Preventing Radicalisation and Extremism Policy

1 Scope

1.1 This policy is a whole school policy and relates to both the senior school and junior school (including the Early Years Foundation Stage).

2 Related Policies

2.1 This policy should be read in conjunction with the following policies:

(a) IT acceptable use policy
(b) Expectations, Standards and Positive Relationships
(c) Children Missing Education
(d) Code of conduct for staff
(e) Curriculum policy
(f) Equality policy
(g) PSHE
(h) Safeguarding and child protection policy and procedures
(i) Spiritual, moral, social and cultural development policy
(j) Visitors policy
(k) Visiting Speakers policy
(l) Whistleblowing policy

3 Background

3.1 Safeguarding children from harm is an important part of a school's work, and protecting them from extremism is one aspect of this, given global events which have led to a growth of extremist viewpoints, including advocacy of violent extremism.

3.2 Schools have a significant role to play in both educating children and young people about extremism and recognising when students start to become radicalised.

3.3 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 and thereby limiting the life chances of young people. Education is a powerful tool against this, equipping young people with the knowledge, skills and critical thinking to challenge and debate in an informed way.

3.4 In March 2015 new statutory duties were placed on schools by the Counter Terrorism and Security Act (CTSA) 2015 (updated April 2019) requiring them to prevent children being drawn into extremism.

4 Ethos of the school

4.1 The school aims to educate students to be adept and self-motivated learners, to be active citizens, and to be self-confident. Through its Quaker values, it educates students to envisage a better world, and to acquire the skills and confidence to deliver change. In the way that they work together, members of the school community seek to model this ethos.

4.2 At the heart of the School are the values, guided by Quaker statements, to which all members of the community aspire and which they seek to model in the way they work together:

(a) Live adventurously

(b) Let your life speak

(c) Walk cheerfully over the world answering that of God in everyone

(d) Be open to the light from wherever it may come

(e) Always consider that you may be mistaken

4.3 The governing body seeks to ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

4.4 The school has zero tolerance of abusive behaviours. It does not tolerate bullying of any kind and challenges derogatory language and behaviour towards others in line with its Anti-bullying and Expectations, Standards and Positive Relationships (Behaviour) policies for students and the Code of Conduct for staff.

5 Statutory and non-statutory duties and guidance

5.1 The duty to prevent children and young people being radicalised is set out in the following documents which are available online or from the DSL.

(a) *Counter Terrorism and Security Act 2015 (update April 2019)*
(b) *Keeping children safe in education*, DfE, *2025*
(c) *Prevent duty guidance: Guidance for Specified Authorities in England and Wales, 2023*
(d) *Working Together to Safeguard Children*, DfE, *2023*
(e) *Improving the spiritual, moral, social and cultural (SMSC) development of students: supplementary information*, DfE, 2014

6 Definitions

6.1 Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to: 1) negate or destroy the fundamental rights and freedoms of others; or 2) undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or 3) intentionally create a permissive environment for others to achieve the results in (1) or (2) *(UK Govt Guidance, 2024)*.

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

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

6.4 British values are defined as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

7 Roles and responsibilities

7.1 It is the role of the governing body to:

(a) ensure that the school meets its statutory duties with regard to preventing radicalisation. Catherine Woodbine is the nominated governor who will liaise with the Head and other staff about issues related to protecting children from radicalisation.

7.2 It is the role of the Head to:

(a) ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis

(b) ensure that the school's curriculum addresses the issues involved in radicalisation

(c) ensure that staff conduct is consistent with preventing radicalisation

(d) ensure that the school undertakes regular risk assessment to ensure that its response to preventing radicalisation is appropriate and proportionate

7.3 It is the role of the Designated Safeguarding Lead to:

(a) ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns

(b) receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation

(c) make referrals to appropriate agencies with regard to concerns about radicalisation

(d) liaise with partners, including the local authority and the police

(e) report to the governing body on these matters

7.4 It is the role of all staff to:

(a) understand the issues of radicalisation

(b) be able to recognise the signs of vulnerability or radicalisation

(c) know how to refer their concerns.

