



Preventing Extremism and Radicalisation Policy

Date Policy due to be reviewed: September 2027

Committee Responsible for Policy: Full Trust Board

WORK HARD | BE KIND | AIM HIGH

Section 1 - Introduction

Hillcrest School is committed to providing a secure environment for pupils, where learners feel safe and are kept safe. All adults at Hillcrest recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

'Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm' (Home Office, Prevent Strategy – June 2015)

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Hillcrest's delivery of the outcomes to all learners, as set out in s10 (2) of the Children's Act 2004¹. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to safeguard and promote the welfare of all learners in line with our statutory duties set out at s175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Policy draws upon the following guidance:

- Keeping children safe in education (September 2026)
- The Prevent Duty: an introduction for those with safeguarding duties (November 2022)
- DFE 'Protective security and preparedness for education settings' (April 2025)
- CONTEST - The UK strategy for countering terrorism (June 2018)
- Working Together to Safeguard Children (December 2023)
- Channel Duty Guidance (2015)
- Counter Terrorism and Security Act (2015)
- The Prevent Duty (2015 - Revised September 2023 and updated March 2024)

We recognise that the governing body has a responsibility to pay 'due regard to the need to prevent people being drawn into terrorism' (Counter Terrorism and Security Act, 2015) and ensure the school has a 'clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism'. A key aspect of our role is to work with other agencies to tackle the ideological causes of terrorism' and embed principles of the 'Reducing Permissive Environments' agenda.

Hillcrest School supports the **Home Office '4P' Contest Strategy** to combat radicalisation and terrorism. The 4P's are:

Protect

To strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce their vulnerability.

Prepare

To mitigate the impact of a terrorist attack where that attack cannot be stopped.

Pursue

To stop terrorist attacks by detecting, prosecuting and otherwise disrupting those who plot to carry out attacks against the UK or its interests overseas.

Prevent

To stop people from being drawn into or supporting terrorism by tackling the ideological causes. This includes countering terrorist ideology and challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised and working with sectors and institutions where the risk of radicalisation is assessed to be high.

Whilst the first three strands are clearly the remit of the government and security services, the Prevent strand is one to which Hillcrest School can contribute to and play a crucial role.

Links to other Policies

The Preventing Extremism and Radicalisation Policy links to the following Hillcrest School policies:

- Child Protection and Safeguarding policy
- Care and Control policy
- Equal Opportunity Policy
- Anti-bullying Policy
- Behaviour Policy
- Positive Mental Health Policy
- On-line Safety Policy
- External Visitors Policy
- Safer Recruitment Policy
- Lettings Policy
- SMSC policy

Objectives

The Preventing Extremism and Radicalisation Policy is intended to provide a framework for addressing issues related to vulnerability, radicalisation, and exposure to extreme views. There are different forms of extremist organisations in the UK and the world, i.e. – Daesh/ISIL (Islamic State), Al-Qaeda, Boko Haram, English Defence League, Britain First, Blood and Honour, Animal Rights extremist groups such as SPEAK, Palestine Action, Irish Republican Army (IRA), Anti-Abortion groups, Environmental protest groups, to name a few.

We recognise that we are well placed to identify safeguarding issues linked to the dangers of extremist views, as early as possible, and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpin our actions.

The objectives are that:

- All governors, teachers, teaching assistants, non-teaching staff, volunteers, temporary staff, contractors, supply teachers and trainee teachers will understand what radicalisation and extremism is and why we need to be vigilant in school.
- All governors, teachers, teaching assistants, non-teaching staff, volunteers, temporary staff, contractors, supply teachers and trainee teachers will know what the school policy is on tackling extremism and radicalisation, including appropriate sanctions, and will follow the policy guidance swiftly when issues arise.
- All members of staff (see above) can identify children who may be vulnerable to radicalisation, as early as possible, and respond by following whole school safeguarding procedures with immediate effect.
- All members of staff (see above) have the skills and expertise to challenge any form of prejudice, discrimination or extremist views, and understand the channels to report concerns about the conduct of pupils and other members of staff.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; learning about key British values, particularly through the Life Skills and Character Education curriculum, to build resilience against these views and knowing what to do if they experience them.

