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**From:** s 22

**Sent:** Friday, December 19, 2025 8:18:19 AM

**To:** s 22

**Subject:** Fw: seeking info on current schools practice [SEC=OFFICIAL]

Hi s 22

With thanks to s 22 please see additional information on the UK model, particularly points 2 and 3.

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**From:** s 22

**Sent:** Friday, December 19, 2025 8:08 am

**To:** s 22

**Subject:** FW: seeking info on current schools practice [SEC=OFFICIAL]

Please find some information on the UK Model, and Australia's current approach to identifying concerning behaviour in young people, including supporting resources currently being developed and finalised.

#### **Australia's current approach**

The Youth-Pro Integration Model (YPIM) is a youth-specific countering violent extremism (CVE) screening tool and train-the-trainer (TTT) program to help frontline youth practitioners identify risks of violent extremism among young people. Since July 2025, Home Affairs has delivered YPIM training to 103 educators, with 100 more scheduled for training in March and May 2026. Complementing this, the CVESC-funded Education Awareness Module provides a comprehensive suite of resources for educators to respond to the risks of youth radicalisation. The e-module will be available to educators in SA, ACT, NT and QLD, with content relevant to school leadership and staff wellbeing.

Australia also established the Youth and Mental Health Advisory Group (YAMHAG), a consultative body of state and territory practitioners and policy experts that provide insights and recommendations on youth mental health and related CVE issues. The core focus of the YAMHAG is to map capabilities, explore and consolidate evidence and best practice, and make recommendations to uplift CVE capabilities in relation to youth clients and clients with complex mental health needs.

The YAMHAG is currently in the process of mapping and identifying CVE processes and resources within jurisdiction schools, and was hoping to report back to CVESC at their next meeting in February.

#### **UK Model - Mandatory CVE Reporting in Schools (Prevent Duty)**

## 1. Framework – How It Works

- **Legal Basis:** Section 26 of the *Counter-Terrorism and Security Act 2015* requires schools to have “due regard” to preventing radicalisation. The term ‘due regard’ as used in the CTSA 2015 means that the authorities should place an appropriate amount of weight on the need to prevent people from becoming terrorists or supporting terrorism when they consider all the other factors relevant to how they carry out their usual functions.
  - **Implementation:**
    - The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism. The Prevent duty requires specified authorities such as education, health, local authorities, police and criminal justice agencies (prisons and probation) to help prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms, such as substance abuse, involvement in gangs, and physical and sexual exploitation. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes. Embedded in **safeguarding policies**.
    - Prevent intervenes early by identifying people who are susceptible to radicalisation and providing support to those suitable for intervention. Where the police assess a radicalisation risk following a Prevent referral, a Channel panel will meet to discuss the referral, assess the risk and decide whether the person should be accepted into Channel. Once accepted, the panel agree a tailored package of support to be offered to the person. The panel is chaired by the local authority and attended by multi-agency partners such as police, education professionals, health services, housing and social services. Channel is a voluntary process, and people must give their consent before they receive support. In cases where the person is under 18 years of age, consent is provided by a parent, guardian or the agency that has responsibility for their care. Where risks cannot be managed in Channel, they will be kept under review by the police. Staff trained to identify risk indicators and refer concerns.
    - Schools promote **Fundamental British Values** (democracy, rule of law, liberty, respect, tolerance).
  - **Referral Pathway:** Concerns go to **Channel**, a multi-agency panel offering tailored support.
  - **Oversight:** The Home Office will continue to have oversight of all Prevent leads within local authorities, as well as evaluation and monitoring of any Prevent-funded projects.
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## 2. What’s Working Well

- **Integrated Safeguarding:** Prevent is now part of whole-school safeguarding, improving early identification of vulnerabilities.
  - **Leadership & Accountability:** Risk assessments and self-audit tools strengthen governance and compliance.
  - **Curriculum Impact:** Citizenship and SMSC education promote resilience, critical thinking, and democratic values.
  - **Early Intervention:** Schools account for ~40% of Prevent referrals; some cases receive timely support through Channel.
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## 3. Perverse Outcomes

- **Profiling & Stigma:** Muslim students disproportionately flagged, creating perceptions of surveillance and discrimination.
  - **Over-Referral:** ~85% of referrals do not progress to Channel, indicating high false-positive rates and unnecessary stress.
  - **Chilling Effect:** Teachers and students avoid controversial topics, limiting open debate and critical inquiry.
  - **Trust Erosion:** Families view schools as “spying” agents, undermining community confidence.
  - **Wellbeing Risks:** Referrals can cause anxiety, stigma, and long-term record implications for children.
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## Key Takeaways

- The framework provides **structure and early intervention**, but risks **alienation, overreach, and reduced trust**.
- Lessons for Australia:
  - Avoid securitisation of education.
  - Emphasise **inclusive safeguarding**, not identity-based risk profiling.
  - Invest in **teacher confidence and curriculum-based resilience**, rather than compliance-driven reporting.

Regards

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