7.5 A list of possible indicators that a student may be vulnerable to, or involved in, radicalisation or extremism is included in Appendix 1. Staff are expected to familiarise themselves with this list.

8 Curriculum

8.1 The school is committed to offering its students a broad and balanced curriculum that aims to prepare them for life. It seeks to be a safe place where students can explore controversial issues safely. Staff encourage and facilitate this in lessons and through extra-curricular activities; students are consistently encouraged to be inquisitive learners who are tolerant of others and open to new experiences.

8.2 These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

8.3 Subject areas make particular contributions to students' SMSC development which aim to prevent radicalisation and promote community cohesion. These are detailed in the school's SMSC policy.

9 Internet safety

9.1 The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages and recruit support. The filtering systems used on the school network block inappropriate content, including extremist content.

9.2 Searches and web addresses accessed via the school network are monitored automatically, and the IT department will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

9.3 Where staff, students or visitors find unblocked extremist content they must inform the IT department and the DSL.

9.4 The school is aware that many students have unfiltered access to the internet when using their mobile phones, however the timings are limited, particularly for the younger students, and staff are aware of the need for vigilance when students are using their phones.

9.5 The IT acceptable use policy (AUP for IT including personal electronic devices) refers to preventing radicalisation and related extremist content. Students are asked to agree to the terms of the AUP annually to confirm they have understood what is acceptable. Staff and volunteers sign when they take up their role in school and in the future if significant changes are made to the policy.

9.6 Students and staff are advised as part of their IT induction how to report internet content that is inappropriate or of concern.

10 Staff training

10.1 Staff are given training as part of their safeguarding induction to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation, and know how to refer their concerns. Staff will be updated as necessary in staff meetings, by email and other appropriate means. Key staff will update their training as required.

11 Safer recruitment

11.1 The school takes steps to ensure that staff appointed to the school are suitable, that its recruitment procedures are rigorous and follow the statutory guidance published in part 3 of *Keeping children safe in education*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers, and a single central register of appointments is maintained.

12 Visiting speakers

12.1 Visitors who are invited to speak to students will be informed about the school's *Preventing extremism and radicalisation policy* as necessary, and staff should use their professional judgment when choosing speakers. Generally, the school would expect that:

(a) Messages communicated to students should be consistent with the ethos of the school and do not marginalise any communities, groups or individuals

(b) Messages should not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion, culture or other ideologies

(c) Speakers will be supervised at all times and will not normally be allowed to speak to students without a member of staff being present.

(d) Staff will have checked with a member of LM before inviting a speaker whose views are known to cause offence or whose presence is likely to attract adverse publicity.

12.2 Staff responsible for inviting a visiting speaker to the school should complete a Visiting Speaker checklist and this should be provided to the Deputy Head for filing in advance of the visit.

12.3 The ethos of the school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external speakers to facilitate and support this.

13 Use of school premises by external agencies and individuals

13.1 The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not knowingly accept bookings from individuals or organisations that are extremist in their views.

14 Support for vulnerable students

14.1 The school will help support any student who is vulnerable to radicalisation and, where it believes a student is being directly affected by extremist materials or influences, it will ensure that that student is offered mentoring. Additionally, in such instances, the school will seek support from the local Prevent Lead and other local agencies working to prevent extremism.

15 Referral process

15.1 The Designated Safeguarding Lead acts as the single point of contact for the school on matters relating to radicalisation and extremism, and liaises as required with local Prevent and Channel leads (see Appendix 3).

15.2 Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting safeguarding concerns.

15.3 All such referrals will be dealt with by the Designated Safeguarding Lead in line with the school's Safeguarding and child protection policy and procedures. A check will be made with the local Prevent Lead to assess whether any further action should be taken.

