

WESTFIELD PRIMARY SCHOOL

Preventing Radicalisation & Extremism Policy

This Policy was produced by the Inclusion Leader

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Preventing Radicalisation & Extremism Policy

Safeguarding Statement 2025-2026

"It could happen here"

Safeguarding is everyone's business.

At Westfield Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

Our staff are trained to look out for signs of abuse or neglect. They are required to report these to the Designated Safeguarding Lead and follow clear procedures to implement our safeguarding objective to ensure children receive effective support, protection and justice. Our pupils are made aware of the adults they can talk to if they have any concerns and any matters reported are taken seriously.

We are alert to the signs of abuse and neglect and follow our procedures to ensure children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

We follow the Surrey Safeguarding Children Partnership's (SSCP) procedures and have a number of policies and procedures in place which contribute to our safeguarding commitment, including our Child Protection and Safeguarding Policy. A copy of this policy is available on our website. We actively support the government's Prevent agenda.

The strategic objectives of the Prevent Duty are:

1. tackle the ideological causes of terrorism;
2. intervene early to support people susceptible to radicalisation;
3. enable people who have already engaged in terrorism to disengage and rehabilitate.

1. Policy Statement

- 1.1 Westfield Primary School has a statutory duty under The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance to have due regard to the need to prevent people from being drawn into terrorism.
- 1.2 Westfield Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. This policy sets out our beliefs, strategies and procedures to protect vulnerable

individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

2. Links to other Policies & Guidance

2.1 This policy links to the following Westfield Primary School policies

- Child Protection and Safeguarding Policy
- Equality, Diversity, Inclusion and Belonging Policy
- Behaviour Policy
- Anti-bullying Policy
- Online Safety Policy.
- Recruitment & Selection Policy
- Visitors Policy & Visiting Speakers Agreement
- Lettings Policy
- Well-being & Positive Mental Health Policy

2.2 The following national guidelines should also be read when working with this policy:

- CONTEST : The United Kingdom's Strategy for Countering Terrorism (July 2023)
https://assets.publishing.service.gov.uk/media/650b1b8d52e73c000d54dc82/CONTEST_2023_English_updated.pdf
- Keeping Children Safe in Education DfE 2025
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children HM Government 2023
(<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>)
- The Surrey Safeguarding Children Partnership's Safeguarding Procedures
- Revised Prevent duty guidance:for England and Wales (31st December 2023)
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

3. Aims and Principles

3.1 This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

3.2 The objectives are that:

- All governors and staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in our school.
- All governors and staff will know what the school policy is on tackling radicalisation and extremism and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views, building resilience to the ideological causes of terrorism and knowing what to do if they experience them
- Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

3.3 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 happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

4. Definitions and Indicators

4.1 Radicalisation is defined as:

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

(Prevent Duty Guidance for England and Wales - December 2023;

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>).

4.2 Extremism is defined 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;... and/or calls for the death of members of our armed forces, whether in this country or overseas'. (Revised Prevent Duty Guidance for England and Wales - updated December 2023. <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>)

4.3 Ideology is defined as:

"A terrorist 'ideology' is a set of beliefs, principles, and objectives to which an individual or group purports to adhere and attempts to instil in others to radicalise them towards becoming terrorists or supporting terrorism. There are several concepts or 'tools' that often feature in terrorist and extremist ideologies, including: narrative, propaganda, grievances, and conspiracy theory." (Prevent Duty Guidance for England and Wales - December 2023; <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>).

4.4 There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists .
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting or derogatory names for another group.
- being overly secretive about their online viewing, spending increasing amounts of time online, sharing extreme views on social media and gaming platforms.
- expressing an 'us and them' mentality - a sign of a sense of social isolation.
- becoming more argumentative or domineering in their viewpoints, showing a desire to control others.
- being quick to condemn those who disagree and ignoring views that contradict their own.
- showing an obsessive or angry desire for change or 'something to be done'
- blaming others/groups of people for things not turning out as wanted, their feelings of rejection etc.
- questioning their faith or identity; or a sudden unexplained religious conversion.
- downloading or promoting extremist content.
- Becoming socially isolated or acquiring a high number of new friends.
- Increase in prejudice-related incidents committed by that person - these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.

