individuals at risk?					
Is there a clear understanding of information sharing and when cases should be referred to MASH or other support?					
Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?					
Is there a clear vetting policy on the use of school premises and facilities by outside agencies and groups?					
Is there a clear Visitors Policy that ensures visitors are vetted and adhere to the school's values and promote community cohesion?					
Are you sure your commissioned services are aware and adhering to the Prevent Duty?					
Do you keep appropriate records to enable you to demonstrate your compliance with the Prevent Duty?					

Mapping the Curriculum



Schools should consider whether their curriculum fully meets the requirements of preparing young people for **life in modern Britain**.

When questions asked by inspectors seem to be unrelated to Prevent, this tends to be because they are working according to the Common Inspection Framework, which requires them to examine an institution's capacity to 'prepare young people for life in modern Britain', which encompasses more than just counter-radicalisation.

What is crucial here is that young people know that we live in a multi-cultural society where there is a huge amount of diversity and that they are expected to be tolerant of different cultures, faiths and beliefs. In schools, young people should be encouraged in schools to take part in discussion of controversial issues and be educated about different lifestyles.

All schools in Walsall have previously been sent the curriculum mapping document shown below. If this is filled it will help ensure universal provision of Prevent for all students.

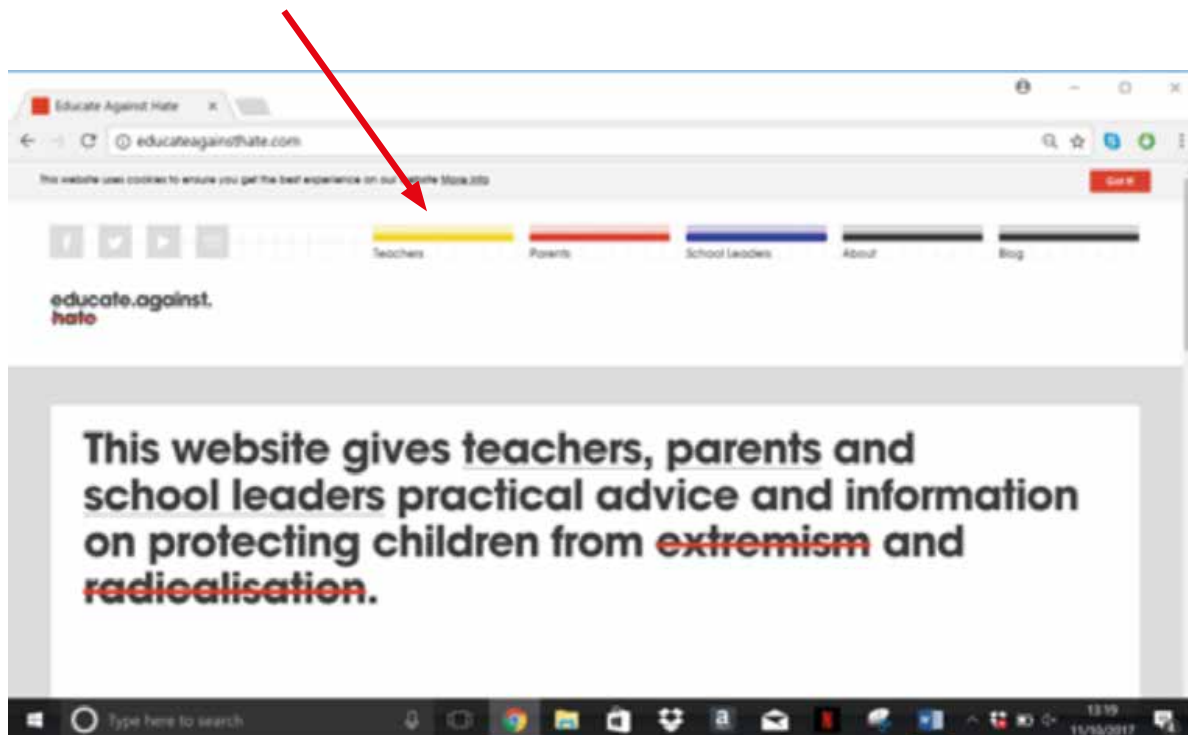
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	
1																														
2	Criminal and Civil Law																													
3	Democracy and democratic values																													
4	Individual liberty	yes																												
5	Respect and tolerance of multi-faith society	yes																												
6	Controversial issues and safe space for debate	yes																												
7																														
8																														
9																														
10																														
11																														
12																														
13																														
14																														

Resources

This booklet has been designed to give a brief overview of Prevent in Walsall.

