KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

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No Platform for Extremism Policy

October 2020

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Related Documents/Policies

Reference	Title
	Safeguarding and Child Protection Policy 2020
	Behaviour for Learning Policy 2020
	Digital Safety and Acceptable Use Policy 2020
	PSHCE and RSE Policy 2020
	Anti-bullying Policy 2020
	King Edward VI Academy Trust policies: Staff Code of Conduct; Equality Policy; Visitors Policy; Whistle-blowing Policy; Safeguarding Children and Young People Vulnerable to Extremism.

CONTENTS

STATUTORY DUTIES
The duty to prevent children and young people being radicalised is set out in the following documents.
Counter Terrorism and Security Act (2015)
Keeping Children Safe in Education (2018)
Statutory guidance. Revised Prevent duty guidance: for England and Wales Updated 10 April 2019
Working Together to Safeguard Children (2019)

NON-STATUTORY GUIDANCE
Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

INTRODUCTION

This 'No Platform for Extremism Policy' is part of the King Edward VI Handsworth School for Girls' 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.

During the period of remote learning and country lockdown, it is important to note that schools and families need to be extra vigilant to the risk of online radicalisation of young people. Information from the Tony Blair Institute for Global Change identified, in April 2020, that:

> As the world rallies to meet the challenge posed by the Covid-19 pandemic, extremist actors from across the ideological spectrum have sought to use upheaval and uncertainty for their own ends. Extremist groups are beginning to recognise the scale of the Covid-19 pandemic, seeing opportunities to exploit fears, exacerbate tensions and mobilise supporters while governments are occupied with trying to address Covid-19. For example, Far-right conspiracy theories which are circulating online are beginning to translate into offline violence… As the virus continues to spread, the number of cases and deaths grow, and the nature of government response evolves, we expect shifts in the nature of Covid-19-related propaganda, messaging and activities by extremist groups, with more coherent ideas and narratives developing over time.

Young people are internet native and have better technical skills than many adults. However, children and young people are not always internet savvy or literate, particularly during this time when they may be feeling in shock, distress and confused about COVID 19 and its risks and impact on loved ones such as parents and grandparents. Young people still need advice, guidance and protection when it comes to managing their lives online. Online groomers, predators and extremists can use this time to target vulnerable young people.

Therefore, whilst this policy will address the usual risks associated with extremism and radicalisation, there will be additional advice included which is specifically relevant to these exceptional circumstances.

OVERALL AIMS

King Edward VI Handsworth School for Girls values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Students and teachers have the right to speak freely and voice their opinions in a safe space. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The aim of this policy is to balance the right of freedom of speech against the potential use of its facilities for the promotion of extremist ideological, religious or political beliefs. In this context

beliefs are considered to be extremist if they include the expression of racist or fascist views; if they incite hatred based on religious interpretation, ideology or belief; or if they promote discrimination on the grounds of political opinion, age, colour, disability, ethnic or national origin, gender, marital status, race, religion or sexual orientation.

King Edward VI Handsworth School for Girls agrees with the Home Office statement that "safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm".

GUIDING PRINCIPLES

These are the 7 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Board (found in Right Help Right time) all of which are applicable to this policy;
- Have conversations and listen to children and their families as **early** as possible.
- Understand the child's lived experience.
- Work **collaboratively** to improve children's life experience.
- Be **open**, honest and transparent with families in our approach.
- **Empower** families by working with them.
- Work in a way that builds on the families' **strengths.**
- Build **resilience** in families to overcome difficulties.

The Principles on which this policy is based are:
- No person may use the facilities of King Edward VI Handsworth School for Girls to express or promote extremist ideological, religious or political views;
- No person may use the facilities of King Edward VI Handsworth School for Girls to express or promote discriminatory views in relation to the protected characteristics listed in the Equality Act 2010;
- King Edward VI Handsworth School for Girls will not allow the use of its facilities by any group or organisation that is proscribed by HM Government.

DEFINITIONS

The Equality Act 2010 prohibits discrimination, harassment or victimisation on the basis of the "protected characteristics". These are:
- Age;
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex; and
- Sexual orientation.

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

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is defined by the Government in the Prevent strategy as 'vocal or active opposition to fundamental (shared) 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. Not every part of this definition has to be satisfied for a particular individual or organisation to be regarded as extremist.'

Extremism is defined by the Crown Prosecution Service as 'the demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.'

The Terrorism Act 2000 establishes a list of "proscribed organisations". These are organisations that the Home Secretary believes are concerned in terrorism. It is an offence to belong to a proscribed organisation or to invite support for a proscribed organisation. This includes arranging, managing or addressing a meeting that is intended to support the activities of a proscribed organisation, as per the February 2020 list:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/869496/20200228_Proscription.pdf

The Office for Security and Counter-Terrorism, in the Home Office, works to counter the threat from terrorism. Their work is covered in the government's counter-terrorism strategy, **CONTEST**.

