



THE SCHOOLS OF KING EDWARD VI IN BIRMINGHAM

In pursuit of educational excellence for all

2023 No Platform for Extremism Policy

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Related Documents/Policies

Reference	Title
	Behaviour and rewards policy
	Safeguarding and child protection policy
	RSE Policy
	Online safety policy

Stacy Dennis (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 Updated 1 April 2021

Government Prevent duty toolkit for local authorities and partner agencies

Keeping Children Safe in Education (2022)

Working Together to Safeguard Children (2018)

Non-Statutory Guidance

Understanding and identifying radicalisation risk in your education setting October 2022

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.

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.

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INTRODUCTION

This ‘No Platform for Extremism Policy’ is part of the King Edward VI Handsworth Wood Girls Academy 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.

TERMINOLOGY

- **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.
- **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.
- **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 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.
- **Violent extremism** Describes the attitudes, beliefs and actions that condone violence as a means to a political end.
- **Terrorism** is an unlawful use of violence against and intimidation against civilians in pursuit of political aims. The national UK terrorism threat level now takes into account all ideologies, including Islamist, Northern Ireland related terrorism in Great Britain, right-wing, left wing etc.

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 works with individuals and communities by using voluntary early intervention to encourage them to challenge extremist and terrorist ideology and behaviour. 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 vulnerable 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 at risk of radicalisation, by calling the police on 101 to get advice and support.

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

CHANNEL

Identify individuals at risk of being drawn into terrorism;

Assess the nature and extent of that risk;

Develop the most appropriate support plan for the individuals concerned which could include any of the following:

- Life skills;
- Mentoring;
- Anger management;
- Family support;

- Housing;
- Education support;
- Health awareness/assessment;
- Careers advice;
- Drugs/alcohol awareness;
- Constructive pursuits.

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

Schools should be a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. King Edward VI Handsworth Wood Girls Academy 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 Wood Girls Academy 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 Wood Girls Academy to express or promote extremist ideological, religious or political views;
- No person may use the facilities of King Edward VI Handsworth Wood Girls Academy to express or promote discriminatory views in relation to the protected characteristics listed in the Equality Act 2010;
- King Edward VI Handsworth Wood Girls Academy 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.

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](#).

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.

Birmingham Safeguarding Children Partnership (BSCP)

As part of the Prevent Duty BSCP have developed a toolkit to support schools with monitoring and reviewing Prevent compliance in schools. The key areas are:

- Risk Assessment;
- Working in partnership;
- Staff training and IT policies;
- Building children's resilience to radicalisation.

The Trust supports and trains relevant school staff and develops curriculum activities to address Prevent and extremism concerns.

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 when available to enhance knowledge of extremist groups and in particular localised threats;
- attend the Department for Education training to support the use of the Self-Assessment Toolkit;
- 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 Wood Girls Academy 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.

The Special Education Needs and Disabilities (SEND) Department

Neuro-diverse young people are a potentially more vulnerable 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, young people and adults 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.

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 PSHE, whereby we aim to develop critical thinking skills around the power of influence, particularly on-line and through social media. As part of the PSHE 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.

Extra curricular activities offer opportunities for character development as well as time in registration for discussions which support pupils who may be vulnerable to radicalisation and extremist influences.

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, Securely 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.

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

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 Wood Girls Academy 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 Wood Girls Academy 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.

SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO RADICALISATION, INCLUDING RISK REDUCTION, PREVENTION, RESPONSE AND REFERRAL

Please see appendix 1.

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.

Appendix 1 – Extract from the Safeguarding and Child Protection policy - safeguarding pupils who are vulnerable to radicalisation

2.1 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.

2.2 From 1st July 2015, all schools are subject to the Prevent Duty and must have 'due regard to the need to prevent people being drawn into terrorism' (section 26, Counter Terrorism and Security Act 2015).

2.3 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.

2.4 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 but not necessarily terrorism. We can all have feelings of injustice or not being listened to. King Edward VI Handsworth Wood Girls Academy has a role to play in recognising these issues for our pupils and protecting them from a 'third party' who has their own agenda.

2.5 King Edward VI Handsworth Wood Girls Academy 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.

2.6 King Edward VI Handsworth Wood Girls Academy 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; Far Right/Neo-Nazi/White Supremacist ideology, including Incels; 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.

2.7 King Edward VI Handsworth Wood Girls Academy values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils and teachers have the right to speak freely and voice their opinions. 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.

2.8 Risk Reduction

2.8.1 The school governors, Headteacher/Principal, 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 that risk. Risk assessment may include consideration of the school's RE/PSHCE curriculum, SEND policy, assembly 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. To this end, staff will open source due diligence checks on all external speakers invited to our school. 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.

2.8.2 These risk assessments will be reviewed as part of the annual Section 175 return that is monitored by the Local Authority and the Local Safeguarding Children Board.

2.9 Channel

2.9.1 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.

2.9.2 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. As part of the referral process a risk assessment will be carried out. Our school will make referrals to Channel if we 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 sought 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.

2.9.3 The types of support are:

- Diversionary activity;
- Sports participation;
- Faith groups;
- Education support;
- Housing;
- Skills training;
- Mentorship;
- Employment support;
- Theological/political.

2.9.4 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).

2.9.5 Further guidance about duties relating to the risk of radicalisation is available in the [Advice for Schools on The Prevent Duty](#):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/pre-vent-duty-departmental-advice-v6.pdf

2.10 Response

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. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors can be found in [Indicators of Vulnerability to Radicalisation](#).

2.10.2 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 will respond robustly to any incidents of bullying or discrimination.

2.10.3 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 and to the DSL if this is not the same person.

2.10.4 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, for example they may address mental health, relationship or drug/alcohol issues.

2.10.5 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.

2.10.6 If an adult is worried that someone is being radicalised, they can call the police on 101 to get advice or share a concern to get safeguarding support. Alternatively, contact the local authority safeguarding team for help. (See below.)

2.10.7 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.

2.10.8 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.

2.11 Referral process

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.

2.11.2 To help decide whether to make contact, look at Birmingham's Multi-Agency threshold document Right Help Right Time. The screening tool 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. This can be discussed by calling Children's Advice & Support Service (CASS) on 0121 303 1888.

2.11.3 Next steps could involve a discussion with the Counter Terrorism Unit (CTU) and/or Channel Panel/Community Safeguarding Panel.

2.12 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) <http://www.odara.org.uk>
- Channel mentor, external agency involvement.