For lessons, assemblies and tutor sessions, please go to: www.educateagainsthate.com

By exploring the teachers section of the website, you should be able to access all Walsall resources.



If you require staff training or advice on how to map the curriculum, please email Niall Markham, Prevent Co-ordinator: Niall.markham@walsall.gov.uk

Process – Referral of individual/families

Process – Referral of theme/local

Identification of vulnerable children

- Single agency intervention exhausted – evidence of this
- Multi Agency EH hasn't worked to date
- Step down from a social care plan and no Lead Professional identified
- Additional help needed for children on CPP/ Adult Social Care Plan
- Families identified through TF who have no lead professional involved
- Any information on ACE

- Data/evidence of theme/local
- Evidence that this is linked to locality partnership

Secure consent – clear communication needed (training and written info for parents, children/young people)

Information sharing protocols followed

Safeguarding threshold

- Panel referral form to be completed and send to Chair panel
- If a assessment (e.g. Early Help Assessment) has been completed – provide this info

- Info gathering by all partners before the meeting
- Prepare to share information which will ensure we get the right help

Safeguarding threshold

Panel meeting

- Info sharing
- Threshold decision
- Decision on robust package of support – to mitigate against impact of ACE's or risk of further adverse experiences
- Advice and guidance

Decision Making Sheet completed

- Send to referrer
- Uploaded on doc manager so all panel members can access
- If open case for children's Service – decision sheet uploaded onto MOSAIC

Monitor completion of actions and impact

- Chair to track completion of action
- Monitor and report action

East

Brownhills, Aldridge
Sarah Tapscott: 07584335800

Schools

Aldridge School - An Academy
Barr Beacon School
Blackwood School
Brownhills School
Brownhills West Primary
Castlefort JMI
Cooper and Jordan CE VA Primary
Elmwood
Greenfield Primary
Holy Trinity CE Primary
Leighwood Primary
Lindens Primary
Manor Primary
Meadow View JMI Primary
Milfield Primary
Oakwood
Ogley Hay Nursery
Orrington Sheffield Community Academy
Pelsall Village
Pheasey Park Farm
Rushall Primary
Ryders Hayes Primary
Shire Oak Academy
St Anne's Catholic Primary
St Bernadette's Catholic Primary
St Francis of Assisi Catholic Technology College
St Francis Catholic Primary
St John's CE Primary
St Mary of the Angels Catholic Primary
St James Primary
St Michael's CE (C) Primary
The Radleys Primary
The Streetly Academy
Walsall Wood Primary
Watling Street Primary
Wheatstone Field Primary

West

Darlaston, Bentley & Willenhall Cluster
Rachael Hemus: 07506076130

Schools

Barcroft Primary
County Bridge
Grace Academy Darlaston
Kings Hill Primary
Lodge Farm
Moorcroft Wood
Old Church CE (C) Primary
Pinfold Street
Pool Hayes Primary
Rowley View Nursery
Salisbury
Shepwell School
St Joseph's Catholic Primary
St Thomas More Catholic - Business and Enterprise College
Woods Bank Academy
New Leaf Primary
New Leaf Secondary

Schools

Beacon Primary
Bentley West Primary
Fibbersley Park Academy
Jane Lane
King Charles
Lane Head Nursery
New Invention Infant
New Invention Junior
Old Hall
Pool Hayes Academy
Rosedale CE (C) Infant
Short Heath Junior
St Giles CE
Willenhall E-ACT
Woodlands Academy of Learning

Central & South

Broadway, Centre, Alumwell
Joanne Phillips: 07557758373

Schools

Alumwell Nursery, Infant & Juniors
Butts Primary
Caldmore Primary Academy
Chuckery
Palfrey Infant
Palfrey Junior
Queen Mary's High
Reedswood E-ACT Primary Academy
Walsall Studio
West Walsall E-act Academy
*Wood Green Academy
*Stuart Bathurst High School
Park Hall Infant Academy
Park Hall Junior Academy
The Ladder School

Schools

Blue Coat CE (A) Infant
Blue Coat CE (A) Junior
Blue Coat C of E Academy
Deves Infant and Nursery
Deves Junior
Fullbrook Nursery
Hillary Primary
Joseph Leckie Academy
Queen Mary's Grammar
St Mary's the Mount Catholic Primary
Whitehall Infant and Nursery
Whitehall Junior Community



Frequently Asked Questions

Does the Prevent Duty stifle debate?

No. If implemented effectively the Prevent Duty should encourage debate about controversial issues. It is by talking about these things openly and exploring them that we can deconstruct extremist narratives and help young people develop resilience to them.

Does Prevent criminalise young people?

