



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

2024-5 No Platform for Extremism Policy

Document Control

Document Ref:		Date Implemented:	May 2017
Version:	5	Date Modified:	2018, 2019, 2020, 2021, 2022
Revision due date:	December 2024	Date Modified:	December 2023
Governor Committee and date (where applicable)	Welfare Committee December 2023		
Reviewed by:	Jane Glendenning	Sign and Date:	
Authorised by:		Sign and Date:	

Related Documents/Policies

Reference	Title
	Behaviour for Learning Policy
	Safeguarding and Child Protection Policy
	Online Safety Policy
	PSHCE and RSE policy

Jane Glendenning (DSL) is responsible for reviewing and updating this procedure.

STATUTORY DUTIES

The duty to prevent children and young people being radicalised is set out in the following documents.

[Counter Terrorism and Security Act \(2015\)](#)

[Statutory guidance Revised Prevent duty guidance: for England and Wales \(2023\)](#)

[Government Prevent duty toolkit for local authorities and partner agencies](#)

[Keeping Children Safe in Education \(2023\)](#)

[Working Together to Safeguard Children \(2018\)](#)

Non-Statutory Guidance

[Understanding and identifying radicalisation risk in your education setting](#)

[Managing risk of radicalisation in your education setting](#)

[Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools \(DfE 2014\)](#)

[Advice on hosting external speakers](#)

[Extremism Guidance and Assessment Support & Screening Tool](#)

[Regional Child Protection Procedures: West Midlands. Safeguarding children and young people against radicalisation and violent extremism.](#)

[Meeting digital and technology standards in schools and colleges](#)

[UK Safer Internet guidance on filtering and monitoring](#)

[Educate Against Hate resources for Senior Leaders](#)

EQUALITY, DIVERSITY AND INCLUSION (EDI) MISSION STATEMENT

We celebrate diversity and value fairness and equal treatment for everyone at the school regardless of their race, age, ethnicity, religion, sex, sexual orientation or disability. We promote equality through our rich and diverse curriculum, equipping students with the skills, knowledge and understanding to succeed in a diverse world outside and beyond school. We challenge discrimination in all its forms so that all members of the school community feel safe and valued.

Unconscious Bias Key definitions:

There are two types of biases

- Conscious bias (also known as explicit bias) and
- Unconscious bias (also known as implicit bias)

Conscious bias is an inclination or prejudice for or against one person or group, especially in a way considered to be unfair. **Unconscious bias** is implicit bias. It is unintended and subtle, based on unconscious thought. People may have unfair beliefs about others but not be aware of them. Typically unconscious bias happens involuntarily without any awareness or intentional control. Everyone holds unconscious beliefs about various social and identity groups.

Under the 2010 Equality Act, it is unlawful to discriminate against people because of nine areas termed in the legislation as protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

How to overcome unconscious bias

- Be aware of unconscious bias.
- Don't rush decisions, rather, take your time and consider issues properly.
- Justify decisions by evidence and record the reasons for your decisions

- Ensure that everyone knows what kind of behaviour is expected of them.
- Ensure that everyone knows how to report prejudice related incidents.
- Encourage people to work with a wider range of people and get to know them as individuals.
- Focus on the positive behaviour of people and not negative stereotypes.
- Employers should implement policies and procedures which limit the influence of individual characteristics and preferences.

CONTENTS - please click on the headings below to find the section that you need

STATUTORY DUTIES	2
INTRODUCTION	4
OVERALL AIMS	4
GUIDING PRINCIPLES	4
ROLES AND RESPONSIBILITIES:	5
● Support and Services for Extremism Concerns – Community Safeguarding Panel, Birmingham	5
● Birmingham Children’s Trust	5
● The Governing Body	5
● Headmistress	5
● The Designated Safeguarding Lead (DSL)	5
● Staff and visitor information	6
● Parent/carers information	6
● Pupil information	6
THE CURRICULUM	6
INTERNET SAFETY	6
WRITTEN AND PRINTED COMMUNICATION	7
USE OF BUILDINGS, FACILITIES AND PROPERTY	7
● SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO RADICALISATION, INCLUDING RISK REDUCTION, PREVENTION, RESPONSE AND REFERRAL	7
● INDICATORS OF VULNERABILITY TO RADICALISATION	7
● FURTHER INFORMATION AND SUPPORT LINKS	7
MONITORING, EVALUATION AND REVIEW	7

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. 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.

