



The  
**Maltby** Learning Trust

# MLT Preventing Radicalisation Policy

Date Last Reviewed: March 2019  
Reviewed by: Executive Principal (Primary)  
Approved by: CEO

## INTRODUCTION

The Maltby Learning Trust is fully committed to safeguarding and promoting the welfare of all its pupils. As a Trust we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. It should be absolutely clear that although much coverage is given to religious radicalisation in the media, this policy also covers radicalisation of young people by exposure to extreme political views and all other forms of radicalisation. This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015 new statutory duties were placed on schools by the 'Counter Terrorism and Security Act,' (2015) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

## AIMS AND PRINCIPLES

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- Pupils are encouraged to adopt and live out our Core Values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, emotional aspects of learning) assemblies, the PHSE curriculum and through the elected Student Leadership Team members
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil's wellbeing, confidence and resilience is promoted through our planned curriculum, the promotion of good Learning Behaviours and out-of-hours learning opportunities.

- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

## THE DUTY OF EACH ACADEMY

Within each MLT Academy, we recognise our duty to ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The local governing body also ensures that this ethos is reflected and implemented effectively in academy policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare. We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

## STAFF BEHAVIOUR

Within MLT Academies, all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

## STATUTORY DUTIES

The duty to prevent children and young people being radicalised is set out in the following documents which have been used to formulate this policy.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2018)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2015)

## GOVERNMENT APPROACHES

The Office for Security and Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.

This strategy is based on four areas of work:

- 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

The role of individual academies, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.' This document can be found at the following location:

[https://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together\\_bkmk.pdf](https://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together_bkmk.pdf)

Primarily, the focus of work in our school will be concerned with PREVENTION.

'This policy should be read alongside the school's Safeguarding, Child Protection, Equal Opportunities, E-Safety and Anti-bullying policies

## NON-STATUTORY GUIDANCE

Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, (DfE 2014).

## DEFINITIONS AND INDICATORS

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

The Maltby Learning Trust has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. Furthermore, our positive promotion of our Code of Conduct and positive behaviour policy equips our pupils with the skills to reject violence in all its forms.

## ROLES AND RESPONSIBILITIES

### ROLE OF THE LOCAL GOVERNING BODY

It is the role of the local governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation. Each Local Governing Body will have a nominated person (see appendix 1,) who will liaise with the

Associate Principal/Principal/Executive Principal and other staff about issues to do with protecting children from radicalisation.

## ROLE OF THE ASSOCIATE PRINCIPAL / PRINCIPAL / EXECUTIVE PRINCIPAL

It is the role of the Associate Principal/Principal/Executive Principal to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation.
- ensure that information is available to stakeholders to refer to/raise awareness (see appendix 2/3/4)

## ROLE OF DESIGNATED SAFEGUARDING LEAD

It is the role of the designated safeguarding lead to:

- 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
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters.

## ROLE OF STAFF

It is the role of staff to understand the issues of radicalisation and know how to refer their concerns. They should have confidence to challenge radicalisation and extremist views when they are encountered in the classroom or academy environment.

## THE ROLE OF THE CURRICULUM

The curriculum of each MLT academy promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E, PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the Academy. Children learn about all major faiths, visit places of worship and are taught about how to stay safe when using the Internet. Pupils are explicitly taught to develop strong learning behaviours

which include the ability to listen to and question opinions and ideas, and the development of resilience.

## ONLINE SAFETY

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. The filtering systems used in our Academies blocks inappropriate content, including extremist content and monitors for extremist activity, alerting leadership if it occurs. We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technician will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, children or visitors find unblocked extremist content they must report it to a senior member of staff. We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones. The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable. Pupils and staff know how to report internet content that is inappropriate or of concern.

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## STAFF TRAINING

Through Safeguarding updates and in-school CPD, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

## SAFER RECRUITMENT

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2015). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

## VISITORS

Visitors to Trust academies are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Principal.

## NO PLATFORM FOR EXTREMISTS

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 accept bookings from individuals or organisations that are extremist in their views.

## SIGNS OF VULNERABILITY

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

Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

## RECOGNISING EXTREMISM

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups

- 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)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

## PREVENTING EXTREMISM

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms i.e. the Local Authority, Policy and/or the Channel Programme. We will provide a link, via our Trust website, to the Rotherham LSCB website which provides information on radicalisation for children and young people, their parents/ carers and professionals.