4.5 All children and young people are at risk, regardless of age, social class, religion, ethnic or educational background. However, certain children are more vulnerable to radicalisation, including those who are:

- struggling with a sense of identity and belonging;
- becoming distanced from their cultural or religious background;
- questioning their place in society;
- having family issues;

- experiencing / have experienced a traumatic event;
- experiencing mental ill health;
- experiencing racism or discrimination;
- having difficulty in interacting socially and lacking empathy;
- not always understanding the consequences of their actions;
- presenting with poor self-esteem.

<https://safeguarding.network/content/safeguarding-resources/radicalisation/>

5. Procedures for referrals

- 5.1 It is important for staff to be constantly vigilant and remain fully informed about the issues which affect the local area. All staff understand, through safeguarding training, that 'it could happen here' and safeguarding is 'everyone's business'. They are encouraged to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels (See appendix 1 - Dealing with referrals).
- 5.2 We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.
- 5.3 The school's Designated Safeguarding Leads and the Headteacher will deal swiftly with any referrals made by staff or with concerns reported by staff.
- 5.4 The Head Teacher and the Designated Safeguarding Leads will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see appendix 1 - Dealing with referrals)
- 5.5 As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves to Prevent using this link <https://www.healthysurrey.org.uk/community-safety/professionals/prevent/referral-process>

6. Governors, Leaders & Staff

- 6.1 The Head Teacher and all Designated Safeguarding Leads are the leaders for referrals relating to extremism and radicalisation.
- 6.2 Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

- 6.3 The Designated Safeguarding Leads, including the Head Teacher, will work with external agencies to decide the best course of action to address concerns which arise.
- 6.4 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Westfield Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy, the Anti-Bullying Policy and the Equality, Diversity, Inclusion and Belonging Policy.
- 6.5 The Governing Body support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

7. The role of the curriculum

- 7.1 At Westfield Primary School we deliver a broad and balanced curriculum which promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.
- 7.2 Our Values based curriculum, Learning for Life provision, Relationship and Sex Education and Religious Education is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.
- 7.3 We promote the fundamental British Values, which the government reinforce in schools with the aim to promote democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The school embed these in all parts of school life, and our curriculum and policies reflect these values, ensuring that all members of the school understand the importance of these values and how they are essential to enable us all to operate as a community.



7.4 Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. Children are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

8. Staff training

8.1 Through INSET opportunities in school, 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 and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

8.2 All of our Teaching and Support Staff receive Prevent training annually.

8.3 We cover Radicalisation in our Safeguarding induction for all new staff and during hot topic safeguarding update sessions. All Staff, Governors and regular volunteers complete WRAP training and/or National College online training courses on the Prevent duty.

8.4 Our DSL's have completed the online government Prevent duty referrals course training.

9. Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools 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. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

10. Visitors & use of the school premises

10.1 If any member of staff wishes to invite a visitor in the school, this must be in agreement with the Head Teacher.

10.2 Upon arriving at the school, all visitors including contractors, will confirm on the Inventory sign-in screen that they have read and accept the school's child protection and safeguarding information. All visitors will read the Visitors Policy & Visiting Speakers Agreement. Full copies of the school's Child Protection & Safeguarding Policy and the Visitors Policy & Visiting Speakers Agreement are available upon request from the school office. Information about, and photographs of, the school's DSLs are displayed in the entrance hall and throughout the school.

- 10.3 At Westfield Primary School we encourage the use of external agencies or speakers to enrich the experiences of our students; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.
- 10.4 We ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to our pupils. All External Agencies and Speakers must read the Visiting speakers agreement.
- 10.5 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- Any messages communicated to students support fundamental British Values and our school values.
 - Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
 - Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students 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 students
- 10.6 Any visual presentation, such as Powerpoints and video clips, will be received and checked by the member of staff leading on the visitor's school attendance, to ensure the content is unbiased and sits within the school ethos. An outline of the key points of the delivering speaker will be sought and checked, alongside the Powerpoint or other resources to be presented by the member of staff leading on the visitor's school attendance. The responsibility for checking the content fits the ethos of the school lies with the member of staff organising. If there are any concerns, these should be raised with a member of SLT for clarification.
- 10.7 We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

- 10.8 Additional vigilance will be given to the content spoken of any visitor who will be speaking to children or staff, particularly for the first time. Speakers may be asked to end their presentation/talk at any time during the deliverance by a member of staff watching, should it be felt to be inappropriate.
- 10.9 If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with this policy, the school will contact the police and terminate the contract.