- All pupils have a 'safe space' in which they can discuss and understand sensitive issues, including terrorism and extremist ideology, to ensure all pupils feel equally valued and not marginalised.
- All members of staff (see above) follow guidance to prevent political indoctrination and ensure pupils receive a balanced presentation of political issues.
- Effective filtering and monitoring systems are in place in school and when pupils work remotely from home on school loaned devices, to monitor behaviour and conduct online, particularly when using AI generative content and imagery.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- All stakeholders and members of our community are aware of channels to confidentially report concerns about child-on-child abuse, radicalisation, extremism and suspected acts of terrorism as part of the 'Communities Defeat Terrorism' and 'Action Counters Terrorism' initiatives.
- All stakeholders understand their role in our security culture and preparedness for a potential terrorist attack in school or the immediate community.

Section 2 - Definitions

When operating this policy, Hillcrest School uses the following accepted Governmental definition of radicalisation and extremism, which is:

Radicalisation - 'the process by which a person comes to support terrorism and forms of extremism leading to terrorism' (During this process, it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity).

Extremism - 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect tolerance of different faith and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas' (Prevent).

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'Terrorism' is given in the Terrorism Act 2000 (TACT 2000) and updated in 'Keeping Children Safe in Education' (September 2026). This defines terrorism as 'an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

However, holding extremist views and/or demonstrating extremist behaviour does not mean an individual is being radicalised or engaged in terrorism. Therefore, in Birmingham the focus is on extremist views and behaviours that may be or are causing harm, as opposed to a focus on extremist views and behaviours that 'society' may disagree with but are not causing harm. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Section 3 - Key Roles and Responsibilities

The Governing Body

The Governing Body of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. This training is delivered by School and Governors Support services.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our school website to promote transparency.

The Governing Body work with the school's senior management team and staff to create an ethos which upholds core values of shared responsibility and well-being for all pupils, staff and visitors and promotes respect, equality, diversity, inclusion and understanding. This will be achieved through:

- Promoting core values of respect, equality, diversity, inclusion, democratic society, student voice and participation
- Building staff and student understanding of the issues and confidence to deal with them
- Deepening engagement with local communities
- Actively working with local schools, local authority agencies, police and other agencies.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2026' the Governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will ensure the school has appropriate and effective filtering and monitoring systems in place to check pupils are behaving appropriately online, including periods of remote learning, and are not being exposed to extremist views and materials.

Governors will review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Governors will ensure the school fully adheres to the 'No Platform' guidance to make it transparently clear to all external agencies using the school site do not use the site or school resources to promote extremist views or co-ordinate extremist activities.

Governors will ensure the school has appropriate risk assessments, critical incident plans and systems in place to safeguarding all members of the school community in the event of some form of terrorist incident, including the role of Security and Incident Leads and Personal Emergency Evacuation Plans (PEEPs).

SPOC

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.

The SPOC for our school is Damon Gariff (DSL)

Our local authority Prevent Advisor/Contact is Ayisha Ali

The responsibilities of the **SPOC** are described below:

- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism
- Keep up to date with trends and patterns in local and national extremist activities, i.e. - growth in anti-transgender rhetoric from far-right extremist groups and an increase in right-wing anti-immigration violence and online rhetoric
- 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
- Use annual staff PREVENT training to raise awareness of the role and responsibilities of all staff in relation to identifying early signs of radicalisation and protecting the safety of all stakeholders through their understanding and application of SCAN, HOT and RUN, HIDE, TELL protocols.
- Monitoring the effectiveness of the school's Life Skills/ RE curriculum, Character Education curriculum and assembly programme to ensure that they are used to promote community cohesion, tolerance of different faiths and beliefs, and channels to report child-on-child abuse (including online)
- Working with IT Manager to ensure effective filtering and monitoring systems are in place, with specific focus on risks associated with the spread of misinformation, disinformation and conspiracy theories, increasingly through different form of generative AI
- Reviewing online filtering data to identify students at risk of radicalisation at an early stage and working with colleagues and external agencies to put appropriate early help support in place, i.e. - Channel, STICK or Forward-Thinking Birmingham referral
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism
- Collating relevant information from in relation to referrals of vulnerable pupils into the Channel process and securing parental consent as required (no longer compulsory - KCSIE Sept 2026)
- 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
- Securely transfer information about prevent concerns when a student moves school or to post-16 and post-18 provision
- Preparing risk assessments to manage and support pupils at risk of radicalisation and/or students who have been radicalised in conjunction with the local authority and Channel programme.
- Undertake role of 'Security Lead' to develop and maintain policies and plans which promote a good security culture and deters someone intending to cause harm from targeting school.