16 External contacts

16.1 City of York Council Prevent Lead

Jane Mowat, Head of Community Safety, Jane Mowat:

01904 555742 or 07984 496352 Email: preventenquiries@york.gov.uk

All correspondence on Prevent matters should be sent to:
jane.mowat@york.gov.uk with PREVENT CONCERN in the subject line and cc'd to paul.morrison@york.gov.uk emails sent in this way will be prioritised.

16.2 North Yorkshire Police Prevent officers

DC Carolyn Hardman
carolyn.hardman@northyorkshire.pnn.police.uk

DC Julie Whitehouse
juliewhitehouse@northyorkshire.pnn.police.uk

Call 101 and follow instructions

17 Monitoring and review

17.1 This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead.

This policy will be reviewed annually for matters of fact and process

Autumn term 2023 – the following changes were made:

Para 5.1 amended to update document referral to October 2023
Change of contact and email information for local Prevent Lead
New updated diagram inserted at Appendix 3

July 2024 – alterations made:

Para 5.1 further amended to update all relevant documents
Para 6.1 definition of extremism update to reflect government update, 2024
Para 6.3 definition of terrorism added
Appendix 2 – Risk Assessment updated

August 2025 – KCSIE reference updated

Appendix 1 Possible indicators

1 Signs of vulnerability

1.1 There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

(a) underachievement
(b) being in possession of extremist literature
(c) poverty
(d) social exclusion
(e) traumatic events
(f) global or national events
(g) religious conversion
(h) change in behaviour
(i) extremist influences
(j) conflict with family over lifestyle
(k) confused identify
(l) victim or witness to race or hate crimes
(m) rejection by peers, family, social groups or faith

2 Recognising extremism

2.1 Early indicators of radicalisation or extremism may include:

(a) showing sympathy for extremist causes
(b) glorifying violence, especially to other faiths or cultures
(c) making remarks or comments about being at extremist events or rallies outside school
(d) evidence of possessing illegal or extremist literature
(e) advocating messages similar to illegal organisations or other extremist groups
(f) out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
(g) secretive behaviour
(h) online searches or sharing extremist messages or social profiles
(i) intolerance of difference, including faith, culture, gender, race or sexuality
(j) graffiti, art work or writing that displays extremist themes
(k) attempts to impose extremist views or practices on others
(l) verbalising anti-Western or anti-British views
(m) advocating violence towards others

Appendix 2 - PREVENT RISK ASSESSMENT - EXTREMISM AND RADICALISATION

Location:	Bootham School/Bootham Junior School	Date of Assessment:	August 2025	Assessor:	DSL
Signed:		Review Date:	August 2026	Distribution:	All/website

This risk assessment is a core part of the Prevent Duty and has been completed alongside the school's Preventing Radicalisation and Extremism Policy, the Prevent Self-Assessment audit and with due regard to *Prevent duty guidance: Guidance for Specified Authorities in England and Wales, 2023 and Keeping Children Safe in Education, 2025.* It is a statutory requirement that schools assess the risk of children and young people becoming radicalised into terrorism, including support for extremist ideas which are part of that ideology. This risk assessment is carried out in order to understand specific risk factors at Bootham School.

Key Definitions:

Radicalisation: the process of a person legitimising support for, or use of, terrorist violence.

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

1) negate or destroy the fundamental rights and freedoms of others; or
2) undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3) intentionally create a permissive environment for others to achieve the results in (1) or (2).

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

Risk Description	Action Requirements
High Risk	Risks to be actively managed with control measures.
Medium Risk	Monitor and take appropriate action to reduce risk.

Low Risk	Risk will have low priority and is well managed.

