The Meadows School

Preventing Extremism and Radicalisation Policy

Updated September 2026
Date to be reviewed September 2027
Ratified by Governors November 2026

1. Introduction

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. It can affect both children and adults and can have serious consequences.

The Prevent Strategy has three objectives:

1. Tackle the ideological causes of terrorism.
2. Intervene early to support people susceptible to radicalisation.
3. Enable people who have engaged in terrorism to disengage and rehabilitate.

The Meadows School recognises radicalisation as a safeguarding concern and is committed to providing a safe and secure environment for all pupils. Safeguarding is everyone's responsibility, and concerns about possible radicalisation must be managed through the school's usual safeguarding procedures.

The school supports freedom of speech and the expression of beliefs and opinions, while recognising that these rights are subject to responsibilities and relevant law. The Prevent Duty will be applied proportionately and consistently, with regard to equality, data protection and political impartiality.

Staff should focus on identifying and supporting pupils who may be susceptible to radicalisation and must not make assumptions based on religion, ethnicity, identity, SEND or other characteristics.

This policy forms part of the school's wider safeguarding arrangements and should be read alongside the Safeguarding and Child Protection Policy.

2. Legislation and Guidance

This policy also draws upon the following guidance:

- DfE Guidance Keeping Children Safe in Education, 2026 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-susceptible-to-radicalisation/the-prevent-duty-practical-guidance-for-designated-safeguarding-leads?

- HM government document **Prevent duty guidance: for England and Wales (last updated 2024)**
- www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible

- https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised

- https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-susceptible-to-radicalisation

- Counter Terrorism and Security Act 2015 https://www.gov.uk/government/collections/counter-terrorism-and-security-bill

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools (including academies, free schools, maintained schools etc) to have due regard to the need to prevent people from being becoming terrorists or supporting terrorism.
The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED

3.**Useful contacts**

Follow the link. https://act.campaign.gov.uk/

To report concerns about terrorism or contact the confidential Anti-Terrorism hotline on 0800 789 321.

Where there is a concern about an individual or situation, it is shared by making a referral. If there is an immediate danger of a crime being committed, please dial 999.

Where the risk relates to an adult over 18, information is submitted to both CTU_GATEWAY@westmidlands.police.uk and prevent_inbox@sandwell.gov.uk.

If the risk relates to a child under 18, information is submitted to Access_Team@sandwellchildrenstrust.org and prevent_inbox@sandwell.gov.uk.

For information, support or guidance on Prevent in Sandwell, you can access the following link: https://www.sandwell.gov.uk/community-safety/tackling-extremism-terrorism

The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism.

Teachers can call: 0207 340 7264 or email: counter.extremism@education.gsi.gov.uk

4. School Ethos and Practice

When operating this Policy, the school uses the following definition of extremism, as outlined in KCSiE 2026 which is:

'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"

Please note. The definition of Extremism changed in March 2024 (New definition of extremism (2024) - GOV.UK (www.gov.uk)) to the following:

'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).

However, the DfE is not currently asking schools to adopt this definition or apply the principles. Rather, staff should be aware of this explanation as it aids understanding of extremism.

There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

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 weapon against this; equipping young people with the knowledge, skills, and critical thinking, to challenge and debate in an informed way.

Therefore, the school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand, and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Please see notes on associated terminology on **appendix 3.**

5. The Counter Terrorism and Security Act July 2015

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes.

School leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- ensuring staff understand the risk of radicalisation that results in support for terrorism or involvement in terrorism by making sure they can access training resources and further guidance
- building and promoting the capabilities to deal with radicalisation concerns, such as a formal pathway to escalate concerns and refer through to Prevent
- promoting the importance of Prevent and the role staff play in countering terrorism

- effective partnership working with other local agencies, e.g., LCSP, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- embed safeguarding policies that take account of LCSP policies and procedures
- Implement the Security Threat Check (STC) and ensure all risk assessments are informed by the terrorism threat picture (local and national).
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials and monitor what learners and staff may try to access.
- school buildings must not be used to give a platform to extremists

Ofsted are responsible for monitoring how well schools are implementing this duty.

See **appendix 1** for optional schools' audit

6. Forms of Extremist ideologies.

There are several forms of extremist ideologies, several of which are briefly outlined below. However, it is important to focus on the behaviours of and risks to the young person, rather than trying to "categorise" their extremist ideologies. These are some of the most well-known extremist ideologies however many people may have strong feelings around a particular issue or point of view without being an extremist, in line with the definition outlined above.