[www.rotherham.gov.uk/safeguarding](http://www.rotherham.gov.uk/safeguarding)

As with other safeguarding risks, staff will be alert to changes in children and young people's behavior which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children and young people who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

### The Channel Programme

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (Mash) on 01709 336080.

More information on Prevent and Channel is contained in Annex A of Keeping children Safe in Education (2018) and Chapter 2.1.6 of the Rotherham LSCB child protection online procedures:

<http://www.rscb.org.uk/>

## PROCEDURES FOR REFERRAL

Although serious incidents involving radicalisation have not occurred within the Maltby Learning Trust to date, it is important for us to be constantly vigilant and

remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional belief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Child Protection/ Safeguarding Coordinator).

When there are significant concerns about a pupil the Designated Safeguarding Lead in liaison with the Principal / Executive Principal will make a referral to the LA Prevent lead – see appendix 1.

This policy is strictly adhered to should issues arise.

## POLICY REVIEW

The Preventing Radicalisation policy statement will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

Appendix 1 – Key people

Name	Role	Photograph
	Designated Safeguarding Lead	
	Deputy Safeguarding Lead	
	Deputy Safeguarding Lead	
	Governor with Specific responsibility for safeguarding	

## Appendix 2

### SAFEGUARDING CHILDREN, YOUNG PEOPLE AND ADULTS FROM BEING DRAWN INTO TERRORISM

#### Concerns about extreme right-wing groups and ideology

##### BACKGROUND

Rotherham has been the target for repeated demonstrations and protests by defence leagues, far right and far right extremist groups since the publication of reports relating to child sexual exploitation in the Borough.

This comes at a time when there is a growing concern nationally about the rise of a number of extreme right-wing and neo-Nazi groups. A rise that is echoed throughout Europe.

Extreme right-wing groups promote white supremacist ideology, fascism and anti-Semitism and can inspire extremist views and racial hatred that damage our communities and community cohesion.

All staff are asked to be alert to any extreme right-wing activity locally and be aware of vulnerable adults and young people who may be influenced or drawn into these beliefs in the community and on-line.

##### RISKS AND VULNERABILITIES

Extreme right-wing ideology has influenced individuals who have carried out violent terrorist attacks in the UK. Zack Davies was sentenced to life in prison after he attempted to murder Dr Sarandev Bhambra in a racially motivated attack in a supermarket in North Wales. Extreme-right publications were found at his home. Thomas Mair received a whole life sentence for the murder of MP Jo Cox. When passing sentence, the judge referred to Mair's admiration for Nazis and similar anti-democratic white supremacist creeds evident from his internet searches.

## IMAGES AND SYMBOLS

Below is a sample of symbols associated with extreme right-wing ideology and groups. Their propaganda often uses imagery and symbols that may be found in graffiti, tattoos, flyers and literature, banners and flags.

	<p><b>The swastika</b>, it is widely used, in various incarnations, by neo-Nazis, racist skinheads and other white supremacist groups</p>
	<p><b>The Schutzstaffel (SS)</b>, The symbol is frequently seen in neo-Nazi tattoos and graffiti and characterises the beliefs of neo-Nazis and racist skinheads – violence, anti-Semitism, white supremacy and fascism.</p>
	<p>Celtic Cross - The Celtic cross is common to many racist organizations, but has many non-racist connotations as well.</p>
	<p><b>The 'triskele'</b> Three Sevens version of the triskele was popularized by white supremacists in Europe and South Africa.</p>
	<p><b>The Aryan fist</b> is a symbol of white power used by hate groups who promote their racist agenda as white pride activism.</p>
	<p>Odin Rune Shows identification with Odinism, an old pagan religion. Odinism is not a racist religion but has been adopted by many in the far right.</p>
	<p><b>Iron Cross</b> - Today, the symbol (with or without the swastika) is often displayed by neo-Nazi groups, especially as jewellery. It is sometimes used for shock effect as it conjures up images of Nazi Germany and its military without being explicitly Nazi itself.</p>
	<p><b>Life Rune</b> - Known as a 'Life Rune' to the Nazis, today it signifies to extremists the future of the white race.</p>