TERMINOLOGY

- **Prevention** in the context of this document means reducing or eliminating the risk of people being radicalised or becoming involved in terrorism.
- **A permissive environment** may be characterised as being tolerant of behaviour or practices strongly disapproved of by others, such as an environment where radicalising ideologies are permitted to flourish. Radicalisers create and take advantage of permissive environments to promote or condone violence and to spread harmful ideologies that undermine our values and society. Permissive environments can exist both online and offline. Permissive online environments can contribute to online radicalisation.
- **Extremism:** “the holding of extreme political or religious views; fanaticism” “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.
- **Violent extremism** Describes the attitudes, beliefs and actions that condone violence as a means to a political end.
- **Interventions** are tailored packages intended to divert people away from extremist activity at the earliest opportunity and support their disengagement with terrorist ideologies where they have been involved in terrorism or terrorist-related activity.
- **Radicalisation** is the process through which a person comes to support or be involved in extremist ideologies. It can result in a vulnerable person being targeted and drawn into a terrorist-related activity and is in itself a form of harm.
- **Online radicalisation** describes situations where the internet is believed to have played a role in a person's radicalisation pathway, often this is facilitated by highly permissive environments online. Research has demonstrated that the internet has become the ‘preferred’ avenue for those searching for terrorist propaganda and content and socialisation within ‘likeminded’ networks. A concerning number of children under the age of 18 have been found to be committing offences by downloading and disseminating terrorist materials.
- A radicaliser Is an individual/influence which encourages others to develop or adopt beliefs and views supportive of terrorism, and forms of extremism leading to terrorism.
- **Vulnerability** to radicalisation is when a person, who as a result of their experiences and/or situation, may be drawn or exploited into supporting terrorism or extremist ideologies associated with terrorist groups. A person can be vulnerable if they need special care, support or protection because of age, disability, risk of abuse or neglect.
- **Susceptibility** is complex and unique to a person's circumstances. Within Prevent, susceptibility refers to the fact that a person may be likely or liable to be influenced or harmed by terrorist and extremist ideologies that support or radicalise people into terrorism. As set out in the Prevent duty guidance, a person's susceptibility may be linked to their vulnerability, but not all people susceptible to radicalisation will be vulnerable. There may be other circumstances, needs or other underlying factors that may make a person susceptible to radicalisation but do not constitute a vulnerability.
- The current UK definition of **terrorism** is set out in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as ‘The use or threat of serious violence against a person or serious damage to property where that action is:
 - designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and
 - for the purpose of advancing a political, religious, racial or ideological cause.’
- **Terrorist-related offences** are those (such as murder) which are not offences in terrorist legislation (TACT 2000), but which are judged to be committed in relation to terrorism.
- 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 continues to monitor

emerging radicalisation trends and ideologies to establish whether they represent a terrorism risk or play a role in radicalising people. [Annual statistics on the people referred to Prevent](#) includes a breakdown of ideology and type of concern. Information and analysis on extremist and terrorist ideologies is available from the [Commission for Countering Extremism](#), the government's 'centre of excellence' on counter extremism