Risk Area	Specific Concern	Who is at risk	Risk Description	Existing controls in place	Additional notes/comments	Lead person(s)
Welfare and Safeguarding	Staff, visitors or contracted providers are not aware of school procedures for reporting PREVENT related concerns.	Students/ school staff/ any external visitors to the site	**Low**	• Designated Safeguarding Lead (DSL) has received up to date PREVENT awareness training which will be refreshed every 2 years. • New staff undertake Every/in house PREVENT training as part of induction. • New staff read the Safeguarding Policy and confirm that they have done this. • The Safeguarding and Child Protection policy and the Preventing Radicalisation and Extremism policy are available on the school website. • Senior leaders and boarding staff ensure that PREVENT training is updated every 2 years. • All staff receive safeguarding training at induction and annual updates in regards to KCSIE and other relevant topics. • The DSL has undertaken enhanced PREVENT training, including Home	• Training audit identifies staff who need to undertake PREVENT training. This is then prompted by HR/DSL.	DSL/SLT

				Office Prevent referrals course and Prevent Channel course. • CPOMs is used to maintain an audit trail of any concerns. • The Safeguarding Team poster, identifying key members of staff are displayed in numerous locations around the school.		
	Staff, visitors or contractors do not feel comfortable sharing PREVENT related concerns with school safeguarding leaders.	Students/ school staff/ any external visitors to the site	**Low**	• Safeguarding Team posters are displayed in key school areas with photographs of key staff contacts. • Staff are aware of the need to report concerns to the DSL/DDSLs. • Visitors to the school may report concerns to their accompanying member of staff, in the first instance.	• Reception staff act as an additional point of first contact if a visitor is not sure who to report to.	DSL/ Reception / key staff member
	Students are radicalised by factors internal or external to the school.	Students	**Medium**	• At Bootham Junior School, children learn the key Fundamental British Values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, which are key underpinning principles of the Quaker faith. • Bootham School actively continues to teach the Quaker tenets of simplicity, tolerance,	• Peer Mentors and Wellbeing Ambassadors have safeguarding training. • Personalised Learning sessions can be used on a 1:1 or small	Head of Wellbeing /PSHE, DSL, Deputy Head (Pastoral)

				equality and peace as part of the overarching SMSC curriculum. • The PSHE curriculum provides the opportunity for students to explore identity, discrimination, healthy relationships and, address extremism and radicalisation. This includes the chance to analyse influences and develop critical thinking/risk awareness skills. • Staff are able to challenge students, parents or governors if values are expressed which are contrary to community cohesion or British values. • Staff are able to challenge other adults at school if the views expressed are contrary to community cohesion or British values. In regards to other staff members, staff can record this as a low level concern, if appropriate. • The DSL is aware of local updates through the City of York's Safeguarding Children Partnership and the Safer York Bi-annual Report.	group basis with identified students who require enhanced support with integrating into the school community.	
	School does not work with	Students	**Low**	• School communicates regularly with statutory partners and	• DSL to ensure that the	DSL/ DDSLs/All

	statutory partners and agencies.			agencies in relation to a range of safeguarding concerns. • Staff are aware to report concerns to the Prevent leader (DSL). • We have an appropriate internal referral process in place for all child protection matters, including concerns regarding radicalisation and extremism and the DSL is aware of how to expedite concerns to other agencies. • School are aware of contact details for the CYC SPOC and PREVENT referrals.	PREVENT referral flow chart is displayed in the staffroom.	staff
School Culture	Staff, volunteers and visitors are not aware or do not subscribe to the ethos and values of the school.	Students	**Low**	• Senior Leadership Team are aware of the PREVENT strategy and its objectives as it relates to a local and national context and ensure that steps are taken to ensure that the overall values and ethos of the school reflect strategies to support the PREVENT duty. • Clear awareness of roles and responsibilities regarding PREVENT exist across the school. • Safer Recruitment practices are followed, alongside a thorough induction programme which	• DSL will share PREVENT updates with staff through training and briefings.	SLT/HR/ DSL

				includes PREVENT awareness training for all new staff. • New staff receive an induction to understanding the Quaker values and what this means working in a Quaker school. • Further training is available for staff in regards to PREVENT and local referral processes.		
Curriculum and Learning	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Students and staff	**Medium**	• Students are directly taught about tolerance and respect for others via the PSHE schemes of work. • Teachable moments are utilised across other subjects where these may link in to Fundamental British Values in order to encourage healthy debate and challenge misconceptions or values which are contrary to British values. • Morning Meetings (assemblies) are used to further promote messages of tolerance and understanding on a range of topics. • Form Time is used as a further opportunity to address School expectations through discussion and key work sessions. • The Behaviour Policy (Juniors) Expectations, Standards and Positive Relationships policy		All staff