Wider Role of Security Lead:

- Ensure regular security assessments are completed to identify potential risks and vulnerabilities around the school site
- Ensure all staff members are aware of their roles and responsibilities in relation to protective security and preparedness
- Ensure staff are appropriately trained on security protocols
- Liaising with external services, such as police and emergency services, to ensure effective communication and planning.

Incident Lead

This role becomes active during a critical incident on site and will be responsible for, or delegate, the following responsibilities:

- Leading the initial response to the incident and determining the most appropriate course of action for example, whether to lockdown, invacuate or evacuate
- Liaising with police to incorporate their advice
- Responding appropriately to any safety concerns, for instance people reported missing

- Communicating the incident to parents of those affected
- Leading any responses to interest on social media or the mainstream media, if required

All staff including non-teaching staff

All members of staff have a role to play in our security culture and preparedness. Staff responsibilities include:

- Participating in training and awareness programmes
- Being vigilant and reporting and suspicious activity to the security lead
- Supporting the security lead in implementing the protective security and preparedness plan
- Being familiar with incident response plans, such as lockdown, invacuation and evacuation options, exit routes, management of students, methods of communication during an incident and compiling grab kits
- Providing additional support to those who are particularly vulnerable for instance, staff and students with additional needs.

Section 4 - Ethos and Practice

There is no place for extremist views of any kind in our school, whether from internal sources - pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore and learn how to challenge controversial issues safely and where our teachers encourage and facilitate this - we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this, equipping young people with the knowledge, skills and critical thinking to challenge and debate in an informed way.

At Hillcrest School we will provide a broad and balanced curriculum so that our pupils are enriched, understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalised.

Furthermore, at Hillcrest School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. As part of our whole school online safety programme, we highlight the potential risks pupils may face in relation to on-line radicalisation, increasingly using AI generated content and Chatbots, and encourage students to report any concerns they may have for themselves or other students to a member of the safeguarding team.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Getting it Right system and the Code of Conduct for staff.

We will all strive to promote community cohesion and eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches learners may experience elsewhere may make it harder for them to challenge or question these radical influences. This guidance and support will be delivered through the whole school curriculum, form programme and Life Skills curriculum. As part of our Character Education curriculum, we will ensure that all our support and approaches will help our pupils build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will develop strategies and staff training to ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate and address specific issues to become even more relevant to the current issues of extremism and radicalisation. We will facilitate the following principles: making a connection with young people through positive engagement and a pupil centred approach; facilitating a 'safe space' for dialogue to ensure pupils feel safe and comfortable talking about their feelings and views on a wide range of social, political, religious and cultural issues; equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

All forms of political indoctrination are forbidden, and teaching staff will endeavour to provide a balanced presentation of political issues.

Therefore, this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils. We recognise the importance of guiding students to be intolerant of all forms of extremism, i.e. - violent animal rights, political, anti-immigration, anti-war, environmental, etc.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We recognise that children trying to indoctrinate other children, including online, with extremist views, is a form of child-on-child abuse. We also strive to empower all pupils to understand how to behave safely and appropriately online to ensure they can identify and manage risks at an early stage. We will achieve this by using an approach that includes:

- Life Skills Programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach to conflict resolution
- Targeted programmes led by external providers
- Cross-curricular thematic programmes
- Annual audits of curriculum and Life Skills provision to ensure the values of democracy and individual liberty are promoted throughout the wider curriculum

We will also work with local partners, families and communities in our effort to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Prejudicial and discriminatory behaviour can be a factor in radicalisation and extremism and with this in mind the school has updated procedures for dealing with all forms of prejudicial and discriminatory behaviour. Any such behaviour, including extremist views and derogatory language, will always be challenged and, where appropriate, dealt with in line with our Behaviour and Anti-Bullying policy.