- **Extreme Right-Wing Terrorism (ERWT)** Describes those involved in Extreme Right-Wing activity who use violence in furtherance of their ideology; this ideology is resurgent. These ideologies can be broadly characterised as Cultural Nationalism, White Nationalism and White Supremacism. Individuals and groups may subscribe to ideological tenets and ideas from more than one category. Extreme Right-Wing terrorists are not typically organised into formal groups with leadership, hierarchies and territorial ambitions, but informal online communities which facilitate international links.
- **Left Wing, Anarchist and Single-Issue Terrorism (LASIT)** encompasses a wide range of ideologies. It includes those from the extreme political left-wing as well as anarchists who seek to use violence to advance their cause in seeking to overthrow the State in all its forms.
- **Islamist terrorism** is the threat or use of violence as a means to establish a strict interpretation of an Islamic society. For some this is a political ideology which envisions, for example, the creation of a global Islamic caliphate based on strict implementation of shari'ah law. Many adherents believe that violence (or jihad as they conceive it) is not only a necessary strategic tool to achieve their aims, but an individual's religious duty. Islamist ideology is resilient and enduring. In the UK the Islamist terrorist threat comes overwhelmingly from those inspired by, but not necessarily affiliated with, Daesh and/or al-Qa'ida, but they operate within a wider landscape of radicalising influences as set out in the government's response to the Independent Review of Prevent. Islamist should not be interpreted as a reference to individuals who follow the religion of Islam.
- **Other ideologies** are less present, but still have the potential to motivate, inspire and be used to justify terrorism. Established terrorist narratives exhibit common themes such as antisemitism, misogyny, antiestablishment, anti-LGBT grievances and religious or ethnic superiority. It is possible that violent adherents to movements and subcultures, such as Involuntary Celibacy (Incels), could meet the threshold of terrorist intent or action, should the threat or use of serious violence be used to influence the government or intimidate the public.
- **Incels** believe female oppression is a myth; males are the most oppressed on the planet; and that there is no hope for them as they are biologically inferior. A hatred towards females derives from this attitude and is encouraged by other Incels. They blame women for rejecting them and are angry with and jealous of men who are successful with women. Poor relationships with female figures and/or trauma related to women experienced by males is often used by other Incels to radicalise others. The Incel group consider themselves a brotherhood. Radicalisation is carried out through online communities and an anonymous online subculture. They turn frustrations into blame and violence. Words to listen out for are: Chad/Tyrone; Stacey; Alpha/Beta; Hit the wall; Femoid/foid; Lookism; Simp; AWALT (all women are like that).

The definitions within the threat level system for the UK are below; the current threat level is substantial.

- **CRITICAL** meaning an attack is highly likely in the near future;
- **SEVERE** meaning an attack is highly likely;
- **SUBSTANTIAL meaning an attack is likely.**
- **MODERATE** meaning an attack is possible but not likely;
- **LOW** meaning an attack is highly unlikely.

CONTEST (Counter-Terrorism Strategy) is the UK's strategy for countering extremism and has four strands:

- **Prevent:** to stop people becoming terrorists or supporting terrorism in all its forms;
- **Pursue:** to stop terrorist attacks;
- **Protect:** to strengthen our protection against a terrorist attack;
- **Prepare:** to mitigate the impact of a terrorist attack.

PREVENT

Prevent seeks to increase understanding among frontline staff and community members. Whether through training or events, encouraging discussion or debate.

The objectives of Prevent are to:

- tackle the ideological causes of terrorism;
- intervene early to reduce the influence of radicalisers and to support people susceptible to radicalisation as well as reducing the availability of, and access to, terrorist content;
- enable people who have already engaged in terrorism to disengage and rehabilitate.

Prevent is safeguarding. In the same way that support is provided to people at risk of involvement with drugs, gangs, or other forms of harm, individuals susceptible to being groomed into radicalisation can also be helped. Groomers of all kinds prey on feelings of stress and isolation to exploit vulnerable individuals, both online and offline. Prevent protects individuals targeted by terrorist influences by providing local, multi-agency safeguarding support.

Anyone can make a referral to Prevent if they are concerned that someone is being radicalised, by calling the police on 101 to get advice or share a concern to get safeguarding support.

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 concerns, suggest how they can best help and give access to relevant support and advice.

Any response will be proportionate and will be viewed as a safeguarding concern.

If someone is in immediate danger, or if you see or hear something that may be terrorist-related, call 999 or the confidential **Anti-Terrorist Hotline on 0800 789 321**. You can choose to remain anonymous or include your contact details so the Security Service can get in touch with you.

All the information you send will be treated confidentially.

CHANNEL

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 agrees a tailored package of support to be offered to the person, for example: mentoring; life skills; education support; or careers advice. 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.

The Channel panel works in the same way as other multi-agency safeguarding structures. It is chaired by the local authority and consists of statutory partners including police, education, health, probation and prisons.

OVERALL AIMS

King Edward VI Handsworth School for Girls is clear that 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.