	<p>Death's Head or Totenkopf - Symbol of the Nazi SS. Used to show allegiance to the white racist cause.</p>
	<p>White Power - Used by various racist groups. The "A" in the centre stands for "Aryan".</p>
	<p>World Church of the Creator – White supremacist organisation</p>
	<p>Confederate Flag - Though not always used in a racist context, this flag has been co-opted by the racist right as a symbol of white supremacy. Used by Southern states to keep slavery running.</p>
	<p>RAHOWA stands for the expression "Racial Holy War." It signifies the battle that white supremacists believe will pit the white race against minorities and Jews and lead to Aryan rule over the world.</p>
<p><b>14</b></p>	<p>14 Words - Short hand for an expression popularised by white supremacist David Lane, "We must secure the existence of our people and a future for white children."</p>
<p><b>18</b></p>	<p>The first letter of the alphabet is A; the eighth letter of the alphabet is H. Thus, 1 plus 8, or 18, equals AH, an abbreviation for Adolf Hitler. Neo-Nazis use 18 in tattoos and symbols. The number is also used by Combat 18, a violent British neo-Nazi group that chose its name in honour of Adolf Hitler.</p>
<p><b>88</b></p>	<p>The eighth letter of the alphabet is "H." Eight two times signifies "HH", shorthand for the Nazi greeting, "Heil Hitler." 88 is often found on hate group flyers, in both the greetings and closing comments of letters written by neo-Nazis, and in e-mail addresses.</p>
<p><b>28</b></p>	<p>The number stands for the name "Blood &amp; Honour" because B is the 2nd letter of the alphabet and H is the 8th letter. Blood &amp; Honour is an international neo-Nazi/racist skinhead group started by British white supremacist and singer Ian Stuart. It has chapters around the world.</p>
<p><b>23</b></p>	<p>23: The 23rd letter of the alphabet is W. Therefore, white supremacists and racist skinheads use 23 in tattoos to represent "W," as an abbreviation for the word "white".</p>

<b>WPWW</b>	White Pride World Wide
<b>SWP</b>	Supreme White Power
<b>ZOG</b>	ZOG: Stands for 'Zionist-Occupied Government'. These terms refer to the belief that the Jews occupy and control the government, as well as the media. The letters often appear in a circle with a slash over it. JOG for Jewish Occupied Government is a similar phrase also often used for the same purpose.

	<p>National Action is an extreme right wing group banned by the Government in 2016. If you become aware of any individual or material linked to National Action, please contact your local Police. For example:</p> <ul style="list-style-type: none"> <li>• Flags, Banners, Stickers, Leaflets, Posters and Graffiti</li> <li>• Demonstrations, Protests, Stalls and Events</li> <li>• 'Pop up food banks' or outreach work targeting only white homeless people</li> <li>• Details of any persons linked to or carrying out any of the above activity, including inviting or encouraging support for National Action.</li> </ul>
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## WHAT TO DO IF YOU ARE WORRIED ABOUT A CHILD OR ADULT

If the child or adult is in immediate danger, call 999

If a child is not in immediate danger, contact Rotherham children's social care services by calling the Multi Agency Safeguarding Hub (MASH) on 01709 336080 or complete a multi-agency referral form (available on the Rotherham Council website).

If an adult is not in immediate danger, contact Rotherham adult social care services by calling the Single Point of Access (formerly Assessment Direct) on 01709 822330 - tell them this is a Prevent concern for the attention of adult safeguarding or complete the online safeguarding adult form (available on the Rotherham Council website).

If the child or adult is not in immediate danger but you believe a crime may have been committed, call the Police on 101

If you see or hear anything that could be terrorist related you can report it to the confidential Anti-Terrorist Hotline on 0800 789 321



### Useful websites

**www.ltai.info**

Provides practical guidance to the public to prevent terrorism

**www.preventtragedies.co.uk**

For concerns about people travelling to Syria and conflict zones

**www.educateagainsthate.com**

Practical advice for parents, teachers and school leaders

**www.gov.uk/government/news/safer-giving-advice-for-syria**

Advice to support humanitarian work in Syria

**www.gov.uk/government/publications/prevent-duty-guidance**

HM Government Prevent Duty guidance

**www.gov.uk/government/publications/channel-guidance**

HM Government Channel guidance.  
Channel is a multi-agency approach to protect vulnerable people from being drawn into terrorism.