The strategy is based on 4 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 Prevent Duty came into effect from 1 July 2015 and makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism. The statutory guidance on the Prevent duty summarises the requirements for specified authorities. I.e. Local Authorities, Schools and Childcare providers in terms of five general themes:
- Risk assessment - assessing the risk of students being drawn into terrorism.
- Working in partnership with the local authority.
- Staff training - training staff to identify at-risk children.
- IT - keeping students safe online.
- No Platform - managing prayer and faith facilities.

Prevent is about safeguarding and stopping the radicalisation of vulnerable people. Children at risk of exposure to extremist ideology online, if not supported during this time could be in harm's way. Particularly social media posts that exploits fear, vulnerability and the mental health of young vulnerable people during this unprecedented crisis.

ROLES AND RESPONSIBILITIES:

Support and Services for Extremism Concerns – Community Safeguarding Panel, Birmingham
There is a Community Safeguarding Panel in Birmingham made up of community organisations that the Council and Children's Trust have experience of working with and who can provide support in

cases where there are extremist concerns. This includes specialist mentoring support for children and young people on views and beliefs, as well as other issues such as diversionary activities and domestic abuse. For further information or to request support from the Panel contact: Colvin White, Early Help Prevent Lead 0121 3039905/07920 088512 colvin.white@birminghamchildrenstrust.co.uk

Birmingham Children's Trust
The Trust supports and trains relevant school staff and develops curriculum activities to address Prevent and extremism concerns. Contacts are: Razia Butt, Resilience Officer, 0121 464 7739/ 07956878288 razia.butt@birminghamchildrenstrust.co.uk and Ayisha Ali, Birmingham Education Resilience Team, Curriculum, Teaching & Learning, ayisha.ali@birmingham.gov.uk

The UK Safer Internet Centre published the following Safeguarding Advice for Remote Learning and listed a set of safeguarding checks that might inform parents and educators on how to keep young people safe online during this period. https://swgfl.org.uk/resources/safe-remote-learning/

The Governing Body
- It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.
- The governing body has a nominated person who will liaise with the Headmistress and other staff about issues to do with protecting children from radicalisation.
- The governing body reports to the Trustee Board regularly.

Headmistress
It is the role of the Headmistress 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.
The Headmistress will endeavour to 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 (2018). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

The Designated Safeguarding Lead (DSL)
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 by training front line staff on Prevent;
- attend training when available to enhance knowledge of extremist groups and in particular localised threats;
- 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 if and when necessary to appropriate agencies with regard to concerns about radicalisation;
- audit the Spiritual, Moral, Social, Cultural (SMSC) and shared British Values (BV) offer to pupils across the curriculum and through the assembly and form time provision;
- liaise with partners, including the local authority and the police;
- report to the governing body on these matters.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from

radicalisation and involvement in terrorism: this will normally be the DSL. Therefore the SPOC for our school is Miss Glendenning who is responsible for:

- Ensuring that staff of the school are aware that she is the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism; Raising awareness about the role and responsibilities of King Edward VI Handsworth School for Girls in relation to protecting students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RS curriculum and Assembly programme to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students into the Channel process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.
- Carrying out and actioning the Prevent Risk Assessment for the school on an annual basis.

Staff

It is the role of staff to: understand the issues of radicalisation; recognise the signs of vulnerability or radicalisation; and know how to refer their concerns. When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC/DSL (Miss J Glendenning).

As with any safeguarding concerns staff will follow the principles below:

- **NOTICE**
  - Issues
  - Gather together initial concerns
- **CHECK**
  - With colleagues
  - Pastoral Leaders
  - Designated Safeguarding Lead (DSL)
- **SHARE**
  - freedom of speech is part of our democracy and shared British Values so there will be a proportionate response – advice will be sought through CASS (Children's Advice Support Services).
  - Plus an additional Multi-Agency Safeguarding Hub (MASH) screening tool to help summarise the risk and provide correct information (Appendix 1).

Staff will use the No Platform Policy of Birmingham City Council for guidance on conducting research into the background of potential speakers (including if delivering remotely), consulting other schools, other organisations, using search engines, assessing the reliability of information found, identifying risks to community cohesion etc. Specifically, staff inviting speakers into school (whether virtually or in person) will be responsible for making reasonable checks on their suitability. The Due Diligence Check document as shared by the DSL must be completed at least two weeks prior to speakers present and the outcomes added to the shared document for the DSL to check.