Schools should be a safe space in which children and young people can understand and discuss sensitive topics, including, where appropriate, terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. School can help build resilience to radicalisation and extremism by providing a safe environment to debate controversial issues and help learners how to understand how they can influence and participate in decision making. 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 pupils, abiding by political [impartiality requirements](#) and protecting pupils from a 'third party' who has their own agenda. Our school 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 and the Prevent duty is not intended to limit discussion of these issues. 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 [Protected Characteristics](#).

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 eight guiding principles of safeguarding, as stated by the Birmingham Safeguarding Children Partnership (found in [Right Help Right Time](#)) all of which are applicable to this policy;

- Provide effective help and support as early as possible.
- 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 in adherence with Prevent, and are mindful of our duty to forbid political indoctrination and secure a balanced presentation of political issues, therefore:

- 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.

OUR VISION FOR WELLBEING

Through the values, ethos and culture we advocate every day in line with our school vision, we aim to develop and nurture students and colleagues with sensitivity and mutual respect.

As a school, in order to prioritise and be committed to the wellbeing of all members of our school community, staff and students are committed to the development of resilience through connectedness, kindness and compassion.

INDICATORS OF SUSCEPTIBILITY TO RADICALISATION

There is no single profile of a radicalised person, nor is there a single pathway or 'conveyor belt' to being radicalised. There are many factors which can, either alone or combined, lead someone to subscribe to terrorist or terrorism supporting ideology. Specific background factors may contribute to susceptibility and these are often combined with specific needs for which an extremist group may appear to provide answers and support. Pupils 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. 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. It is vital that we are all able to recognise those vulnerabilities.

Indicators of susceptibility include:

- **Identity crisis** - the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society or have poor self-esteem - believing themselves to be unattractive for example;
- **Personal crisis** - the pupil 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.
- Children with **few social relationships** outside of the online world or are victims of bullying or discrimination;
- **Personal circumstances** - having family members convicted of a terrorism act or subject to a Channel intervention; migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a real and perceived sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Unmet aspirations** - the pupil 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.
- **Special educational needs** - pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- **Adverse Childhood Experiences (ACEs)** including over exposure to alcohol/drugs and/or abusive home situations.

This list is not exhaustive, nor does it mean that all children experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Early examples of radicalisation or extremism may include:

- Absence from school or home;
- Being angry; depressed; withdrawn; short tempered;
- Asking inappropriate questions;
- Fixated on a subject and scripted speech;
- Significant or uncharacteristic changes in:
 - appearance, including having extremist tattoos;
 - peer relationships, including having a new circle of friends;
 - behaviour, including becoming more secretive or having a new found arrogance;
 - language, such as using terms (which they may have heard in other forums or on other websites) or derogatory language against women and girls;
 - routine.
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis;
- Closed to new ideas or conversation and showing an intolerance of difference, including faith, culture, gender, race or sexuality;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Showing sympathy for extremist causes or advocating messages similar to illegal organisations or other extremist groups;
- Graffiti, artwork or writing that displays extremist themes;
- Advocating messages similar to illegal organisations or other extremist groups;
- Evidence of possessing or accessing illegal or extremist literature;
- Joining or seeking to join extremist organisations;
- Making remarks or comments about being at extremist events or rallies outside school;
- Being in contact with extremist recruiters;
- Searching and accessing violent extremist websites, especially those with a social networking element;

- Glorifying and advocating violence towards others, especially to other faiths or cultures, to solve societal issues ;

Radicalisers will make a susceptible person 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.

ROLES AND RESPONSIBILITIES

Birmingham City Council

In Birmingham community cohesion means working towards a society in which strong and positive relationships flourish and continue to be developed in schools, the workplace and wider community. The Equality Act 2010 places a duty on us to eliminate discrimination, advance equality of opportunity and to foster good relations. To achieve this, every child in Birmingham should have the best opportunity to go as far as they can in life and education is the key to that success. This is our commitment to equip children and young people to be happy, talented, confident and ambitious citizens of Birmingham and of the world.

All children in Birmingham will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality. It will prepare them for adult life by:

- enabling them to play an active role in their school and community;
- experiencing a culturally rich and diverse life;
- developing and benefitting from a range of positive relationships.