Section 5 - Warning signs and indicators of radicalisation

Annual staff CPD is focused on ensuring all members of staff can identify behaviours which may indicate a pupil is at risk of being radicalised or exposed to extremist views. We believe it is possible to intervene to protect people who are susceptible. Early identification and intervention are therefore essential.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors. It is vital that school staff are able to recognise those susceptibilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. Factors which may make pupils more susceptible may include:

- Identity Crisis: the pupil is distanced from their cultural/religious heritage; experiences discomfort about their place in society; changing style of dress according to the group; possession of materials or symbols associated with an extremist cause; attempts to recruit others to the group.
- Personal Crisis: the pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances: migration; local community tensions and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy; alienation from UK values
- Unmet Aspirations: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality: involvement with criminal groups, imprisonment, poor resettlement, or reintegration.
- Special Educational Need: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

Pupils who are susceptible to radicalisation may also be experiencing:

- Substance and alcohol misuse
- High levels of poverty in the family home
- Bereavement
- Regular periods missing from education
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Child-on-child abuse
- Domestic violence (direct victim of or witness to)
- Race/hate crime
- Involvement in gang culture and child criminal and/or sexual exploitation
- Mental health issues (personal or coping with in a family situation)

Through weekly safeguarding meetings information is shared on targeted pupils and appropriate external support accessed as necessary.

There is no single way of identifying a pupil who is likely to be susceptible to terrorist ideology. As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Possessing and distributing extremist literature and documentation
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services and police reports of issues affecting pupils in other schools or settings, i.e. - damage to property
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Changes in behaviour which could indicate that they are in need of help or protection
- Use of extremist or 'hate' terms to exclude others or incite violence

- prejudice related ridicule or name calling
- condoning or supporting violence towards others or extremist ideologies
- Intolerance of difference, whether secular or religious or, in line within our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour, culture or immigration status
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views
- Use of extremist language:
 - ❖ 'Dawlah' - term used by ISIL to refer to the 'Islamic state'
 - ❖ 'Jihad' - means 'struggle' or 'violence'
 - ❖ 'Caliphate' - ISIL supporters describe the territory they control in Iraq / Syria
 - ❖ 'Mujahid' - someone who wants to fight as part of the 'Jihad'
 - ❖ 'Shahada' - refers to someone considered to be a martyr
 - ❖ 'Kuffar' - a term used by ISIL to describe non-Muslims
 - ❖ 'Ummah' - the phrase is used by ISIL to refer to the 'world community of Muslims'
 - ❖ 'Rafidha' - word used by ISIL to refer to those who refuse to accept the Islamic state
- Evidence of association with different extremist groups, i.e. - UK right-wing groups:
 - ❖ English Defence League
 - ❖ Combat 18
 - ❖ Young Patriots
 - ❖ Christian Patrol
 - ❖ Blood and Honour
 - ❖ Britain First
 - ❖ National Action (including System Resistance Network and Sonnenkreig Division)
 - ❖ Order of the Nine Angels

In conclusion, we will closely follow any locally agreed procedure as set out by the Local Authority and criteria for safeguarding individuals susceptible to extremism and radicalisation.

Section 6 - Curriculum

At Hillcrest School we will develop pupil's political literacy and promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect and to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Students at Hillcrest School come from all over the world and we aim to instill the British values outlined by our government in all students, so that they all understand what the people of our society see as being important and what we feel is right and wrong. We will develop their understanding of behavior that constitutes a 'hate crime', the legal implications and how they can report any incidents, including online. Through our curriculum we actively promote a culture of mutual respect and tolerance, democracy, the rule of law, equal opportunities, and freedom. British values permeate throughout the school curriculum and support the development of the whole child. We embrace the belief that at the heart of a modern ever changing, multi-cultural and multi-faith community is the acceptance of key British values which it is its responsibility to promote. In doing so, our learners will be able to grow as individuals and citizens in the community and country in which they live, as well as online. We believe that this is something not only achieved through the curriculum but through the school's core values and ethos as well as its provision for students beyond formal lessons.