No. Prevent takes place prior to a crime being committed. Prevent offers early intervention to try to prevent young people being drawn into extremist narratives that encourage violent extremism.

Is Prevent focused on Islamist extremism?

The Prevent strategy is concerned with any form of extremism that could lead to violent extremism. In the UK, the biggest current threat is seen to be from Daesh-inspired extremists, but Prevent is not solely focused on this. In Walsall, due to our diverse community, we have become a magnet for far-right extremists too and our referrals reflect this.

Doesn't our school already fulfil the expectations required by the Prevent Duty?

It's likely it does. However, it is highly advisable that the Prevent checklists are filled in and that there has been some discussion or staff activity regarding curriculum mapping. It is also vital that every member of staff knows what they need to do if they have any concerns about these issues and how to refer a child.

We would also recommend that parental training sessions take place regarding this agenda.

This will help allay any concerns parents have and will also provide them with the same information the staff receive. The ideal scenario would be if parents feel able to pick up the phone to the school and talk frankly about it to get support. Conversely we would like to see a situation where staff feel confident discussing these issues with parents.

Useful links

Educate Against Hate	educateagainsthate.com
DFE Helpline	020 7340 7264 Out of Hours Duty Team (5.00pm onwards)
The Prevent Strategy	https://www.gov.uk/government/publications/prevent-strategy-2011
The Prevent Duty Guidance	https://www.gov.uk/government/publications/prevent-duty-guidance
Channel Duty Guidance	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf
Prevent Co-ordinator	niall.markham@walsall.gov.uk Tel: 01922 654 499
Terrorist Hotline	0800 789 321
Prevent E-Learning	https://www.elearning.prevent.homeoffice.gov.uk/home
Early Help Team	https://www.mywalsall.org/walsallearlyhelp
Early Help Partnership Tool	http://go.walsall.gov.uk/forms/on-line-tool/
Imams online	http://imamsonline.com/
Open Letter to Baghdadi	http://www.lettertobaghdadi.com/14/english-v14.pdf
Report Hate Crime	http://www.report-it.org.uk/home
PC Mukesh Lal West Midlands Police CTU	101 ext. 871 3037

<p>WALSALL SAFEGUARDING PARTNERSHIP</p> <p>Multi-Agency Referral Form (MARF)</p>	
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For use when making referrals into the Multi-Agency Safeguarding Hub (MASH)

This form should be used to make a referral to Walsall Children’s Social Care.

Please ensure that **ALL FIELDS ON THIS PAGE ARE COMPLETED IN FULL**

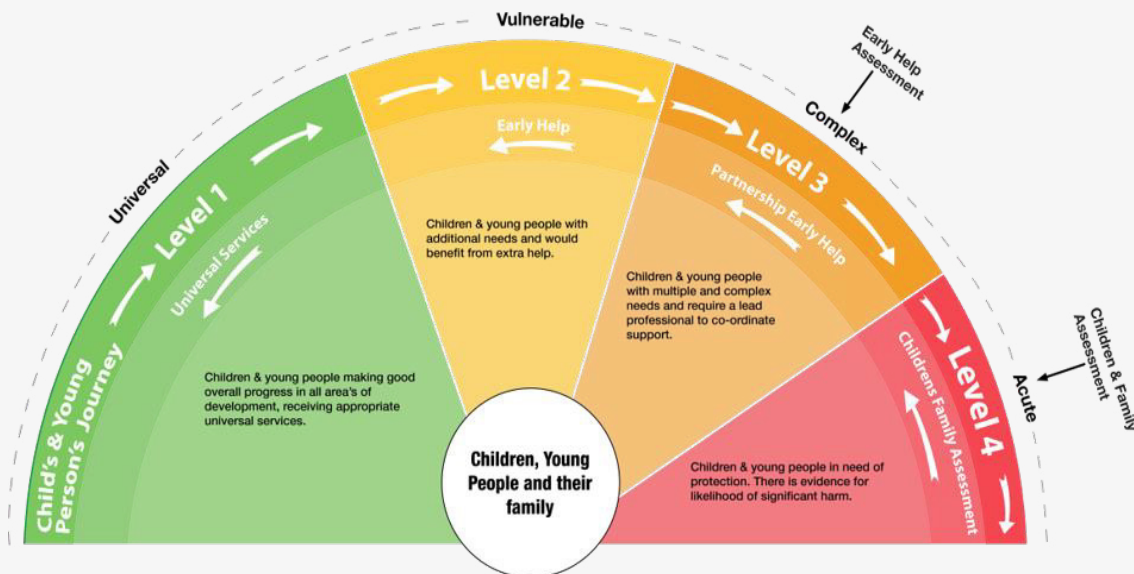
Where you believe there is immediate risk of significant harm, please contact the police.