The full Birmingham Curriculum Statement can be found [here](#).

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 Headteacher and other staff about issues to do with protecting children from radicalisation.
- The governing body reports to the Trustee Board regularly.

Headteacher

It is the role of the Headteacher 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 Headteacher 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](#). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

The Headteacher may decide to direct the Designated Safeguarding Lead to carry out a [self-assessment](#) to establish how well the School's Prevent arrangements are embedded and to identify any gaps and weaknesses to improve safeguarding effectiveness and consistency.

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, at least every two years, to enhance knowledge of extremist groups, terrorist ideologies and particular localised threats;
- attend training on how to make referrals and how to work with Channel panels;
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation;
- track trends in annually published [Prevent referral statistics](#), relevant local or regional incidents;
- 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. The SPOC for our school is Miss Jane 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;
- Sharing information, both internally and externally in order to promote the welfare of learners and staff as failure to share relevant information can affect the safety, welfare and educational outcomes of learners;
- Carrying out and actioning the [Prevent Risk Assessment](#) for the school on an annual basis.

The Special Education Needs and Disabilities (SEND) Department

Neuro-diverse young people are a potentially more susceptible group when exposed to radical or extremist beliefs, ideologies and activities. Evidence suggests some neuro diverse people use digital technologies and social media as a response to differences around communication and interaction in social situations. The SEND Department will be aware of the increased likelihood of neuro diverse young people coming into contact with online extremist propaganda and other conspiracy theories that extremist groups exploit and therefore the increased opportunities to radicalise. Staff will be alert to the possibility that extremists may recognise some neuro diverse people's intense interests/expertise in computing and digital technologies, and exploit targeted individuals for terrorism recruitment and training. Staff will support students to navigate this online world.

THE CURRICULUM

The strength of education is the ability to see the promise in people rather than the risk. That means viewing vulnerable children and young people as filled with capacity, realised or unrealised, for healthy transformation and change. These values support the development of our students as reflective learners within a calm, caring, happy and purposeful atmosphere. Pupils will be taught about equality, tolerance, healthy relationships and the

importance of recognising prejudicial behaviour and reporting it. School will also support pupils to establish friendships and develop their self-esteem.

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. Some extremist organisations are known for effective and extensive propaganda so we teach our young people about fake news and propaganda as part of our curriculum to see the benefits of community cohesion and the damaging effects of extremism on community relations. 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. British Values are: democracy; the rule of law; mutual respect; individual liberty; and tolerance of those of different faiths and beliefs.

Some extremist organisations are known for effective and extensive propaganda so we teach our young people about fake news and propaganda as part of our broad and balanced curriculum to see the benefits of community cohesion and the damaging effects of extremism on community relations.

We deliver lessons across the curriculum, including, but not exclusively PSHCE, whereby we aim to develop critical thinking skills around the power of influence, particularly on-line and through social media. As part of the PSHCE curriculum there is a statutory requirement to teach the prevention of radicalisation to all students. Teaching staff will also look for opportunities to present counternarratives by proactively discussing issues, and identifying ways in which the curriculum helps build resilience.

STAFF INFORMATION

The role of all staff and the care provided in school is essential in supporting young people in building resilience. If systems are robust, things fall into place, when there is dysfunction or a lack of consistency young people absorb this, which can impact on their attitude to learning and development and a sense of belonging and community. Extra curricular activities offer opportunities for character development as well as time in registration for discussions which support pupils who may be susceptible to radicalisation and extremist influences.

All teachers teach Social, Moral, Spiritual, Cultural development. It is an area of our curriculum that focuses on the non-academic development of students, such as understanding and appreciation of different cultures or dealing with moral conundrums. SMSC is about developing the whole child in an environment which enables all children to grow and flourish, become confident individuals and appreciate their own worth and that of others.

EMBEDDING SMSC IN LESSONS

Spiritual Development

Teaching students how to:

- reflect upon personal beliefs and those of peers;
- develop an interest and fascination with other views, this helps to share empathy and understanding around topics such as religion or other beliefs;
- foster creativity and help to build a healthy imagination;
- be more reflective and self aware in their own learning. This can make academic learning more engaging and their response to feedback more conducive to academic progression.