Therefore, by delivering a broad and balanced curriculum, including Life Skills, Character Education, assembly themes and tutorial programme, augmented by the use of external sources where appropriate, we strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves, including online, where appropriate to their age and ability. We also help pupils develop the critical thinking skills needed to engage in informed debate around sensitive and complex issues. We also endeavour to educate our pupils about

how to react safely and responsibly in the event of a terrorist-related incident. Content is delivered through the 'Community Education' element of our Life Skills curriculum, as shown below:

Community education



The Ajegbo report 'Identity and Diversity: A Curriculum Review' (DCSF 2014) highlighted that 'engaging pupils in sometimes controversial but deeply relevant issues will excite them, involve them, develop their thinking skills and both raise standards and make our country an even better place'. Effectively addressing controversial issues will also help to challenge misinformation, disinformation, conspiracy theories and commonly held 'myths' and build understanding and appreciation about others. This requires:

- questioning techniques to open safe debate
- confidence to promote honesty about pluralist views
- ensuring both freedom of expression and freedom from threat
- debating fundamental moral and human rights principles
- promoting open respectful dialogue
- affirming the multiple dynamic identities, we all have

Our curriculum and ethos reflect the government's definition of "**British Values**" in its "Prevent Strategy":

▪ **Democracy**

The principle of democracy is consistently being reinforced at Hillcrest School, with democracy processes being used for important decisions within the school community, for instance, elections being held for the School Parliament, College Prefects positions, Form and Sport Captains and IAG and Literacy Champions. The principle of democracy is also explored in the History and Religious Studies curriculum as well as in form time and assemblies.

▪ **The rule of law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Hillcrest School.

Students are taught the rules and expectations of the school which are highlighted by the student code of conduct and student expectations. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Prevent and other Services reinforce this message.

- **Individual liberty**

At Hillcrest School, students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure, and supportive environment. Our staff educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education.

Students are encouraged to know, understand, and exercise their rights and personal freedoms and are advised on how to exercise safely, for example through Online Safety lessons and form time work.

Hillcrest School has a robust anti-bullying culture and has in place a comprehensive Behaviour for Learning Policy.

- **Mutual Respect**

Respect is a strong part of Hillcrest and is part of its Mission Statement & Values. Students learn that their behaviour influences their own rights and those of others. All members of the school community treat each other with respect, and this is reiterated through its teaching and learning environments.

Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment

- **Tolerance of those of different faiths and beliefs**

This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community. Students benefit from several international visitors, including students from other continents and cultures. Additionally, students are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the calendar year.

We have a prayer room at school to allow students from different religions to pray and quietly reflect during the day. The location of the prayer room ensures that the students using the room at break and lunchtimes are carefully monitored. Students are encouraged to be vigilant of any inappropriate behaviour or comments made by other students in the prayer room and know they must report these concerns to either the SPOC or members of the safeguarding team.

We hold our annual British Values Week every October. Throughout the week lessons are explicitly focused on promoting and discussing British Values. Departments organize cross-curricular events throughout the week to allow students to practically deepen their understanding of the core values.

Section 7 - Online Safety

We strongly recognise the risk posed to our students in terms of on-line radicalisation, as extremist organisations seek to radicalise young people through social media and the internet, increasingly using Chatbots and AI generated content to spread misinformation, disinformation and conspiracy theories. For example, research shows that ISIL propaganda includes images and videos that present the group as an exciting alternative to life in the West to attract young people. The propaganda claims it is the duty of Muslim men and women in the West to join the fight against the West, resulting in the recent increase in 'lone attackers' who have carried out attacks in Reading, London, Manchester, Paris, Stockholm and Brussels. Similarly, far right extremist groups in the UK, such as EDL, Britain First and Combat 10, use social media sites to co-ordinate protests and attacks against Mosques and hotels accommodating refugees and asylum seekers. As a result, there has been an increase in the number of women joining, for example, the Angels Division of the EDL.

