



Leominster Primary School Preventing Radicalisation and Extremism Policy

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1. Introduction

This policy is a statement of the aims, principles and strategies for preventing radicalisation and extremism at Leominster Primary School. This Preventing Radicalisation and Extremism Policy is part of our commitment to keeping our pupils and the school community safe from the threat of terrorism and will not tolerate extremism or radicalisation in our school. We support and adhere to the latest guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

The Policy has been written for teachers, pupils, parents and governors of the school.

Anyone can share concerns with the named Prevent Co-ordinator for Herefordshire Local Authority is Neville Meredith, who can be contacted on 01432 383628 or email nmeredith@herefordshire.gov.uk, or Warwickshire and West Mercia Police Prevent Team on 01386 591835 or prevent@warwickshireandwestmercia.pnn.police.uk.

2. Legal Framework:

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Counter-Terrorism and Security Act 2015
- The Childcare Act 2006
- The Data Protection Act 2018
- The GDPR

This policy also has due regard to statutory and non-statutory departmental advice, including, but not limited to, the following:

- DfE (2015) 'The Prevent duty'
- HM Government (2015) 'Revised Prevent Duty Guidance: for England and Wales'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'

This policy operates in conjunction with the following school policies and documents:

Child Protection and Safeguarding Policy.

E-Safety Policy

Mobile Phone Policy

Behaviour Policy

Data Protection Policy

3. Definitions

For the purpose of this policy:

Extremism is defined as the holding of extreme political or religious views.

Radicalisation is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.

Fundamental British Values are a set of expected standards by which people resident in the UK must live.

4. Roles and Responsibilities

The Chair of Governors, Mr M Hawthorne, and Safeguarding Governor, Mrs J Willis, are responsible for:

- Ensuring that the school and its staff respond to preventing radicalisation
- Ensuring that the school's curriculum addresses the issues involved in radicalisation
- Ensuring that staff conduct is consistent with preventing radicalisation

The Headteachers, Mrs H Rees and Mrs H Lynch, is responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriate vetted prior to them having access to pupils.

The Designated Safeguarding Lead and The Prevent Lead, Mrs H Lynch, is responsible for:

- Handling any referrals to the Channel programme.
- Following up any referrals made to the Channel programme.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support pupils at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism.

All staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation.
- Raising any concerns with the DSL and Prevent Lead
- Notifying the DSL and Prevent Lead when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.

5. Safeguarding from Radicalisation and Extremism

The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

The school has a dedicated DSL, Mrs H Lynch, who deals with any incidents of extremism and or terrorism within our school community.

As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

The school has strong relationships with our local safeguarding partners, and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.

The school encourages any pupil, parent, staff member or member of the wider school community to let our DSL, Mrs H Lynch, know if they have concerns about:

- Pupils becoming radicalised.

- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of pupils becoming radicalised or involved in extremism.
- Pupils planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

Visitors and speakers coming into the school will be vetted prior to them having access to pupils.

All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the headteacher.

Leominster Primary School work with the Local Authority, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying pupils:

- Displaying feelings of grievance and injustice.
- Feeling under threat.
- Searching for identity, meaning and belonging.
- Who have a desire for status amongst their peers.
- Who have a desire for excitement and adventure.
- Displaying a need to dominate and control others.
- Who have a susceptibility to indoctrination.
- Displaying a radical desire for political or moral change.
- Who are susceptible to opportunistic involvement.
- Who have family or friends involved in extremism.
- Susceptible to being influenced or controlled by a group.
- With relevant mental health issues.

The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

The school always takes allegations and concerns of radicalisation and/or terrorism seriously.

The school will help pupils channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society.

The school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

The school recognises that pupils' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

The school will record all internet activity that takes place on site, and on any school computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online, in accordance with the E-safety Policy.

In accordance with Keeping Children Safe in Education and our Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.

The school is stronger thanks to our open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community, and in the wider community.

The school will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.

The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation.

Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

Although extremist behaviour can be presented in many forms, the school understands the following as the most obvious risk factors:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. ‘hate’ language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which are counter to the school’s Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in pupils’ work
- Disassociation from existing friendship groups
- A loss of interest in activities which they previously engaged in
- Asking questions about identity, faith and belonging
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Migration
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of racism or discrimination
- Inappropriate forms of dress
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise or support extremist groups or behaviour in their speech or written work?
- Does the pupil’s demeanour suggest a new social, religious or political influence? E.g. through jewellery or clothing
- Has the pupil previously been a victim of a race hate or religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?

- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

6. CONTEST

CONTEST is the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. The counter-terrorism strategy continues to be organised around four workstreams, each comprising a number of key objectives

Pursue: to stop terrorist attacks

Prevent: to stop people becoming terrorists or supporting terrorism

Protect: to strengthen our protection against a terrorist attack

Prepare: to mitigate the impact of a terrorist attack.

Further information on CONTEST can be found at:

<https://www.gov.uk/government/publications/counter-terrorism-strategy-contest>

7. Prevent

What does Prevent do?

- a. Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- b. Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- c. Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

Who delivers Prevent?

The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant

role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

How does Prevent help challenge extremism?

- a. Supporting people who are at risk of being drawn into terrorist or extremist activity through the Channel process
- b. Working with and supporting community groups and social enterprise projects who provide services and support to vulnerable people.
- c. Supporting local schools, local industry and partner agencies through engagement, advice and training.
- d. Working with faith groups and institutions to assist them in providing support and guidance to people who may be vulnerable.
- e. Supporting people who are at risk of being drawn into terrorist or extremist activity through the Channel process

Further information on Prevent can be found at: www.ltai.info/what-is-prevent/

8. Channel

What does Channel do?

Channel is designed to help vulnerable individuals reject violent extremism or support of terrorism before they become radicalised. The overall aim of the programme is early intervention and diverting people away from the risk they may face.

Who delivers Channel?

Channel is a Local Authority led multi-agency programme made up of safeguarding professionals and local partners.

How does Channel work?

Channel works in a similar way to existing safeguarding mechanisms and partnerships. Those thought vulnerable and at risk are referred to a panel made up of partner organisations, including the police, who discuss the individuals concerned. The panel then:

- Identifies those at risk of being drawn into violent extremism
- Assesses the nature and extent of that risk
- Develops the most appropriate support for them. The individual must consent to any suggested action as it is voluntary

Further information on can Channel can be found at: <http://www.ltai.info/what-is-channel/>

See Appendix 1 for Channel Panel Flow Chart and Appendix 2 Channel Referral Form.

9. Community Links

The school will include discussion about extremism and terrorism in our governing body meetings.

The school will operate an open-door policy for community members to report concerns.

The school will select a range of charities to support across the year which represent our school community, including local community groups.

10. Making a Referral

In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has concerns about a pupil, they will raise this with the DSL and Prevent Lead, Mrs L Lynch, or Deputy Safeguarding Lead, Miss L Jones.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme. In most cases, the DSL will refer case to the Channel programme where there is a radicalisation concern, as appropriate. Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so. Staff members will be informed that they may be asked to attend a Channel panel to discuss the pupil who has been referred to determine whether support is required.

The Local Authorities Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm. If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the GDPR, as outlined in the Data Protection Policy.

See Appendix 3 for Prevent Duty Reporting Process.

11. Promoting fundamental British values

Through the national curriculum, the school will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils across the subject.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Demonstrate the historical importance of the Commonwealth.

Through our social, moral, spiritual and cultural programme, the school will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all pupils within the school have a voice that is listened to, thus demonstrating how democracy works via a school council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club, via the school council, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

12. Training

Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

The DSL and Prevent Lead, Helen Lynch, DDSL's, Miss L Jones and Mrs H Smith-Hughes, will undergo yearly Prevent Awareness Training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation. All staff will yearly Prevent awareness training delivered by the DSL in order to ensure that they are up-to-date to recognise indicators of radicalisation.