- Religious Extremism (For example, Fundamental Islamist ideologies)
- Political Extremism (For example, Far Right ideologies)
- Animal Rights Extremism
- Environmental Extremism
- Single-issue Extremism (e.g. extreme anti-abortion ideologies)

- MUU (Mixed, Unclear or Uncertain) ideologies including Extreme Misogyny (e.g. some Incel ideologies).

7. Recognising the indicators of vulnerability to radicalisation

Prevent remains a key element of the school's usual safeguarding procedures. Thus, if staff are concerned about a child for any reason, they must share this information with the DSL (via CPOMS) rather than looking for a fixed checklist of "signs of radicalisation.". However, it can be useful to keep in mind some key indicators of risk.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Risk factors for radicalisation include (but are not limited to):

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society.

- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement /reintegration.

Other signs and indicators may include the following. These should be reported to the safeguarding team but do not necessarily mean a child is being radicalised:

- Accessing extremist online content
- Sympathetic to extremist ideologies and groups
- Joining or trying to join an extremist organisation
- Being closed off to discussion or challenge
- Abusive towards people who are different
- Embracing conspiracy theories

- Being secretive of movements
- Increasingly argumentative
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Justifying violence to solve societal issues
-

Prejudicial, discriminatory or extremist language and behaviour will be appropriately challenged and responded to. Where this raises a safeguarding concern, staff will follow the school's safeguarding procedures.

8. School Procedures:

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive prevent training, refreshed regularly and radicalisation and extremism will be an integral part of annual staff safeguarding. **Where possible, this will be training adapted to the needs of children with SEND.**

Our school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for The Meadows School is **Fiona Lee**.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or headteacher as soon as possible. In an emergency situation, they should always call the police on 999.

We will help support pupils who may be susceptible to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly, affected by extremist materials or influences we will ensure that that pupil is, offered assistance. Additionally in such instances, our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Our school will closely follow the locally agreed procedure as set out by the Local Children's Safeguarding Partnership for safeguarding individuals vulnerable to extremism and radicalisation.

9. Responding to concerns: Notice, Check, Share

Staff should follow the usual safeguarding procedures if they have any concerns about a child.
New Home Office guidance published in August 2026 tells professionals to "notice, check, share". This refers to the need to notice a concern, check it against the wider safeguarding picture and then share/refer where appropriate.

For the majority of staff, their primary role is to "notice" whereas the safeguarding team, led by the DSL and SPOC Fiona Lee, will analyse the concern in line with the child's context, history and any other risk factors.

The team will look at changes in a pupil's **behaviour, language, interests, relationships and wellbeing**, and consider whether something is an isolated incident or part of a developing pattern. They will consider other possible explanations rather than assuming that unusual views or behaviour automatically indicate radicalisation. This is particularly pertinent considering the complex needs of our students.

Prevent teams around the UK have emphasised the need to be provided with information around what may have made the child susceptible to radicalisation, and their journey towards extremism. Therefore, the safeguarding team will consider this before making a referral to the Prevent Team. Should they assess the risk and ascertain that another safeguarding response or service is required even where the Prevent threshold is not met; the rationale behind this decision will be clearly outlined on CPOMS.

The wider staff team however should ensure that they report concerns at an early stage and report each concern separately as it happens rather than waiting for concerns to accumulate or escalate.

For students who are verbal, staff should aim to capture the words the child has said when reporting via CPOMS. For non-verbal students, how they communicated or presented should be clearly described in reports on CPOMS.

For any concerns about staff's behaviour, conduct or ideologies, staff will follow the whistleblowing policy and/or report low-level concerns to the Headteacher.

10. Learners with SEND

The guidance entitled "Safeguarding Learners susceptible to radicalisation" (www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-susceptible-to-radicalisation/safeguarding-learners-susceptible-to-radicalisation-next-step-checklists
provides a helpful checklist of considerations for children with SEND or neurodiversity. As this would capture all of our students, being a special needs setting, the SPOC will consider this when assessing risk, and what might be needed to safeguard the child.

"When assessing concerns about the susceptibility to radicalisation of a learner with special educational or neurodivergent needs, have you:
☐ considered communication and processing differences?
☐ explored whether the behaviour is new, escalating or longstanding?
☐ reviewed relevant SEND assessments and support plans?
☐ considered vulnerabilities such as social isolation, online influence or difficulties with peer relationships?
☐ consulted your setting's SENDCO, or relevant specialists, where appropriate?
☐ avoided assuming SEND or neurodiversity either explains or increases risk?
☐ assessed concerns using the full safeguarding picture?