				(Seniors) outlines ways in which a positive school culture is further cultivated through rewards and sanctions. • The School's Anti-Bullying policy sets out clear procedures for dealing with any instances of bullying in school. • The activities programme actively promotes community cohesion by ensuring that students have access to a range of cultural clubs provided by the wider community. • Displays and other literature in school reflects diversity and the Quaker values of simplicity, tolerance, equality and peace. • Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders.		
	Students are exposed by school staff, contracted providers or visitors to messages which	Students/ staff	**Low**	• Staff are able to challenge other adults at school if the views expressed are contrary to community cohesion or British values. In regards to other staff members, staff can record this as	• Help and support available for students via the Portal including	SLT/ Reception

	support extremism, terrorism or contradict British values.			a low level concern, if appropriate. • Students are encouraged to report any behaviour that they do not feel comfortable with to a trusted adult. • Visitors are allocated a red lanyard on arrival and accompanied during their school visit. • Safer Recruitment practices are followed in hiring new staff and social media/online searches are carried out. • School has an appropriate Whistleblowing policy.	where to go if you need help.	
	Students are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict British values.	Students/ staff	**Low**	• The School follows the Visiting Speaker policy for all external speakers to the school. • A Risk Assessment is completed in relation to all visiting speakers. • Background searches are conducted prior to the speaker being approved. • A copy of the speaker's presentation is requested in advance of the visit.		SLT/ Deputy Head (Operations)

				• The Deputy Head (Operations) oversees arrangements for visiting speakers. • Visiting speakers are allocated a red lanyard and are not left alone with students.		
Computing and Online Safety Curriculum	Students access extremist or terrorist material whilst using school networks.	Students	**Low**	• The school utilises the Fortigate internet security and web filtering service, in order to fulfil its filtering and monitoring obligations. • Filters are set to safeguard against access to inappropriate or unsafe content. Filter categories currently include: Discrimination, Explicit Violence, Extremist (Groups), Weapons (Sales). • Daily reports on web filtering received and reviewed by DSL. • Specific websites of concern can be identified and blocked. • Students sign up to the School's Acceptable Use of ICT policy on an annual basis. • The PSHE and Computing curriculums teach specifically about online safety and risk management online, including how to access help and support.	• Fortnightly detailed reports received and reviewed by DSL. • Fortigate has confirmed registration with UK Safer Internet Centre. • DSL attends additional filtering and monitoring training.	DSL/ IT Team

	Students access extremist or terrorist materials out of the school setting/using their own data.		**Medium**	• Parents are regularly provided with advice on where they can access information and support in relation to online safety, including extremism and radicalisation. • School recommends that all parents/carers add parental controls onto electronic devices to minimise the risk of students accessing inappropriate materials. • The PSHE curriculum provides students with the ability to discuss and debate in a safe way whilst learning to critically analyse risks posed in the online environment. • The parents of boarding students agree to add parental controls to devices. • Advice on sleep hygiene and limiting data packages for boarding students is circulated to parents.	• Personalised Learning sessions can be used in order to work 1:1 or in small groups with students identified as requiring additional support with managing their use of technology.	Parents/ Students/ Boarding Team/ DSL
	Online/social media communications relating to extremist or terrorist materials feature	Students/ wider public	**Low**	• School maintains oversight and full control of all social media and website materials published in the school's name. • We follow Safer Recruitment checks and online searches,		HR/ Marketing / IT Team