Online Training Course for Prevent:

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Online Training Course for Channel:

https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html?subtitles=0

Other Relevant Online Training:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

13. Monitoring and Review:

Policy Date: March 2020

Review Date: March 2022

Appendix 1: Herefordshire Chanel Panel Flow Chart:

Stage 1 – Assessing Potential Channel Panel referrals

- Initial referral made by completing standard referral form and returning to the Channel Police Practitioner (CPP) at Protective Services, Warwickshire and West Mercia Police: email prevent@warwickshireandwestmercia.pnn.police.uk
- The CPP cross checks information with police intelligence and if necessary contacts the referral organisation to discuss further
- The CPP assesses the level of risk and vulnerability of the individual referred
- If CPP assessment is the case requires other action, is no or low level risk, no formal referral to Channel Panel will be made. Feedback by CPP to referral organisation.
- If the information received shows a vulnerability which is not related to extremism or terrorism then the case is not suitable for Channel, and will be referred to a more appropriate support service.

Stage 2 – Formal Channel Panel Referral

- If the CPP assesses that an individual should be subject to a Channel Panel meeting, he / she will contact the Council's Community Cohesion and Integration Officer (CCIO) who will ask local organisations to provide any relevant information on the individual. The CCIO will facilitate the secure exchange of information.
- Depending on when the information is requested, it should either be provided to the CPP through secure means or brought to a Channel Panel meeting.
- Channel Panel meeting agendas will be sent out one week in advance, identifying those cases to be considered. In addition to a small core group, only those who have information which is relevant to the individual cases will be invited to attend the meeting.
- The CPP will bring the referral form to the meeting, together with an assessment of the case gathered from any police intelligence and local information already provided
- Partners at the Panel will share their information to make a more detailed assessment of the nature, risk and extent of the vulnerability which the person has.
- Interventions will be agreed to support the individuals referred. Agreement is secured from the individual as his / her participation is voluntary.

Stage 3 Reviewing / monitoring actions and recommendations

- A log will be kept and used to monitor actions
- Channel Panel meetings will be used to assess progress, with the CPP monitoring progress in between.

Information will be shared subject to appropriate data sharing requirements being met

Appendix 2: Channel Referral Form

REFERRAL PROCESS	
<p>Once you have completed this form, please email it to: prevent@warwickshireandwestmercia.pnn.police.uk</p> <p>This form will then be assessed for CT concern as well as safeguarding concerns.</p> <p>You will receive an automated message confirming receipt of your referral and where possible we can give you feedback on your referral however please be aware that this may not always be possible due to data protection and other case sensitivities.</p> <p>If you have any questions whilst filling in the form, please call: Prevent Team on 01386 591835</p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.
DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> • How / why did the Individual come to your organisation's notice in this instance? • Does it involve a specific event? What happened? Is it a combination of factors? Describe them. • Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How? • Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact? • Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information? • Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly? • Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures. • Please describe any other concerns you may have that are not mentioned here. 	
COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> • Victim of crime, abuse or bullying. • Work, financial or housing problems. • Citizenship, asylum or immigration issues. • Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings. • On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency. • Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories. • Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below). • Please describe any other need or potential vulnerability you think may be present but which is not mentioned here. 	
OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
Please Describe	

PERSON WHO FIRST IDENTIFIED THE CONCERNS

Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

PERSON MAKING THIS REFERRAL (if different from above)

Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address

REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)

Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

RELEVANT DATES

Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?

SAFEGUARDING CONSIDERATIONS

Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	
Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS

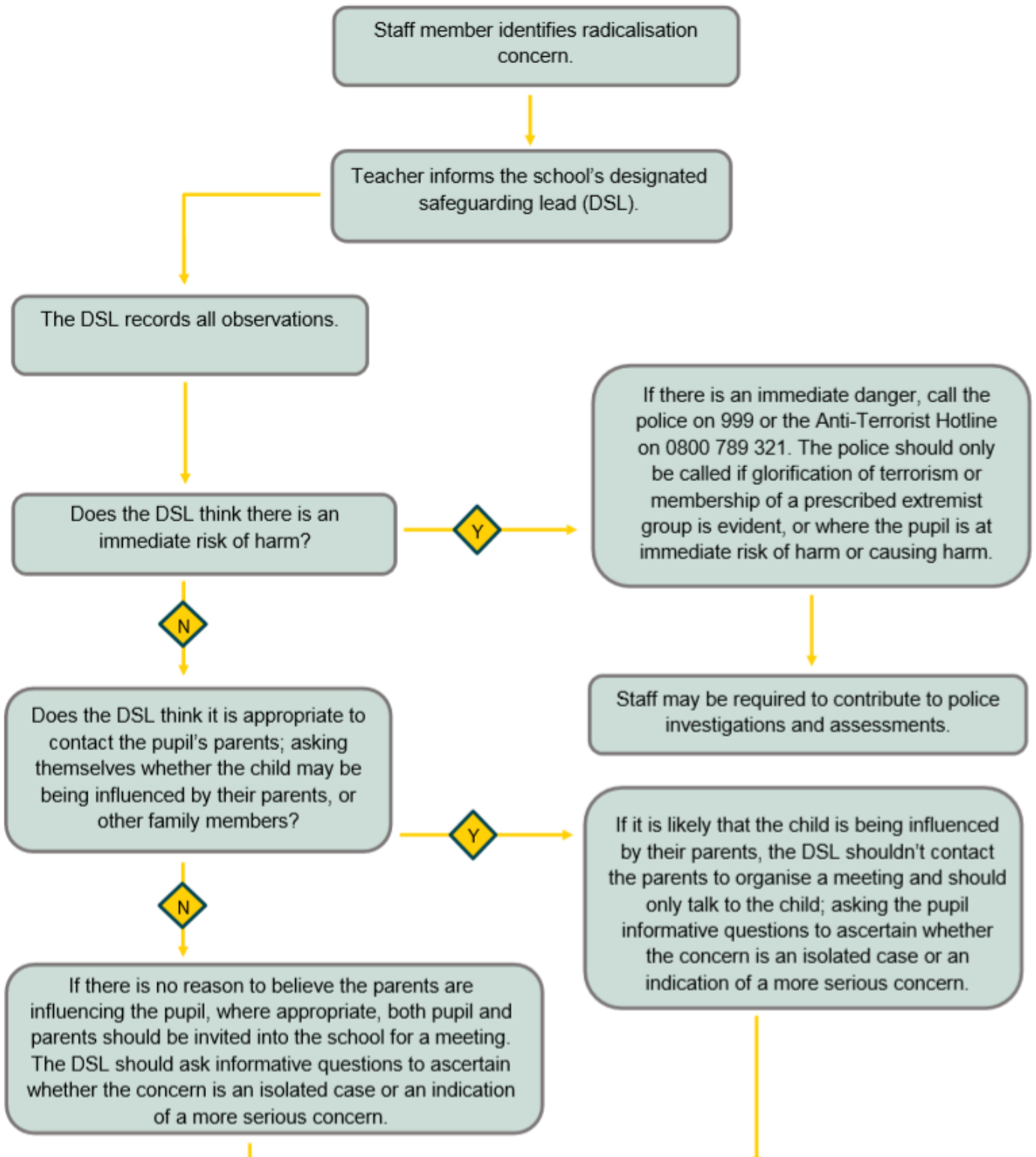
Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

THANK YOU

Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed. If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.

Appendix 3: Prevent Duty Reporting Process

Prevent duty reporting process



In both instances, the DSL must assess whether the concern is isolated or not. If it is a serious concern or a repeated incident, the DSL should contact the local Prevent practitioner. If it is an isolated incident or not a serious concern, the DSL should continue to monitor the situation. Serious concerns refer to any incident that may result in harm upon the pupil, or the pupil causing harm to others.

Do the DSL and local Prevent practitioner deem the concern to be serious? If so, reporting the concern to the Channel programme may be appropriate.

Y

N

Staff members should be informed that they may be asked to liaise with the local Channel programme panel to discuss the referred pupil and to determine whether support is required.

If no referral is made, the pupil should be monitored by the DSL and the teacher who initially reported the concern. If new concerns arise, in liaison with the local Prevent practitioner, the DSL should monitor all concerns and assess the measurement of vulnerability before referring concerns which are deemed serious.

The LA's Channel programme panel, in liaison with panel partners such as the school, must decide which support, if any, is required and arrange for this support to be implemented.

If the DSL deems it is unnecessary to refer the concern to the Channel programme and a teacher disagrees, a teacher may make the referral themselves but must notify the DSL of the referral.

The DSL should follow up any referrals; the DSL must record and retain all incidents for the school record.