For more information contact Rotherham Council Community Safety and Anti-Social Behaviour Unit at: [Community.Safety@rotherham.gov.uk](mailto:Community.Safety@rotherham.gov.uk) or telephone 01709 334562

[www.rotherham.gov.uk/srp](http://www.rotherham.gov.uk/srp)

Acknowledgements:  
With thanks to Rotherham Clinical Commissioning Group



## Guide to PREVENT for service providers

PREVENT is part of the UK's counter-terrorism strategy, preventing people from becoming involved in terrorism or supporting terrorism.



## What is PREVENT?

**PREVENT** is about safeguarding children, young people or adults who may be influenced into supporting terrorism or becoming involved in terrorism. This grooming process could happen face-to-face or on-line. Prevent deals with all kinds of terrorist threats to the UK, including the threats from organisations such as far right extremist groups, ISIS, Daesh or Al Qa'ida associated groups, animal rights violent activity or any cause that encourages violence to achieve political change.

**PREVENT** is part of the UK's counter-terrorism strategy.

## What does this mean for you?

People who deliver services are well placed to recognise children and adults who may be vulnerable to exploitation or grooming by extremist or terrorist groups. This falls within our 'duty of care' and our safeguarding responsibilities. Every employee, worker, volunteer or community member has a role to play in safeguarding children, young people and vulnerable adults.

There is no expectation that workers will take on surveillance or enforcement roles as a result of **PREVENT**. Rather, people must work with partner organisations to contribute to the prevention of terrorism by identifying vulnerable individuals and making their safety a shared undertaking.



## Spot the signs

Signs of vulnerability may include when a person:

- *Is experiencing life changes or crisis*
- *Has friends involved in extremism, including on-line friends*
- *Has a need for belonging*
- *Has low self-esteem, anger or grievances*
- *Has a desire for excitement, adventure or status*
- *Becomes fixated on particular extremist ideas*

All of us at times may share these feelings or influences. The likelihood of a person becoming drawn towards terrorism is small but we need to accept this is a possibility.

A concern that an individual may be vulnerable to extremism does not mean that you think the person is a terrorist. It means that you are concerned they are vulnerable to being exploited by others. Therefore you have a **safeguarding concern**.

## What should you do?

Service delivery workers are in a prime position to recognise when an individual is being exploited and to intervene before any crime has been committed or before anyone has been harmed.

Workers should recognise **PREVENT** as part of their safeguarding responsibilities. We are all responsible for safeguarding vulnerable people from any form of exploitation, including becoming involved in or supporting terrorism or extremism.

Notice that a person is vulnerable to being exploited and be aware of any changes in behaviour or routines that may lead you to have concerns that they are being exploited.

**Check** with your line manager and other services that may be involved with the person or their family, to discuss your concerns and to gather further information.

**Share** your concerns with your manager and the safeguarding or **PREVENT** lead for your organisation. They can advise you of any further action that you may need to take.

## Key contacts if you are worried about a child or adult

If the child or adult is in **immediate danger**, call **999**

If a child is not in immediate danger, contact Rotherham children's social care services by calling the **Multi Agency Safeguarding Hub (MASH) on 01709 336080** or complete a **multi-agency referral form** (available on the Rotherham Council website).

If an adult is not in immediate danger, contact Rotherham adult social care service by calling **Assessment Direct on 01709 822330** - tell them this is a Prevent concern for the attention of adult safeguarding or complete the online **safeguarding adult form** (available on the Rotherham Council website).

If the child or adult is not in immediate danger but you believe a crime may have been committed, call the **Police on 101**

If you see or hear anything that could be terrorist related you can report it to the confidential **Anti-Terrorist Hotline on 0800 789 321**



## **Factsheet: Radicalisation and Extremism**

### **Introduction**

This factsheet has been produced by tri.x as a resource for professionals working with children, young people and families and gives a brief overview on the Prevent duty, the Channel Panel and the importance of referrals.

### **Definition**

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

'Extremism 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas' (HM Government Prevent Strategy 2011).

Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. Children should be protected from messages of all violent extremism.

### **What is the Prevent Duty?**

The Prevent duty applies to a wide range of public-facing bodies such as health, police, probation, social care, schools etc as specified authorities in England and Wales, and Scotland. The specified authorities are those judged to have a role in protecting vulnerable children, young people and adults and/or the national security.

The Prevent strategy, published by the Government in 2011, is part of an overall counter-terrorism strategy called CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

The Prevent strategy has three specific strategic objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation that we need to address.