To combat this online threat, we use the SMOOTHWALL system to filter and monitor student online behaviour daily, including devices loaned to pupils to work remotely at home. Websites with radicalised content are screened through this system and the school has an additional screening filter which can monitor requested internet access to radical sites at school. The IT Support Team update the monitoring and filtering systems regularly to ensure all updated terminology and trigger words are incorporated into the system.

The Headteacher and SPOC are notified of any inappropriate behaviour and appropriate steps are taken as required. This may involve speaking to the student, contacting parents, setting up a mentoring programme, offering Pastoral Support counselling or making a direct referral to Early Help, Children's Social Care or police based on the seriousness of the incident.

Our annual staff training ensures all staff are fully aware of the risks posed by the online activity of extremist and terrorist groups.

Online safety is also delivered in several subjects, the Life Skills curriculum and through our whole school assembly and form programme. Our annual Life Skills audit identifies the extent of curriculum coverage for this and all other safeguarding themes.

Section 8 - Use of External Agencies and Speakers

At Hillcrest School we encourage the use of external agencies or speaker to enrich the experiences of our learners. Workshops have been delivered by the PREVENT team (CTU) and community police to targeted year groups in the school.

All staff are required to complete an 'External Visitors' pro-forma two weeks prior to a planned visit. This is checked and approved by the DSL. Visitors are required to supply the DSL with any resources or materials they plan to use with students prior to their visit. Risk assessments ensure visitors are appropriately always supervised during their visits.

We positively vet all external agencies, individuals or speakers who engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure visitors are suitable and that we do not unwittingly use agencies that contradict each other with their messages or that we are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly relate to the rest of the school curriculum, so we need to ensure that this work is of benefit to pupils.

We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion, politics, culture or other ideologies
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by the school to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage learners to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

The school is fully committed to promoting our 'No Platform Policy' with all external agencies, community organisations and stakeholders. If any agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract, as outlined in our Lettings policy. Usage will be monitored and in the event of any behaviour not keeping with the contents of this policy, the school will terminate the agreement and may contact the police.

Section 9 - Safeguarding

Prevent is embedded into Hillcrest's Safeguarding policy and procedures. Please refer to our Child Protection and Safeguarding Policy for the full procedural framework on our Safeguarding duties. The school follows the guidance outlined by the Birmingham Safeguarding Children Board.

Although serious incidents involving radicalisation have not occurred at Hillcrest School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city, and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

We believe that it is possible to intervene to protect people who are susceptible. Early identification and intervention are key to this process. Therefore, staff at Hillcrest School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue, there may be some instances where a child or students may be at direct risk of harm or neglect. For example, this could be due to a pupil displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with, or staff be aware of information about a pupil's family that may be equally place a young person at risk of harm. (These examples are for illustration and are not definitive or exhaustive). As part of our fortnightly whole school safeguarding meeting, staff can complete a 'Note of Concern' referral, via CPOMS, to report any unusual forms of behaviour that may identify a potential safeguarding risk.

All members of the staff community (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a student may be at risk of being radicalised or is attempting to radicalise another student, to the **SPOC/Designated Safeguarding Lead (Damon Gariff)**. If a member of staff has a concern about another colleague's extremist behaviour or language, or are concerned they are vulnerable to radicalisation, they should refer their concerns immediately to the Headteacher. If a member of staff is concerned about the extremist behaviour or language of the Headteacher, they should refer their concerns immediately to the Chair of Governors.

Section 10 - Reporting concerns about extremism and radicalisation

After a concern has been raised to the Safeguarding team, The SPOC will complete the 'Extremism Screening Tool' to determine the level of risk. There are three sets of risk indicators included in the screening - high, medium, and low. A case may involve risks at all three levels.

If the SPOC considers it appropriate to refer the concern to CASS, the 'Extremism Screening Tool' (**see appendix 3**) will be sent along with the statutory 'Request for Support Form'. Both forms will be completed as they cover the wider concerns and protective factors around the pupil and the family.