It must be noted that our students at The Meadows may be susceptible to radicalisation due, in part at least, to their SEND (Special Educational Needs and Disabilities. Every child is different but some may experience difficulties with social interaction, feel socially isolated, struggle to understand the consequences of their actions and awareness of the motivations of others. This can make them vulnerable to manipulation and believing disinformation. Nonetheless, Special educational and neurodivergent needs may influence how concerns present, but they should not automatically explain away safeguarding concerns.

11. Online Radicalisation

The September 2026 DfE checklist specifically asks schools to consider online influences and wider contextual information. It is vital therefore for staff to understand the prevalence of online radicalisation including where young people may "self-radicalise" by subscribing to conspiracy theories and/or accessing extremist content, for example.

Online communities and influences can have a strong impact on young people, particularly where they give young people a sense of community and belonging.
Algorithms and repeated exposure can also slowly impact upon young people's thinking. For example, studies have found that misogynistic content is often suggested to young boys on social media whether or not they go looking for it or engage with the content at all.
contact with others online, particularly through gaming/social platforms can lead to radicalisation, particularly where young people are not monitored online by a responsible adult.

The relationship between Prevent and the school's filtering and monitoring arrangements is therefore key. At The Meadows, we use Securly, which enables us to spot when children might be accessing concerning content.

12. Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via Citizenship and PSHE sessions; but also, by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and pupils; building resilience in pupils; improving pupil skills for collaborative work; improving pupils' ability to interact with each other and a peer mentoring scheme. We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

The school 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 teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.
Examples of how we do this include:

We will also work with local partners, families, and communities in our efforts to challenge extremist views and to assist in the broadening of our pupils' experiences and horizons.

13. Use of External Agencies and Speakers

The school encourages the use of external agencies or speakers to enrich the experiences of our pupils; however, we will work to ensure that we never provide a platform for hate speech and/or extremism. We do this by pro-actively vetting those external agencies, individuals, or speakers who we engage to provide such learning opportunities or experiences for our pupils. This includes making appropriate checks on all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals. For staff arranging a visiting speaker, they must follow our Visiting Speakers Policy and complete the Visitor arrangement form. This will then be reviewed by the DSL before the visitor can be confirmed.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in compete opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups, or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils 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 pupils
- Activities are carefully evaluated by the school to ensure that they are effective

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

There is a specific policy for the arrangements for Visiting Speakers and a copy can be requested from the school office or be available on the website.

14. Recruitment

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Our school therefore follows and prioritises safer recruitment (please KCSiE 2026) practices.

15. Role of Governing Board

The Governing Board of our school will undertake annual training led by the Designated Safeguarding Lead or external consultants, to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Board of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in KCSiE 2026, the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

16. Standards for Teachers

The 2011 (updated 2021) Standards for Teachers (part two) states:

17. Teachers Standards

teaching staff are expected to uphold the Teachers' Standards, including not undermining fundamental British values and ensuring personal beliefs are not expressed in ways that exploit pupils' vulnerability or might lead them to break the law. For further information, please read:
https://www.gov.uk/government/publications/teachers-standards

16. Policy Adoption, Monitoring and Review

This Policy was considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of children as set out in KCSiE 2026 and duties as set out in the Counter Terrorism and Security Act 2015.

Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the school's website.

Governors will review this policy annually but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

18. LINKS AND SUPPORTING DOCUMENTS

HO Foreign Travel Advice-
https://www.gov.uk/foreign-travel-advice

Prevent Tragedies
www.preventtragedies.co.uk

Promoting British Values through SMSC
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Channel Guidance
https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance

Prevent Duty (new guidance and consultations doc)
https://www.gov.uk/government/publications/prevent-duty-guidance

Keeping Children Safe in Education September 2026
https://www.gov.uk/government/publications/keeping-children-safe-inhttps://www.gov.uk/government/publications/keeping-children-safe-in-education--2**education--2**

Departmental Advice for Schools and Childcare Providers https://www.gov.uk/government/publications/protecting-children-fromhttps://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty**radicalisation-the-prevent-duty**

Appendix 1 – Prevent audit for primary and secondary schools

An audit of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self- assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve 'good practice' further. In the past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted. Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings

should be shared with the whole staff. The audit must be reviewed at the very least bi – annually and a record of each audit filed and kept in school.