11. IT filtering and monitoring

Within school, appropriate online filtering and monitoring systems are in place on all IT systems to protect children from online exposure to the ideological causes of terrorism and exposure to radicalising narratives; and to alert the Designated Safeguarding Lead and the Headteacher of any attempts by children or staff to search for inappropriate content online.

12. Policy review

- 12.1 This policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

Appendix 1 - Dealing with referrals

We are aware of the potential factors that may indicate a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

- Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the DSL or the Head Teacher using the usual methods for reporting other safeguarding concerns.
- All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- If appropriate, parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a formal referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder and a record of it is kept electronically.
- When there are significant concerns about the potential radicalisation or extremism, the DSL, in liaison with the Head, will make a referral to PREVENT and will contact the Counter Terrorism Security Advisers (CTSA) for Surrey Police who are part of the Counter Terrorism Policing South East (CTPSE) unit, as follows: ctsasurrey@thamesvalley.police.uk or 01483 639871; and/or the ACT Anti-terrorism hotline on 0800 789 321.
- Any referral will be made to preventreferrals@surrey.pnn.police.uk using the Surrey Safeguarding Children Partnership's / Healthy Surrey's referral form/ <https://www.healthysurrey.org.uk/community-safety/professionals/prevent/referral-process> attached as Appendix 2.
- The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

PREVENT REFERRAL FORM

Appendix 2

National Prevent referral form – following guidance Get help for radicalisation concerns in May 2025

This form is designed to help articulate a concern under Prevent – where you are worried a person is susceptible to radicalisation. Complete as much of the form as you are able; doing so will ensure that the person gets the help they need to keep them and others safe.

If you are a member of public sector staff, and would like to check your concern, you should contact your organisation's Designated Safeguarding Lead (DSL) or equivalent. If you are a member of the public and are concerned about someone, you should call the [Act Early Support Line](#) on 0800 011 3764, in confidence to share your concerns with a specially trained officer or you can call the Anti-Terrorism Hotline on 0800 789 321. More information on what to do if you have a concern is available under ['Get help for radicalisation concerns' on GOV.UK](#).

If you are deaf, hard of hearing or have a speech impairment, a police non-emergency number is available as a text phone service on 18001 101. Remember, in an emergency dial 999.

Once you have completed this form it is essential that you submit it to the police directly, or your DSL or equivalent will do this on your behalf. Where possible you will receive a response on your referral, but this is not always possible due to data-protection considerations and other sensitivities.

Where possible, do not leave any gaps, as the police may have to contact you to gather more information which will delay the process. If you cannot answer a question, explain why in the text box provided.

1

Details of person being referred

Complete where information is known and applicable.

This information will not be used to assess whether a referral should be adopted. Any personal data provided may support Equality Act obligations. Please only provide personal data if this information is already known from an official source or was provided by the person in question.

Surname

I can fill this in

First name(s)

Date of birth
or approximate age

Gender

Ethnicity

Nationality

Immigration or asylum status

First language

Religion

Current address

Phone number

Email address

Social media identifiers
for example, usernames
and platforms

Parent or guardian contact details

Any other details that may be relevant to the concern

A large empty rectangular box intended for providing additional details relevant to the concern.

2

Describe your concerns relevant to Prevent

How/why did the person first come to your notice?

What is the person's ideology or belief of concern if known? For example, extreme right-wing terrorism (ERWT), Islamist terrorism, left wing, anarchist and single-issue terrorism (LASIT)

What specific concerns do you have? Such as, have they had contact with extremist groups or people that worry you, discussed travel plans to a conflict zone, threatened anyone with violence, shown interest in hate crimes, extremists, or terrorism, or used their mobile phone, internet or social media in a way that worries you.

Describe any other concerns you may have.

Relevant or concerning behaviours you have noticed

Select the concerning behaviours you have noticed (if applicable).

- | | |
|---|--|
| <input type="checkbox"/> Absenteeism | <input type="checkbox"/> Abusive behaviour |
| <input type="checkbox"/> Anti-social behaviour | <input type="checkbox"/> Becoming socially isolated |
| <input type="checkbox"/> Change in appearance | <input type="checkbox"/> Closed to challenge |
| <input type="checkbox"/> Confrontational | <input type="checkbox"/> Concerning use of the internet |
| <input type="checkbox"/> Expression of extremist views | <input type="checkbox"/> Fixated on a topic or group |
| <input type="checkbox"/> Interest in conspiracy narratives | <input type="checkbox"/> Interest in extremist groups/causes |
| <input type="checkbox"/> Interest in weapons | <input type="checkbox"/> Legitimising use of violence |
| <input type="checkbox"/> Quick to anger/use of violence | <input type="checkbox"/> Seeking to recruit |
| <input type="checkbox"/> Self-harm | <input type="checkbox"/> Substance misuse |
| <input type="checkbox"/> Sudden abandonment of interests | <input type="checkbox"/> Support for gender-based violence |
| <input type="checkbox"/> 'Them and us' language | <input type="checkbox"/> Use of inflammatory language |
| <input type="checkbox"/> Use of symbolism linked to extremism | <input type="checkbox"/> Other |