CASS Advisors, together with social workers and team managers, will use the information contained in both documents to decide the level of risk involved and the relevant support required by the pupil and family. Birmingham children's practitioners will share relevant referrals with extremism concerns with the Police who will decide when this needs to be passed onto Prevent.

As with any child protection referral, staff are made aware of their right to refer a concern to the appropriate external agency if they are concerned the DSL has decided not to refer a concern to the CASS or CTU. Referrals can be made directly to CASS as outlined in the Child Protection policy.

We will actively support CASS or any multi-agency interventions in any support deemed necessary.

Channel Programme

Channel is a multi-agency partnership helping to safeguard individuals who are vulnerable to radicalisation. By providing support to those most at risk, they can be diverted away from potential threats that might draw them into criminal activity.

Channel has access to a variety of support packages and interventions appropriate in working with risks of extremism that include:

- Mentoring support providing personal guidance including addressing extremist ideologies, religious interpretations
- Developing life and social skills, for example dealing with peer pressure
- Anger management sessions
- Cognitive behavioural therapy to support attitudes and behaviours
- Constructive leisure activities
- Education and training activities
- Careers focused activities
- Family support including relationships and skills work
- Support with physical and/or mental health
- Housing support
- Drug and alcohol support

Where possible, parental consent will be secured before a referral is made to Channel. However, this is not compulsory, and the SPOC may feel it is in the best interests of the pupil not to inform parents/carers prior to sending the referral documentation.

Section 11 - Engagement with Parents / Carers

We will engage with parents/carers as part of our work as we recognise the important role they have in helping us to spot signs of radicalisation. If a safeguarding concern is referred by another student or a member of staff, the SPOC will contact the parents/carers immediately to invite them into school to discuss the concerns. This will, however, depend on the nature and seriousness of the referral. We will support and advise families who raise concerns and signpost them to the appropriate support services. For example, 'Families against Stress and Trauma' (FAST) has created an on-line guide for parents on the dangers of radicalisation. Guidance for parents/carers is available on the school website, with links to FAST, CHANNEL and THINKUKNOW. Additionally, support can be offered in school through the Malachi Parent Partnership programme.

If, under exceptional circumstances, we feel that it is not in the child's best interest to notify their parents/carers of our concerns, we will refer directly to CASS without informing parents/carers. For example, where gaining consent may put the child and/or others at an increased risk, or where a delay in information sharing may increase risk of harm. We will make contact directly with CASS if we have concerns about the threat of radicalisation posed by other family members and seek advice from CASS to see if any other family members are known to the PREVENT team.

As part of our admissions process, parents/carers are asked specific questions about previous and current safeguarding issues, including radicalisation. Before taking a student on roll, an Information Request Form is sent to the student's previous school, requesting specific information on any past and present safeguarding risks, including concerns about extremist behaviour displayed by the student or family members. When the family has newly arrived in the UK, we request that parents / carers provide a copy of the child's birth certificate and passport.

Section 12 - Recruitment (read in conjunction with Recruitment Policy)

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow national guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level (i.e. - links with extremism), that references are always received and checks and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general in doing so will deny opportunities for inappropriate recruitment or advancement. Short listed candidates will be informed, prior to interview, that online searches may be carried out as part of our due diligence checks.

We will be alert to the possibility that persons may seek to gain positions within our school to unduly influence our college's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school, we will minimise the opportunities for extremist views to prevail.

Section 13 - School trips and visits

There has been an increasing number of terrorist attacks at public events and densely populated tourist areas, both in the UK and internationally. When planning a school trip to a high-risk area, particularly those abroad, the school will adhere to any guidance provided by the Local Authority or from government sources regarding threat level alerts. Guidance on school trips and visits can be found on the Pharos Response site. The National Counter Terrorism Security Office also provides useful advice and guidance on this matter.

Section 14 - Policy, Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of pupils as set out in the DfE guidance 'Keeping Children Safe in Education' (September 2026), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" guidance (June 2015 - updated March 2024). Parents will be issued with a hard copy of this policy on request.