Moral Development

Teaching students how to:

- recognise the difference between right and wrong, both from a humanitarian point of view and from a legal standpoint. This dovetails with Ofsted's 'British Values' criteria, as 'rule of law' is a central pillar to the criteria;
- appreciate others' moral and ethical viewpoints to develop into more empathetic and caring members of society
- understand the consequences of individual behaviour and actions to improve accountability. This can positively affect commitment to class and home learning. It also creates an attitude of collectivism within the class, encouraging students to look at work both individually and as a team with a common goal.

Social Development

Teaching students how to:

- engage with others and accept differences between members of society. It includes willingness to participate in community projects and wider social groups, including sports clubs and volunteering;
- become more comfortable socially to help them in all aspects of life, through higher education to employment.

Cultural Development

Teaching students how to:

- understand and appreciate the rich tapestry of culture that makes up our society. From students' own cultural influences and heritage to that of other students and staff;
- appreciate and understand art, music, sports and other cultural pursuits to help form ideas for further study, as well as inspiration for students' own contribution to British culture.
- build their knowledge and understanding of Britain's democratic system, including voting system, parliamentary process and politics. This understanding of the political processes is intrinsic to growth as both a student and British citizen.

Staff training

Staff will be given training to help them understand the issues of radicalisation, so they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of the induction safeguarding training. Any Prevent training undertaken by staff will be logged. Staff are updated as necessary in regular safeguarding briefings and made aware of risks in the local area.

The Home Office offers free [GOV.UK Prevent duty training](#) to support those under the Prevent duty and any staff can learn how to [support people susceptible to radicalisation](#) Staff can familiarise themselves with Prevent [case studies](#) to aid their understanding.

Planning for staff training includes considering what level of knowledge is proportionate for different roles. This includes staff who interact most frequently with learners, and also those who are responsible for overseeing adherence with the Prevent duty or those with specific functions to undertake, such as those who manage external speakers and events.

SAFEGUARDING

Risk reduction, response and referral

The School Governing Body, Headteacher and members of the Senior Leadership Team including the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce risk. A risk assessment may include consideration of the school's RS/PSHCE curriculum, SEND offer, assembly/form time schedule, the use of school premises by external agencies, integration of pupils by gender identity and SEN, anti-bullying policy and other issues specific to our school's profile, community and philosophy.

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

Those who work in education will often be the first to notice if someone displays concerning behaviour, like the signs of radicalisation outlined in this policy. If you notice behaviours that cause you concern, then you may want to consider whether the person is susceptible to radicalisation.

There could be many different reasons for these behaviours, not just radicalisation. It's important to understand the context, and why these changes are happening, before jumping to any conclusions.

CHECK

Discuss your concern organisationally with the Year Group Pastoral Leader, and the SPoC/DSL who will carry out lateral checks/engage with parents. Checking before sharing a concern is a way of making sure you have gathered as much relevant information as possible before making your referral.

SHARE

When deciding whether to make a referral, the DSL will consider whether they believe the person they are concerned about may be on a pathway that could lead to terrorism. In determining whether a concern meets the threshold for referral to Prevent, we will consider the harm posed to the person, as well as whether accessing support through Prevent might stop potential wider societal harm committed by the person. A risk-based approach will always be followed, using professional judgement and curiosity.

The DSL will make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust, informed and with good intention, and that the response to that concern is considered, and proportionate. We will use one consistent and proportionate threshold applied to Prevent activity across all extremist ideologies and radicalisation concerns. When we have identified a concern we will indicate why this risk is relevant to Prevent and will comply with the requirements of data protection legislation. The DSL will consider whether it is appropriate to rely on the person's consent. Where it is not possible to rely on consent, we will still share information if there is a lawful basis to do so.

To help us decide whether to contact Birmingham Safeguarding Children Partnership, the DSL will look at Birmingham's multi-agency threshold document [Right Help Right Time](#) and then seek advice from Children's Advice & Support Service (CASS) on 0121 303 1888.

The DSL will complete the Prevent [screening tool](#) and a Request for Support made as part of a Multi-Agency assessment. The DSL will have gathered the relevant information and spoken to the relevant people before making the referral. This will include a summary of the risk in order to provide the correct intervention. Terrorism is a small possibility but still a risk.