All staff must follow this protocol in order to adhere to this policy:

- Carry out online research into individuals and the organisations they represent;
- Have a dialogue with the speaker on the content of the intended talk;
- If in doubt at this stage, ask for a recommendation from another school;
- Consideration of the impact of the intended talk on students falling into the protected characteristics listed above;
- Inform the Headmistress, Deputy Head for Curriculum (who must approve the schedule details for the speech/talk) and DSL of the intention to invite the speaker to present.

Visitors

Staff must not invite speakers into school (or to present remotely) without first obtaining permission from the Headmistress.

Visitors to the school 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 being undertaken. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present, whether on line or in person.

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.

Parents

While browsing online during this period, young people may come across content that is inappropriate, hurtful or harmful. They can come across this content through social networks, online games, blogs and websites. Many stories are being shared across social networks about COVID 19. It is important to ensure your child understands the difference between fake news, an article written from bias and content from a reliable source.

Children don't think of people they have met online through social networking and online games as strangers – they are just online friends. If your child makes friends online during this period, the new online friend may not be who they say they are. Please speak to your child about their friend's list. Encourage your child to remove any unknown contacts. Ask them how they differentiate between a trusted contact and a stranger online? Ask your child whether they have privacy settings on their apps. If not, it's essential to add privacy settings to apps to safeguard young people from groomers, bullies, radicalisers who seek to do harm and exploit young people. If there is concern that your child has had inappropriate contact or has been approached by a stranger online, it's essential to report to Miss Glendenning, DSL.

The NSPCC has produced the following helpful suggestions to help keep your child safe:

- Speak with your child about what they do online;
- Ask them to show you some of their favourite sites;
- Show an interest in who their friends are online;
- Ask them how they decide who to be friends with;
- Try and get them to friend you online too;
- Agree the amount of time they spend online and the sites they visit;

- Think about installing parental controls on their devices;
- Raise the issue of inappropriate content. Have they seen any?
- Make sure they know how to report abuse online.

Internet service providers (ISPs), such as Virgin Media, TalkTalk, Sky or BT, provide parental controls for laptops, phones, tablets, game consoles and other devices that connect to the internet. Parental controls help you filter or restrict what your child can see online. Many websites have tools to report abuse – make sure they know about these too.

There are some great websites to help you learn more about child online safety, such as Internet Matters, Safer Internet and Childnet. Another resource is the educate against hate parent hub https://educateagainsthate.com/parents/

If you are concerned about something, you can call the NSPCC's online safety helpline on 0808 800 5002.

Pupils

The power of social media is well-known, and it is this that is the main channel for such grooming – be it Facebook, Twitter or the multitude of other sites and apps. Other online channels include chatrooms, forums, instant messages and texts. All are also used by extremists for their day-to-day communication, as is the dark web.

Social media is also used for research by extremists, making it easy for them to identify those who may be vulnerable from what they reveal in their profiles, posts/tweets, photos and friend lists.

How to guard against online radicalisation
- If you are approached or groomed, think long and hard about the consequences of radicalisation to yourself, your family and friends, and your basic values.
  - Keep an eye on family members, friends and others you think may be susceptible to radicalisation. Have their behaviour patterns changed? Have they become withdrawn or introvert for no apparent reason? Has their belief structure altered? Are they making unusual travel plans? Are mutual friends and acquaintances also concerned?
  - Report online material promoting terrorism or extremism. You can report what you believe to be such material on the government website www.getsafeonline.org/social-networking/online-radicalisation/

If you're reporting a terrorist or extremist incident that's happening right now - or if there's a threat to someone's life - call 999 immediately. You can also report suspicious activity by contacting the police in confidence on 0800 789 321 without delay, or at gov.uk/ACT Get more information and advice at: Let's Talk About it https://www.ltai.info/ - a website dedicated to the prevention of radicalisation and terrorism

THE CURRICULUM

The strength of education is the ability to see the promise in people rather than the risk. That means viewing vulnerable children, young people and adults as filled with capacity, realised or unrealised, for healthy transformation and change.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners

who are open to new experiences and are tolerant of others. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the shared British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

We have a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of young people aimed at protecting them from radicalisation and extremist influences. We deliver lessons across the curriculum, including PSHCE (see our PSHCE and RSE policy on our website) whereby we aim to develop critical thinking skills around the power of influence, particularly on-line and through social media. This teaching starts in PSHCE at KS3 as there is a statutory requirement to teach the prevention of radicalisation to Year 7 students. Students are also encouraged through assemblies, form time activities, extra-curricular activities and the broad and balanced curriculum to see the benefits of community cohesion and the damaging effects of extremism on community relations. Some extremist organisations are known for effective and extensive propaganda so it is vital that we teach our young people about fake news and propaganda as part of our assembly programme.