Key When assessing the school's level of compliance use the following codes

Red (R): no evidence
Amber (A): partial evidence
Green (G): secure evidence

1. PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation		
Evidence	Colour code	Action, when and responsibility
There is an identified strategic Prevent Lead within the school.		
The strategic Prevent Lead understands the expectations and key priorities of PREVENT and these are embedded and explicit within safeguarding policies.		
The Senior Leadership Team have a clear understanding and commitment to the Prevent Strategy and its key objectives.		
The PREVENT agenda and its objectives are embedded within the appropriate safeguarding processes established and used in school.		
2. Staff and the Governing Body have been appropriately trained ac :ording to t their role		
Evidence	Colour code	Action, when and responsibility
All staff and Governors know who the Prevent Lead is in school.		
They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk.		

There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT.		
Staff are confident and able to provide appropriate challenge to students, parents, or Governors if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion; they know who to go to and how to report concerns.		
Regular, continuous CPD updating training on PREVENT is available to the Strategic Prevent Lead and safeguarding leads where appropriate.		
3. An appropriate reporting and referral process is in place and referrals are being managed effectively		
An appropriate internal PREVENT referral process has been developed		
Partner agency communication channels have been established – Local Authority Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral.		
Evidence of notification reports and/or referrals exists in school.		
Prevent notifications or referrals are managed or overseen by designated staff e.g., the Prevent Lead.		
A process is in place to identify and develop 'lessons learnt'; a reflective process that will inform future action.		
4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion		
The school delivers a creative curriculum that helps develop critical thinking skills around the power of influence, particularly the persuasion of on-line sources and social media		
Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the		

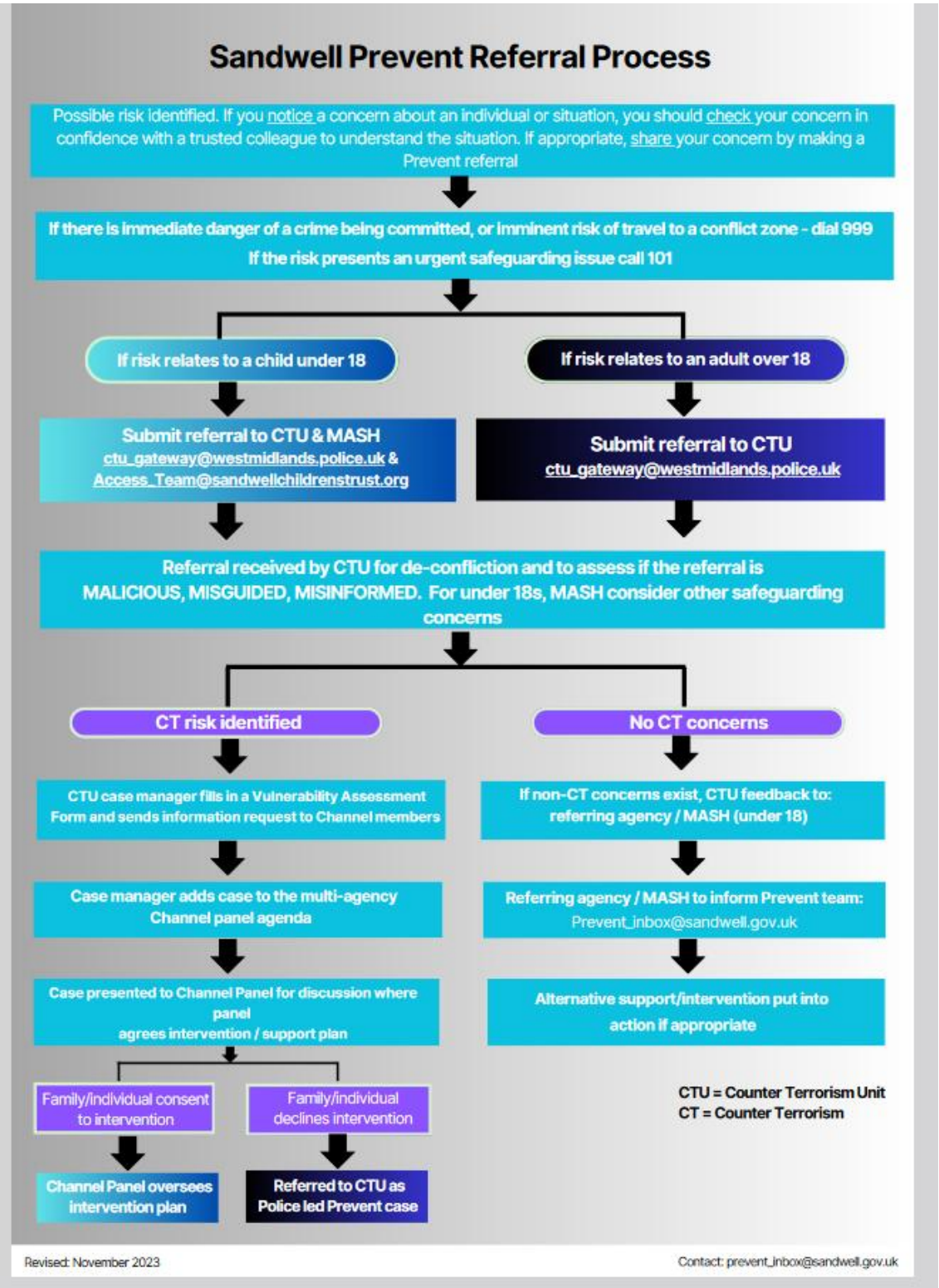
damaging effects of all extremism on the local, national and global community		
A range of activities are planned and delivered in both lessons and the community, that explore the choices available to young people in the 21st century and the consequences of these		
Resources, displays and literature provide balanced information, advice and alternative views for pupils and students		
Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this		
The school provides opportunities to explore fundamental British values, equality, difference, faiths and beliefs., through the curriculum, collective worship and interaction with the wider community		
Spiritual, Moral, Social and Cultural education is understood as a central strand in PREVENT (promoting equality, exploring difference and British values) by all staff and is addressed as suggested in the 2014 SMSC guidance (see links and supporting guidance).		