Provide more detail on all the behaviours selected above or describe a behaviour not listed. If you require further space, attach additional sheets to the form.

Additional factors

Select any which apply to the person if applicable.

- | | |
|--|--|
| <input type="checkbox"/> Access to weapons | <input type="checkbox"/> Adolescence or period of transition |
| <input type="checkbox"/> Adverse childhood experiences | <input type="checkbox"/> Disability |
| <input type="checkbox"/> Domestic abuse | <input type="checkbox"/> Extremist material |
| <input type="checkbox"/> Family breakdown | <input type="checkbox"/> Family dispute |
| <input type="checkbox"/> Financial problems | <input type="checkbox"/> Gang or group membership |
| <input type="checkbox"/> History of violence | <input type="checkbox"/> Homelessness |
| <input type="checkbox"/> Illness | <input type="checkbox"/> Learning disability |
| <input type="checkbox"/> Links to criminality | <input type="checkbox"/> Loss or bereavement |
| <input type="checkbox"/> Mental health | <input type="checkbox"/> Neurodiversity |
| <input type="checkbox"/> Physical/emotional abuse | <input type="checkbox"/> Sexual abuse |
| <input type="checkbox"/> So called honour-based violence | <input type="checkbox"/> Socially excluded |
| <input type="checkbox"/> Thoughts of suicide/self-harm | <input type="checkbox"/> Trauma from conflict |
| <input type="checkbox"/> Unemployment | <input type="checkbox"/> Victim of abuse |
| <input type="checkbox"/> Victim of crime | <input type="checkbox"/> Victim of hate crime |
| <input type="checkbox"/> Other | |

Provide more detail on all the factors selected above or describe a factor not listed. If you are not sure which behaviour categories are relevant, provide any details you can. If you require further space, attach additional sheets to the form.

5

Your details

Surname

First name(s)

Organisation

Address of organisation

Role or job title

Phone number

Email address

Relationship to the person

6

Details of the person who first identified the concern (if different from above)

Surname

First name(s)

Organisation

Role or job title

Phone number

Email address

Relationship to the person

7

Details of the person you have shared the concern with

Provide the details of the person you have shared the concern with if known for example, your Designated Safeguarding Lead or equivalent, or Prevent police

Surname

First name(s)

Organisation

Role or job title

Relationship to the person

Phone number

Email address

Relevant dates

8

Date concern was first identified

Date of referral to Prevent

Safeguarding considerations

Does the person have any stated or diagnosed disabilities, neurodiversity needs, or mental health issues?
If yes, provide further details of the diagnosis.

Yes

No

Have you discussed this person with your organisation's Designated Safeguarding Lead or equivalent (if applicable)?
What was the result of this discussion?

Yes

No

Does the person know you are sharing this concern?

Yes

No

If yes, describe the response

Have you taken any direct action with the person since this concern was identified?

Yes

No

If yes, describe the action and result

Employment/education details of the person of concern

Current occupation and employer:

| |
|--|
| |
|--|

Previous occupation(s) and employer(s):

| |
|--|
| |
|--|

Current school/college/university:

| |
|--|
| |
|--|

Previous school/college/university:

| |
|--|
| |
|--|

Not currently in education or employed:

| |
|--|
| |
|--|

11

If there is anything you have not been able to add to the form, but feel is relevant, please provide details or a contact number below



Thank you for taking the time to make
this referral. You should now submit
this form to

preventreferrals@surrey.police.uk

or your Designated Safeguarding Lead or equivalent will do this for you.

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 out to the relevant team or agency to provide the correct support for the person concerned.

The Home Office and Counter-Terrorism Policing regularly conduct research in order to continuously improve the delivery of Prevent and may contact you to invite you to participate in such research.

Tick this box if you **do not** wish to be contacted for research-related purposes.