INTERNET 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, Impero and Smoothwall, used in our school blocks inappropriate content, including extremist content. We also filter out social media, such as Facebook to ensure that inappropriate sites are not accessed by students or staff. All IT activity is monitored in school by Smoothwall and members of the Senior Leadership Team are alerted by Smoothwall when there are concerns. These are immediately followed up.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that young people have access to unfiltered internet when using their mobile phones and this is another reason why mobile phones have to be locked in lockers during the school day.

The School Digital Safety and Acceptable Use Policy refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign annually to confirm they have understood what is acceptable.

WRITTEN AND PRINTED COMMUNICATION

King Edward VI Handsworth School for Girls has the right to exercise control over the content of any written or printed material that identifies itself as associated with the school. It will not allow the use of its facilities in the production of such material, or permit the use of its name, or of any identifying marks relating to the school, in such material, if that material appears to
- Promote discriminatory views in relation to the protected characteristics listed in the Equality Act 2010;
- Promote or glorify terrorism; or
- Promote extreme ideological, religious or political beliefs.

USE OF BUILDINGS, FACILITIES AND PROPERTY

In deciding whether to allow any group or organisation to make use of its buildings, facilities and property King Edward VI Handsworth School for Girls will take into account the views, policies and objectives of that group or organisation and may refuse on the grounds that these are incompatible with the policies and objectives of the school. In particular, access will be refused if it appears likely that the proposed activity would promote extremist ideological, political or religious beliefs. Where applicable due diligence checks will be undertaken.

INDICATORS OF VULNERABILITY TO RADICALISATION

Government and academic research has consistently indicated that there is no single sociodemographic profile of a terrorist in the UK and no one pathway leading to involvement in terrorism. Early intervention at the pre-criminal stage is key to prevent radicalisation. There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts.

What is often missing for the vulnerable individual who is feeling lost or frustrated is a support network to address those feelings – this is where the radicaliser can see an opportunity.

When a young person is vulnerable, radicalisers from extremist groups could target individuals via several means. This might be in the form of face to face organised groups; however, past case studies of radicalised young people, show that young people can also be radicalised online. Both the Far Right and Islamist inspired groups can use a variety of methods by exploiting the growth in global technology. They will use societal or political grievances during times of instability to pull young people into the world of extremism and violent ideologies by influencing, grooming and ultimately radicalising them to support or carry out acts of violent extremism. This may be in the form of racist memes or videos promoting a "them and us" narrative.

Online has a global reach, and mainstream platforms or encrypted messenger apps where young people share ideas and socialise, can be used by extremists to groom young people. Popular open-source messenger platforms include Discord, Rocket Chat, Viber, Discord and Telegram. Conversations promoting racist, misogynist and homophobic ideologies exploited by extremist groups, are known as "dark social" platforms. There are many more communications channels extremist use, so do be aware of what platforms young people use during this time to communicate, or what may seem like a regular chat for gamers.

Remember:
1. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds, genders and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
2. Often extremist groups encourage people to support their aims by disguising them as charitable work: fundraising is often a form of recruitment. 'Us' and 'them' narratives are used as well as the use of emotional blackmail through illicit and emotional language.
3. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
4. Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups; imprisonment, and poor resettlement/reintegration;
- Adverse Childhood Experiences (ACEs) including over exposure to alcohol/drugs and/or abusive home situations;
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

5. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
6. More critical risk factors could include:
   - Being in contact with extremist recruiters;
   - Family members convicted of a terrorism act or subject to a Channel intervention;
   - Accessing violent extremist websites, especially those with a social networking element;
   - Possessing or accessing violent extremist literature;
   - Using extremist narratives and a global ideology to explain personal disadvantage;
   - Justifying the use of violence to solve societal issues;
   - Joining or seeking to join extremist organisations;
   - Significant changes to appearance and/or behaviour; and
   - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Examples of behaviours attached to vulnerability
- Closed to new ideas or conversation;
- Uncharacteristic change in behaviour;
- Angry; depressed; withdrawn; short tempered;
- New circle of friends;
- Change in language;
- Absence from school or home;
- Asking inappropriate questions;
- Scripted speech;
- Saying inappropriate things/call to action;
- Tattoos;
- New found arrogance;
- Change of routine;
- Fixated on a subject.

Radicalisers will make the vulnerable feel:
- Special; loved; confident; encouraged; listened to;
- They could do something exciting;

- Understood, like no one else had done before;
- They could talk to them openly;
- Treated like an adult;
- Like they belong for the first time.

SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION

Since 2010, when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make young people vulnerable to future manipulation and exploitation. King Edward VI Handsworth School for Girls is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

King Edward VI Handsworth School for Girls seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Daesh (also known as ISIL, Islamic State, or ISIS) ideology, or to Far Right/Neo-Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. Risks posed by right-wing extremists in the UK are also included in the terror threat level system.

However, it is important to recognise that vulnerability does not necessarily lead to terrorism. We can all have feelings of injustice or not being listened to. King Edward VI Handsworth School for Girls has a role to play in recognising these issues for our students and protecting them form a 'third party' who has their own agenda.

Risk Reduction
The school governors, the Headmistress and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RS curriculum, SEND policy, assembly programme and the use of school premises by external agencies, integration of students, Anti-bullying Policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school and recorded as referenced above. Due diligence processes are also undertaken when selecting charities for the school to support through fundraising. Every effort is made to ensure the charity selected does not promote extremist views.

This risk assessment will be reviewed as part of the annual Section175 return that is monitored by the Local Authority and the Local Safeguarding Children Board.

Response
In normal circumstances support will be found in school but often there will be a need to look outside school for additional forms of support, for example mentoring, counselling and involvement in community engagement schemes.

As with other safeguarding functions, Prevent is still operating during the COVID-19 crisis and is available to support families in times of need. If you are worried that someone is being radicalised, you can call the police on 101 to get advice or share a concern so that they can get safeguarding support. Alternatively, you can contact your local authority safeguarding team for help. (See below.)

Contacting the authorities will not get the individual into trouble if a criminal act hasn't been committed. The local authority or police will discuss your concerns, suggest how they can best help and give you access to relevant support and advice.

If you think someone is in immediate danger, or if you see or hear something that may be terrorist-related, trust your instincts and call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321.

Referral process
- You can report online material promoting terrorism or extremism via the Online Tool https://www.gov.uk/report-terrorism The online tool is for reporting illegal or harmful information, pictures or videos found on the internet. School staff and individuals can make their reports anonymously and report material such as: articles, images, speeches or videos that:
  - • promote terrorism or encourage violence;
  - • content encouraging people to commit acts of terrorism;
  - • websites made by terrorist or extremist organisations;
  - • videos of terrorist attacks.
- CASS 0121 303 1888. The screening tool (Appendix 1) must be completed in order to support the referral. (The DSL must have gathered the relevant information and spoken to the relevant people before making the referral. During lockdown this will be via telephone conversations.
- Potential discussion with the Counter Terrorism Unit (CTU).
- Channel Panel/Community Safeguarding Panel.
Advice and support is also available from:
- EHBS Team – 0121 303 8117.
- Schools Resilience Adviser – Razia Butt.
- Schools' Resilience: Curriculum, Teaching and Learning Lead – Ayisha Ali.

Channel
Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel programme 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. An individual's participation in the programme is entirely voluntary at all stages and consent is ought before they can receive support from Channel. If the individual requiring support is under 18, parental consent is required. Providers of support can include statutory and community partners. The Channel multi-agency panel is responsible for ensuring delivery of the overall package of support for Channel cases.

Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Prevent Intervention

Intervention could be:

- Educative – generic in nature. Involves a safe space. Provides the young person the chance to let off steam.
- Diversionary – involves taking groups to allow them to experience 'other' cultures.
- Inclusion – appreciation of other communities and cultures through a joint initiative to provide understanding.
- Challenging narratives – KIKIT, ODARA (Women's Support Network) www.odara.org.uk/ Chanel mentor, external agency involvement.

FURTHER INFORMATION AND ADDITIONAL SUPPORT:

- Prevent Duty Toolkit for Local Authorities and Partner Agencies
- The Prevent Duty: Department Advice for Schools (2015)
- Prevent Duty Guidance for England and Wales (2015)
- https://educateagainsthate.com – the website which gives teachers, parents and school leaders practical advice and information on preventing children from extremism and radicalisation
- https://www.votesforschools.com a whole set of lessons, lesson plans, cross-curricular ideas and evidence of meeting standards for teachers.
- www.seeitreportit.org - to report online extremist material.
- https://www.gov.uk/report-terrorism Report online material promoting terrorism or extremism
- https://www.saferinternet.org.uk/ – preventing children from radicalisation and extremism
- https://www.ltai.info/wp-content/uploads/2020/04/Parent-Guardian-Online-Radicalisation-Information-and-Support-V.2.pdf – Let's talk About It is an initiative designed to provide practical help and guidance in order to stop people becoming terrorists or supporting terrorism.
- Supporting Affected Families from Extremism (SAFE) – giving parents advice that is independent from Muslim communities and authorities to challenge children when they develop fundamentalist views.
- YouTube – Connect Futures provides training to schools on tackling extremism.
- https://internetcitizens.withyoutube.com A program by YouTube that helps young people to stay resilient and confident online and use their voice to drive social change.
- www.towerhamlets.gov.uk/lgnl/community_and_living/community_safety__crime_preve/Prevent/Prevent_resources/Secondary_Prevent_resources/Secondary_Prevent_Resources.aspx - resources for teachers
- http://rewind.org.uk/me-you-education/ a community interest company which is the extreme right intervention provider for the Channel Panel
- https://efus.eu/files/2019/03/D3.3-Stages-of-the-radicalization-and-deradicalization-process-PRACTICIES-Def.pdf - The stages of the radical process report by Dounia Bouzar, 31 October 2018
- https://www.truetube.co.uk/list?content%20types=lesson%20plans&page=1 award winning resources for RE, PSHE and Citizenship
- https://institute.global/insight/co-existence/collections/teaching-tolerance a series of essays from the Tony Blair Institute for Global Change. Teaching Tolerance: how to educate against extremism. November 2019. Also includes information related to COVID-19.
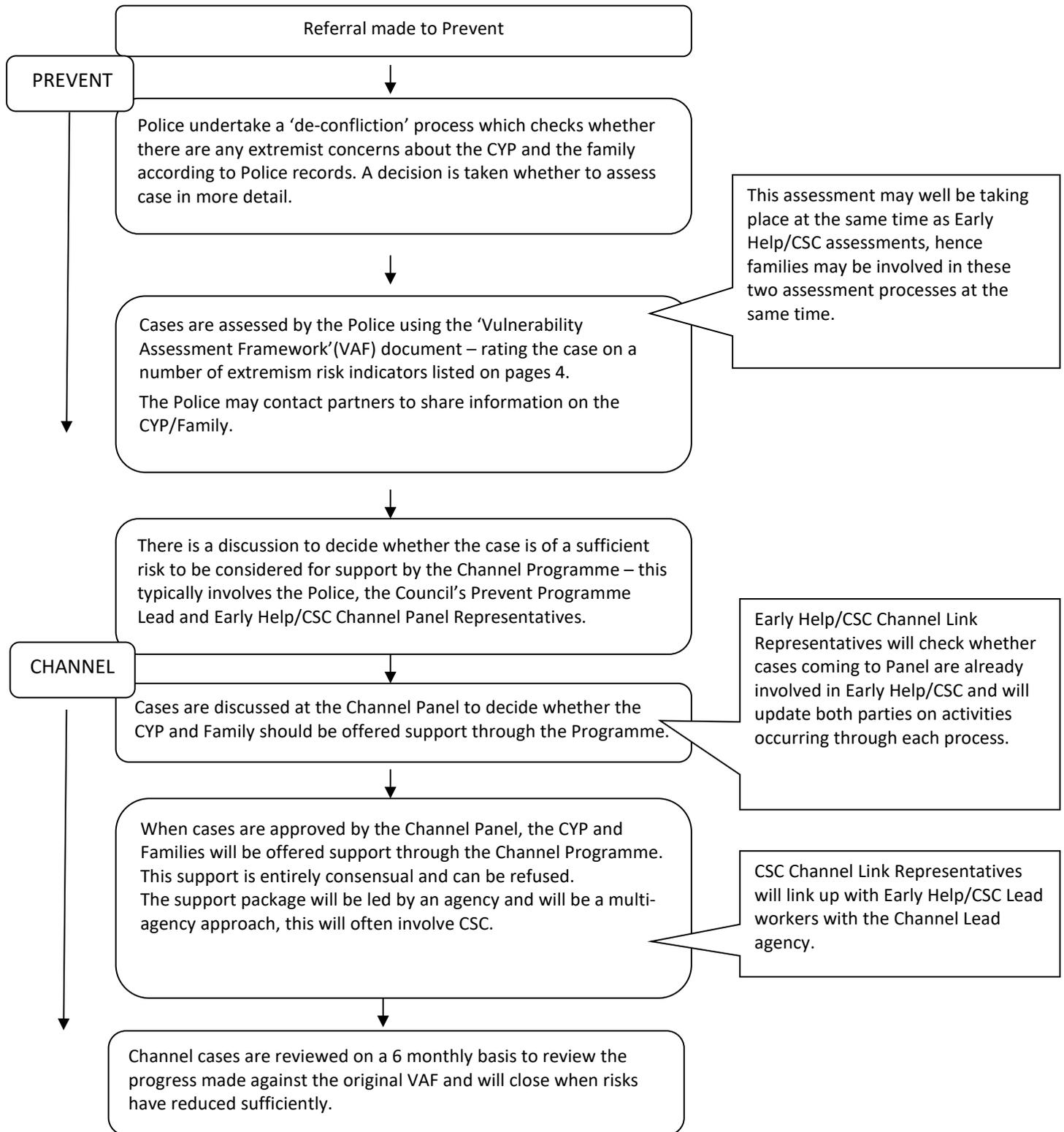
- **APPENDIX 1 – due to the changing landscape during COVID-19, up to date guidance can be found at**
www.lscpbirmingham.org.uk/safeguarding-concerns?highlight=WyJwcmV2ZW50Il0=