Gateway assessment

Once a [national referral form](#) is submitted to Prevent, it is assessed by specialist police officers and staff. These officers determine whether there are reasonable grounds to suspect that a person is susceptible to becoming a terrorist or supporting terrorism and should therefore be considered by the Channel panel for support through Prevent. This is called a 'gateway assessment'. If other support mechanisms are simultaneously required or being considered, these should proceed unless there is a good reason not to do so.

The police officers and staff who are assessing whether a referral should progress through to Channel will draw on robust decision-making frameworks to determine whether a referral meets the threshold for Prevent, and to ensure that a consistent threshold is applied. This includes, but is not limited to:

- determining the presence of an ideological driver;
- determining what harm may be caused by the person (or could be caused to the person being referred) ;
- considering factors such as a person's agency, as well as any predisposition to exploitation.

Where a Prevent referral is adopted, school will cooperate as reasonably practicable with local authority-led Channel panels.

Outcomes

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation.

Where Channel is not considered suitable, alternative options will be explored where appropriate. The person

may be offered alternative support, such as by mental health services or children's social care services.

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)
- Channel mentor, external agency involvement.

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

Visitors

Staff must not invite speakers into school (or to present remotely) without first obtaining permission from a member of the Leadership Team. Staff must conduct 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 presenting and the outcomes added to the shared document for the DSL to check; visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks being undertaken.

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;
- Consider the impact of the intended talk on students falling into the protected characteristics referenced in our EDI statement.

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. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present, whether online 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.

Due diligence processes must also be 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.

PARENT/CARER INFORMATION

While browsing online 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. It is important to ensure your child understands the difference between fake news, an article written from bias and content from a reliable source. 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 to communicate which may seem like a regular chat for gamers.

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, the new online friend may not be who they say they are. Please speak to your child about their friend. 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 lots of 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 [Parents' Resources - Educate Against Hate](#)

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

PUPIL INFORMATION

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 introverted 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 [ACT Early](#) - a website dedicated to the prevention of radicalisation and terrorism

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 Pastoral and Senior Leadership Team are alerted by Smoothwall when there are concerns. These are immediately followed up.

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 turned off and put away as soon as students enter the school gates.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff. Anyone can report online material promoting terrorism or extremism via the [Report online material promoting terrorism or extremism - GOV.UK](#) The online tool is for reporting illegal or harmful information, pictures or videos found on the internet. School staff and individuals can make 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.

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.

[FURTHER INFORMATION AND SUPPORT LINKS](#)

MONITORING, EVALUATION AND REVIEW

This policy will be promoted and implemented throughout the school.

The DSL will ensure that accurate records of all incidents are logged on SIMS and CPOMS and reported to the Governors termly. Data will be analysed by the DSL who will review this policy to assess its implementation and effectiveness and re-design further strategies to improve procedures if necessary.

It is the responsibility of the Headteacher to implement the school's No Platform for Extremism strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of extremism/radicalisation. The Headteacher can also report to the Governing Body about the effectiveness of this policy on request.

The Governing Body will monitor incidents that do occur, and review the effectiveness of this policy and the school's strategies annually. The Governing Body supports the Headteacher in all attempts to eliminate extremist views/risk of radicalisation from the school. The Governing Body will not condone any incidents of extremist views at all, and any incidents that do occur will be taken very seriously, and dealt with appropriately.

A parent/carer who is dissatisfied with the way the school has dealt with an incident can make a complaint to the Chair of Governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

Ofsted or the Independent Schools Inspectorate (ISI) inspect the relevant specified authorities in England. This includes ensuring that those with governance or oversight responsibilities for settings are fulfilling their statutory duties under the Prevent duty, which include ensuring arrangements have been made to safeguard and promote the welfare of pupils and that the setting has had regard to any guidance issued by the Secretary of State. Inspectors will evaluate the extent to which our school has a culture of safeguarding that supports effective arrangements to identify learners who may need early help or who are at risk of harm or exploitation, including radicalisation. For Ofsted and ISI, this forms part of the leadership and management judgement. Governors in particular, must ensure that the school's arrangements for safeguarding meet statutory requirements.