All urgent child protection referrals should initially be made by telephone on **0300 555 2866** Option 2 (Out of hours – **0300 555 2922**) and then confirmed in writing as soon as possible **within 24 hours**.

The completed form should then be sent by email to MASH@walsall.gov.uk Please refer to the Right Help, Right Time threshold guidance – [The multi-agency guidance on the continuum of need](#)

Please only complete this MARF when you are requesting a Statutory Response – Level 4. For any referrals that require Early Help Support, please refer to the Early Help Pathway – [Early help](#)

If your concern is in relation to a Child or Young Person who is being Exploited, please complete the Exploitation Assessment instead of the MARF, this can be found [here](#)



Right Help, Right Time: Continuum of Need

REFERRAL DATE		TIME	
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Details of Referrer	
Name	
Designation	
Organisation	
Address	
Post Code	
Email address	
Tel No	

<p>Have you consulted with the Designated Safeguarding Lead for your agency prior to submitting this MARF?</p> <p>Provide, name, date and time and advice or plan decided</p>		
SIGNATURES	Person Making Referral	Designated Safeguarding Lead / Line Manager
<i>Print Name</i>		
<i>Signature</i>		

CONSENT					
<p>At every stage of need, professionals must discuss their concerns with the family and request consent to share information to get the right help and support at the right time <i>unless</i> doing so will significantly increase the risk of harm to the child.</p> <p style="color: red;">If parental consent is not obtained, this referral will not be processed and will be closed to MASH unless there is evidence of significant harm to a child or young person.*</p> <p>In the absence of parental consent, parents/carers will be notified by MASH of the receipt of this referral and informed that no action will be taken and to contact the referrer for further information/support if required.</p>					
<p>Has parental consent been obtained to submit this referral? <i>(By obtaining consent, parents would be consenting to checks with agencies across the partnership)</i></p>	Yes		*No		<p>Written or Verbal (Delete as appropriate)</p>
<p>*If consent has NOT been obtained, please discuss your concerns with the parents/carers and obtain consent for referral before sending this MARF. If consent has not been obtained due to concerns for the child's safety, please give reasons here.</p>					

<u>Do you consider that the child/young person is at IMMEDIATE RISK OF HARM?</u>			
YES		NO	

Unborn / Child / Young Person				
Child Forename	Child Surname	Gender	Date of Birth/EDD	NHS Number
if unborn baby - Hospital where booked				
Address: Include all addresses where the child/ren reside		Telephone Number:		
Ethnic Origin				
1st Language				
Is an Interpreter required?				
Religion/ Belief				

Parent /Carer Details		
	Person 1	Person 2
Forename		
Surname		
DOB		
Relationship		
Address		
Telephone Number		
First Language		
Is an Interpreter / Signer required?		

Other Household Members				
Forenames	Surname	DOB	Relationship	Also referred? Enter Yes or No

<p>What you are you worried about? (explain the current worries you have for this child or young person’s safety or well-being) <i>Please refer to the Right Help, Right Time threshold guidance and highlight level 4 indicators.</i> (The multi-agency guidance on the continuum of need)</p>	
<p><u>What is the impact upon the child?</u> (Within this section, think specifically about the impact upon the child, what are their lived experiences?)</p>	
<p>Voice of the Child <i>(does the child feel safe, what have they said or done, behaviour around family etc. consideration to use of alternative communication to methods and observations, interactions with parents/carers for non-verbal children)</i></p>	
<p><u>What is working well?</u> <i>(Examples - there is existing support, they are attending school, parents are engaging, good support network, child’s presentation is clean and tidy, they are attending medical appointments etc.)</i></p>	
<p><u>Significant history / relevant information</u> <i>(Previous involvement with statutory services, parents not engaging or possible disguised compliance, poor school attendance, not attending medical appointment or delays in seeking medical attention, poor presentation of child dirty, unkempt, ill-fitting or inappropriate clothing etc.)</i></p>	

What needs to happen next? <i>(What do you think needs to happen with this referral, analyse your concerns and desired outcomes)</i>				
Please outline any services that have been provided to address any previous concerns prior to this referral.				
Has an Early Help Assessment been completed? <i>If so, provide copy</i>	Yes		Lead worker details	
	No		Why not?	
Has a GCP2 (Graded Care Profile) been completed? <i>If applicable.</i>	Yes		If yes, please indicate outcome and attach a copy.	
	No			

Are you aware of any other agencies involved <i>(e.g. GP, Health Visitor, School Nurse, CAMHS, Youth Justice Service)</i>			
Name	Designation	Address	Tel