Prevent Duty
Extremism Concerns – Right Help Right Time

To support children's practitioners in establishing the level of risk related to extremist concerns, some of the key indicators of extremism have been mapped against the Right Help Right Time framework below. This is a guide only, but may be helpful for practitioners in thinking about the varying levels of risk involved when extremism risks are present.

Universal	Universal Plus	Additional	Complex and Significant
CYP demonstrates an interest in multiple viewpoints	CYP is showing an **interest** in extreme **views that may cause them harm** and is becoming less engaged in wider views and interests	**CYP** demonstrates extreme **views** that **are causing** harm to themselves or others, and refuses to acknowledge other viewpoints	**CYP** demonstrates extreme **views** that **are causing significant harm** to themselves or others
CYP is involved in a range of activities	CYP is showing an **interest** in extreme **actions** or **behaviour that may cause them harm** and is reducing involvement in wider activities	CYP demonstrates extreme **actions** or **behaviour** that **is causing** harm to themselves or others	CYP demonstrates extreme **actions** or **behaviour** that **are causing significant harm** to themselves or others
CYP's carers, family and close contacts have and encourage the CYP to have a healthy interest in a range of views and behaviours	There are **indications** the CYP's **carer/s, family or close contacts** hold **extreme views** and/or **actions/behaviours** that **may cause harm** to the CYP	The CYP's **carer/s, family or close contacts** are demonstrating extreme **views** and/or **actions/behaviours** that **is causing harm** to the CYP	The CYP's **carer/s, family or close contacts** are demonstrating extreme **views** and/or **actions/behaviours** that **are causing significant harm** to the CYP
CYP has a healthy interest in a range of views and behaviours	CYP has a healthy interest in a range of views and behaviours	The **CYP** is showing **interest or is in contact** with **people** demonstrating **extreme views** and/or **actions/behaviours** that **is causing harm** to the CYP	The **CYP** has close **relationships** with **people** demonstrating **extreme views** and/or **actions/behaviours** that **are causing significant harm** to the CYP

Prevent Referrals and the Channel Pathway

Referral made to Prevent

PREVENT

Police undertake a 'de-confliction' process which checks whether there are any extremist concerns about the CYP and the family according to Police records. A decision is taken whether to assess case in more detail.

This assessment may well be taking place at the same time as Early Help/CSC assessments, hence families may be involved in these two assessment processes at the same time.

Cases are assessed by the Police using the 'Vulnerability Assessment Framework'(VAF) document – rating the case on a number of extremism risk indicators listed on pages 4.

The Police may contact partners to share information on the CYP/Family.

There is a discussion to decide whether the case is of a sufficient risk to be considered for support by the Channel Programme – this typically involves the Police, the Council's Prevent Programme Lead and Early Help/CSC Channel Panel Representatives.

Early Help/CSC Channel Link Representatives will check whether cases coming to Panel are already involved in Early Help/CSC and will update both parties on activities occurring through each process.

CHANNEL

Cases are discussed at the Channel Panel to decide whether the CYP and Family should be offered support through the Programme.

When cases are approved by the Channel Panel, the CYP and Families will be offered support through the Channel Programme. This support is entirely consensual and can be refused. The support package will be led by an agency and will be a multi-agency approach, this will often involve CSC.

CSC Channel Link Representatives will link up with Early Help/CSC Lead workers with the Channel Lead agency.

Channel cases are reviewed on a 6 monthly basis to review the progress made against the original VAF and will close when risks have reduced sufficiently.

APPENDIX 2: PREVENT DUTY – SIGNS AND SYMBOLS TO LOOK OUT FOR

These are some popular signs and symbols that are identified with extremist groups. The important thing with these is not everything is what it seems at first, so further questions should be asked if one of these symbols is seen.