5. Venue Hire Policy and Procedure		
Evidence	**Colour code**	**Action, when and responsibility**
The school has a clear protocol for ensuring that any visiting speakers (whether invited by staff or children) are suitable (thorough due diligence carried out) and are properly supervised (when on the school premises)		

6. Risk Assessments		
Evidence	**Colour code**	**Action, when and responsibility**
The Prevent lead keeps abreast of the Counter Terrorism Local Profile (CTLP) updates		
The CTLP and local Prevent risk updates are used to protect the pupils from risk and the school are tackling these risks		

The Governor/SMT are aware of their accountability for Risk Assessment with supportive oversight (active involvement preferable)		
7. IT Policies/Filters		
Evidence	**Colour code**	**Action, when and responsibility**
IT policies/filters are in place to ensure that violent and terrorist or extremist material or terminology cannot be accessed, with consideration of COVID-19, extremist response, additional radicalisation risks and vulnerability factors		

Appendix 4


Sandwell Prevent Referral Process
Possible risk identified. If you notice a concern about an individual or situation, you should check your concern in confidence with a trusted colleague to understand the situation. If appropriate, share your concern by making a Prevent referral
If there is immediate danger of a crime being committed, or imminent risk of travel to a conflict zone - dial 999
If the risk presents an urgent safeguarding issue call 101
If risk relates to a child under 18
If risk relates to an adult over 18
Submit referral to CTU & MASH
ctu_gateway@westmidlands.police.uk &
Access_Team@sandwellchildrenstrust.org
Submit referral to CTU
ctu_gateway@westmidlands.police.uk
Referral received by CTU for de-confliction and to assess if the referral is MALICIOUS, MISGUIDED, MISINFORMED. For under 18s, MASH consider other safeguarding concerns
CT risk identified
No CT concerns
CTU case manager fills in a Vulnerability Assessment Form and sends information request to Channel members
If non-CT concerns exist, CTU feedback to: referring agency / MASH (under 18)
Case manager adds case to the multi-agency Channel panel agenda
Referring agency / MASH to inform Prevent team:
Prevent_inbox@sandwell.gov.uk
Case presented to Channel Panel for discussion where panel agrees intervention / support plan
Alternative support/intervention put into action if appropriate
Family/individual consent to intervention
Family/individual declines intervention
Channel Panel oversees intervention plan
Referred to CTU as Police led Prevent case
CTU = Counter Terrorism Unit
CT = Counter Terrorism
Revised: November 2023
Contact: prevent_inbox@sandwell.gov.uk