In Hillcrest School, the Designated Safeguarding Lead will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard pupils. This will be evaluated annually through the Prevent Risk Assessment pro-forma (**see appendix**)

Prevent Risk Assessment

School Name: Hillcrest School

SLT Prevent Lead: D. Gariff

Prevent Review Date: 17 July 2026

	Complete?		Action required/comments
	Yes	No	
LEADERSHIP AND GOVERNANCE			
Does your safeguarding policy make reference to seek protection from radicalisation and extremist narratives as a safeguarding concern?			See policy
Are the lead responsibilities for Prevent clearly identified in the policy?			See policy
Do you have a Prevent Safeguarding Lead?			Damon Gariff (DSL)
Do you have a Prevent Governor Lead?			We do not have an official Prevent Governor, but all Prevent concerns are discussed with Safeguarding Governor (Louise MacArthur-Clare)
Is there someone who has responsibility for checking visitors to the school?			All staff complete ‘External Visitors’ request form two weeks prior to visit to school for DSL approval, School receptionist adds information to ‘External Visitors’ spreadsheet and recorded relevant information required, i.e. - DBS, photographic ID
Is there someone that has the responsibility for checking premises use by outsiders?			Lorraine Hopkins (Site Manager)
Is there someone that has the responsibility for ensuring commissioned services are complying with the Prevent Duty?			Sharron Johnson (School Business Manager)
Is there someone that has the responsibility for record keeping demonstrating compliance with the Prevent Duty?			Damon Gariff (DSL/SPOC)

POLICIES AND PRACTICE			
Do you have a 'No Platform' Policy?			See policy for further details. Reference is made to this on all school literature for external bookings and is included in the 'External Visitor' guidance
Is there a clear understanding of information sharing and when cases should be referred to CASS for Channel or other support?			Information shared with all staff on in September 2026 and included in all new staff induction training and through online 'Right Help, Right Time' e-learning course in December 2025
Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?			Daily Smoothwall monitoring systems in place to monitor and block sites which are deemed to be inappropriate. School has robust acceptable use procedures for pupils and staff which include advice on inappropriate attempts to subvert the network. Email accounts of both pupils and staff are monitored for content on a regular basis. Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. We have oversight of, or administration rights for, all social media accounts set up by the school.
Is there a 'No platform' policy on the use of school premises and facilities by outside agencies and groups?			See policy
Is there a clear Visitors Policy that ensures visitors are vetted and adhere to the school's values and promote community cohesion?			All staff complete 'External Visitors' request form two weeks prior to visit to school for DSL approval, School receptionist adds information to 'External Visitors' spreadsheet and recorded relevant information required, i.e. - DBS, photographic ID. Materials to be delivered by external speakers are discussed with the speaker prior to the visit. Records are kept any incidents involving external visitors and, where appropriate, informed is shared with relevant agencies. The DSL will assess the appropriateness of all materials or literature prior to display around school.

TRAINING			
Has all school staff received training on Prevent? E.g. WRAP training			Training completed by all staff in March 2026 and included in all new staff induction training. Any member of staff joining school mid-year is required to complete online Home Office training. Clear awareness of roles and responsibilities regarding Prevent exist across the school.
Has the Designated Safeguarding Officer been trained?			The DSL has been trained to WRAP Level 3. DSL is a member of SLT. The whole SLT are aware of the 'Prevent' strategy as it related to both national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the Prevent duty.
Have Governors received training on Prevent?			DSL updated Governors on new referral systems at Governors meeting in October 2025. DSL provides feedback to Governors on any incidents linked to Prevent on a termly basis.
Does your induction programme cover Prevent i.e. new staff, supply, visiting and PGCE students and any other ITT programme?			Training packages in place / references in staff handbook. Staff joining mid-year required to complete online Home Office Prevent training
Does your safeguarding policy make explicit how Prevent concerns should be reported within the school by staff?			See Preventing Extremism and Safeguarding policies - all procedures outlined in flow diagram format
Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported?			All staff are required to complete feedback forms after undertaking staff training. Appropriate whistleblowing procedures are in place and adults are made aware of them through regular training.
Are your staff aware of the 'lock down 'guidance?			Information on display in each classroom and regular lock down drills in school. Last drill was in June 2026.