	ISIS flag: The white banner at the top of the flag reads: "There is no god but Allah [God]. Mohammad is the messenger of Allah." This phrase is a declaration of faith used across Islam, and is known as the shahada. Underneath is a white circle emblazoned with black writing reading "Mohammed is the messenger of God", which is meant to resemble the Prophet's seal, similar to that used to close an envelope. Monochrome flags are an ancient tradition in ancient Eastern, Arabic, and Islamic tradition, and some people believe one of the Prophet's original banners was black, according to the Quilliam Foundation. Modern jihadists therefore adopted this style to legitimise their causes
	The Save Movement: This is an animal rights group with lots of off shoots e.g. save the pigs, save the sheep, save the dolphins etc. Nothing wrong with these groups, however extremists are latching onto these groups, getting people to follow a cause e.g. veganism, then getting them to commit criminal acts e.g. attack a farm/farmer's children etc.
	Polish Hooligans: Link up with the far right, attend demonstrations, like a physical fight. First significant appearance was in Liverpool 2016
	Combat 18. Combat 18 (C18) is a neo-Nazi terrorist organization founded in 1992. It originated in the United Kingdom, with ties to movements in Canada and the United States, and has since spread to other countries such as Germany. Combat 18 members have been suspected in numerous deaths of immigrants, non-whites, and other C18 members. Members in the United Kingdom are barred from joining the British Prison Service and police.
	Generation Identity: This is one of the upcoming groups that there is currently the most concern over. The identitarian movement (otherwise known as identitarianism) is a European and North American white nationalist movement that originated in France. The identitarians began as a youth movement, with their name derived from the French Nouvelle Droite (New Right) Génération Identitaire, and the anti-Zionist and National Bolshevik Unité Radicale. Although initially the youth wing of the anti-immigration and nativist Bloc Identitaire, it has taken on its own identity and is largely classified as a separate entity altogether. The movement is a part of the counter-jihad movement, with many adherents espousing the white genocide conspiracy theory. They also support the concept of a "Europe of 100 Flags" popularized by Yann Fouéré. The movement has also been described as part of the global alt-right.
	The Hundred Handers (100H). An anonymous, identitarian network, international group led from the UK. Unique blend of online and real life activism. Activists work alone spreading propaganda via stickering. Use stickering to advance their apolitical goals. Produce a manual on what printer and paper to use to go undetected. Sticker contents likely to heighten community tensions.

	In the ancient Indian language of Sanskrit, swastika means "well-being". The symbol has been used by Hindus, Buddhists and Jains for millennia and is commonly assumed to be an Indian sign. Early Western travellers to Asia were inspired by its positive and ancient associations and started using it back home. By the beginning of the 20th Century there was a huge fad for the swastika as a benign good luck symbol. The Nazi use of the swastika stems from the work of 19th Century German scholars translating old Indian texts, who noticed similarities between their own language and Sanskrit. They concluded that Indians and Germans must have had a shared ancestry and imagined a race of white god-like warriors they called Aryans.
	National Action is a far-right neo-Nazi organisation based in the United Kingdom. Founded in 2013, the group is secretive, and has rules to prevent members from talking openly about the organisation. It has been a proscribed organisation in the United Kingdom under the Terrorism Act 2000 since 16 December 2016, for commending Thomas Mair for killing MP Jo Cox. It has since changed its name twice to Scottish Dawn and then NS131, both of which have also been proscribed. **Now a Criminal Offence under the Terrorism Act 2000 to:** belong or profess to belong to the group; support the group either financially or by actions (attending/arranging/speaking at meetings in support of them); wear or carry article giving cause to suspect that they are a supporter or member of the group.
	National Front. This flag depicts the 14 words of American White Supremacist David Lane. This is a famous paragraph and often quoted by extreme right wing followers.
	The **Animal Liberation Front** (**ALF**) is an international, leaderless resistance that engages in direct action in pursuit of animal rights. Activists see themselves as a modern-day Underground Railroad, removing animals from laboratories and farms, destroying facilities, arranging safe houses and veterinary care, and operating sanctuaries where the animals subsequently live. They have been known to plant bombs under vehicle, set fire to property and even dig up graves of people that work in animal testing laboratories.
	Column 88 was a neo-Nazi paramilitary organisation based in the United Kingdom. It was formed in the early 1970s, and disbanded in the early 1980s. The members of Column 88 undertook military training under the supervision of a former Royal Marine Commando, and also held regular gatherings attended by neo-Nazis from all over Europe. The name is code: the eighth letter of the alphabet 'HH' represents the Nazi greeting 'Heil Hitler'. Journalist Martin Walker described Column 88 as a "shadow paramilitary Nazi group"

Numbers used by Extreme Far Right Groups:

18 – Represents A and H of the alphabet - Adolf Hitler

88 – Represents H and H of the alphabet - Heil Hitler

14 – 14 words of a white supremacy paragraph

23 – Represents W in the alphabet – White Supremacy