	the school's branding			including social media, for all new staff. • In the event of unsuitable material being published, the IT/Marketing Teams would be able to remove this from school accounts.		
Environment	Extremist or terrorist related material is displayed within the setting.	Students/ staff	**Low**	• Display materials are considered carefully for their relevance and appropriateness to share within the school setting. • Staff are confident in raising concerns in regards to materials that they feel are inappropriate. • Staff remain vigilant for any materials which are displayed around the school, including boarding houses, and report this to the DSL as required. • Requests for the display of externally authorised materials are carefully considered.	• Students asked to create displays are provided with clear parameters and expectations.	SLT/ staff creating displays
	School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with	All	**Low**	• Hire and lettings agreements state that the premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics. • Safeguarding Checklist is provided to all external groups which	• The DSL is available for consultation with external groups hiring the site in order to collaborate	Bursar/ DSL

	particular protected characteristics.			includes the submission of safeguarding policies, risk assessments and understanding the reporting procedures for safeguarding concerns. This is reviewed by the Bootham School DSL.	on the development of safeguarding policies/ procedures.	
	School is the target of a terrorist attack.	Students/ staff/visitors	**Medium**	• School staff are alert to visitors to site. All visitors sign in at Reception and are allocated a red lanyard which indicates that they should be accompanied for the duration of their visit. • Staff know to politely challenge visitors to site in the first instance and escort them to Reception or off site. • DSL to link with police liaison officers in the event of increased terror threats to the city or school.	• Lockdown procedure and site risk assessment in process.	All school staff/DSL / Bursar
Community Tensions	High profile court case of a local resident which may increase risk in the area. Current events, affairs and anniversaries of notable days	Students/ staff	**Medium**	• The DSL is aware of local updates through the City of York's Safeguarding Children Partnership and the Safer York Bi-annual Report. • The school has two linked police liaison officers who offer advice and guidance for staff and students and who keep the school		DSL/SLT

	which may have the potential to be exploited by extremists in order to further their ideology or agenda. Risk of harm due to a student attending a march or event. Risk of harm due to inappropriate communications between a child and adults at the event.			informed of relevant local updates. • The school monitors absences and follows procedures in order to quickly locate any missing students. • Staff are confident to share concerns about events taking place in the local community. • Staff understand through training and updates how extremist groups might use online narratives to garner support and why young people may be at risk.		

Appendix 3

CHANNEL REFERRAL PROCESS

What is Channel?

Channel is a key element of the Prevent strategy – Home Office Publication designed to stop people becoming terrorists or supporting terrorism. Channel is a multi-agency approach to protect people at risk from radicalisation using existing collaboration between local authorities, statutory partners, the police and 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 individual concerned

It is about early intervention diverting people away from the risk they face. In order to do this, information sharing is crucial. Section 115 of the Crime and Disorder Act 1998 allows partners to share personalised and depersonalised information for the purposes of reducing crime and disorder and therefore covers us in relation to the needs of Prevent.

When should I refer?

If you have information that suggests an individual is exhibiting behaviour or making comments that suggest he/she may be involved in activity which could be linked to terrorism. For example:

- Accessing information on the internet with links to terrorist activity
- Use of Extreme Right Wing symbols
- Significant changes in behaviour
- Spending significant periods of time alone, withdrawal from social interaction
- Sudden and obsessive interest in topical terrorist related news stories
- Use of terminology or words associated with terrorism

NOTICE, CHECK, SHARE

Once a concern is raised (NOTICE) it is important to check whether any further action should be taken. The Prevent Lead within City of York Council is **Jane Mowat,** Head of Community Safety 01904 555742, 07984496352 or email jane.mowat@york.gov.uk cc'd to

paul.morrison@york.gov.uk with PREVENT CONCERN as the Subject Line. If you feel that there is threat to life for the individual or others, you must report the matter to the police on **999.**