Preventing Extremism and Radicalisation Policy

2019 – 2020

Date Policy due to be reviewed: July 2020

Committee Responsible for Policy: Full Governing Body Committee

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 2004[1]. 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 Safeguarding Policy also draws upon the guidance contained in the DfE publication "Keeping Learners safe in Education, 2014", and specifically DCSF Resources "Learning Together to be Safe, "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help build resilience to Extremism among Young People", Peter Clarke's Report (July 2014), "Keeping Children Safe in Education" (September 2019), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" (June 2015).

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'.

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. 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

Objectives
The Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating 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 Harram, English Defence League, Britain First, Blood and Honour, Animal Rights extremist groups such as SPEAK, Irish Republican Army (IRA), Anti-Abortion groups, to name a few.

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

The objectives are that:

- All governors, teachers, teaching assistants, non-teaching staff, volunteers, temporary staff, contractors and students on placements will have an understanding of what radicalisation and extremism are is and why we need to be vigilant in school.
- All governors, teachers, teaching assistants, non-teaching staff, volunteers, temporary staff, contractors and students on placements will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All members of staff (see above) are able to identify children who may be vulnerable to radicalisation and respond by following whole school safeguarding procedures with immediate effect.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; learning about key British values 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.
- All members of staff (see above) follow guidance to prevent political indoctrination and ensure pupils receive a balanced presentation of political issues.
- 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.

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' (Prevent Strategy)

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 oversees' (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). 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.

Section 3 - Role of 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 students, 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, 2019' the Governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

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.

Section 4 – 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 Steven Connor-Hemming.** The responsibilities of the SPOC are described below:

- 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 all staff in relation to protecting students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's PSD/ RE curriculum and Assembly Policy 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/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students/pupils into the Channel process;
- Attending Channel meetings as necessary and carrying out any actions as agreed; and
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

Section 5 - Ethos and Practice

There is no place for extremist views of any kind in our school, whether form 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 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, dear 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 also 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 form 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 e-safety programme we highlight the potential risks pupils may face in relation to on-line radicalisation and encourage students to report any concerns they may have for themselves or other students either to their College Leader or through the on-line Confide system.

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

We will all strive to 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 PSD coverage. We will ensure that all of 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 so as 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 is 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 schools 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 extremism, political extremism.

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 will achieve this by using an approach that includes:

❖ PSD 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 PSD 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.

Section 6 – Warning signs and indicators of radicalisation (Taken from Prevent Duty Guidance: England & Wales, HM Government 2015)

Annual staff CPD is focused on ensuring all members of staff can identify signs of radicalisation.

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 (**see appendix 1**). It is vital that school staff are able to recognise those vulnerabilities. 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 vulnerable may include:

- ❖ Identity Crisis: the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- ❖ 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.
- ❖ 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 vulnerable to radicalisation may also be experiencing:
- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

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 art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- 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
- 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
- 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 or culture
- 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

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

Section 7 - Curriculum

At Hillcrest School we will 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. 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. 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, PSD, assembly themes and tutorial programme, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also help pupils develop the critical thinking skills needed to engage in informed debate.

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 misinformed views and perceptions amongst pupils, challenge commonly held 'myths' and build understanding and appreciation about others. This requires:

- questioning techniques to open up 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 reflects 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 , 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 these safely, for example through e-safety 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 has an effect on 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 though equipping students with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Students benefit from a number of 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 behavior 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 (Mary Bunce or Julie Penn)

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 (**see appendix 2 for an example**)

Section 8 - The use of ICT

We strongly recognize the risk posed to our students of on-line radicalisation, as extremist organisations including ISIL and the EDL, seek to radicalise young people through the use of social media and the internet. For example, research shows that ISIL propaganda includes images and videos that present the group as an exciting alternative to life in the West in order to attract young people. The propaganda claims it is the duty of Muslin 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 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. As a result, there has been an increase in the number of women joining, for example, the Angels Division of the EDL.

The seriousness of the potential online threat is highlighted by the fact that 145,000 pieces of terrorist content has been removed from the internet since 2010.

To combat this online threat we use the IMPERO system to filter and monitor student online behaviour on a daily basis. 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 or making a direct referral to CASS 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.

E-safety is a key aspect of the school curriculum and equips pupils to stay safe online, both in school and outside. E-safety is delivered predominantly in the ICT curriculum with specific focus on the range of social media sites that could pose a threat to students. For example;

- ❖ Islamic and Right-Wing supporters use Facebook to share content, such as news stories and Youtube videos, among their peer groups.
- ❖ Twitter is a popular platform for pro-ISIL and Right-Wing accounts. It is easy to establish an account, stay relatively anonymous and share material.
- ❖ Youtube is used to host videos, both with official ISIL/EDL output and videos created by users themselves. Multiple 'dummy' accounts will be set up so that when videos are taken down they can be reposted quickly.
- ❖ ASK.FM is sometimes used by people considering traveling to Syria or Iraq and provides information on travel, living standards, recruitment fighting and broader ideology.
- ❖ Instagram is used by fighters and ISIL supporters to share photosets frequently used by ISIL media organisations.
- ❖ Tumblr is an online blogging site and is used by ISIL fighters to promote longer, theological reasons why people should travel to Syria and Iraq and carry out 'lone wolf' attacks. It is popular with female ISIL supporters, who have written blogs addressing the concerns girls have about traveling to the region, such as leaving their families and living standards in Syria.

E-safety is also delivered in other subjects, the PSD curriculum and in our whole school assembly programme. Our annual PSD audit identifies the extent of curriculum coverage for this and all other safeguarding themes.

Section 9 - 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.

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 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 be connected with 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.

Section 10 - 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.

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 weekly whole school safeguarding meeting every Wednesday morning, staff have the opportunity to 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 (Steven Connor-Hemming). 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 11 – Reporting concerns about extremism and radicalisation

After a concern has been raised to the Safeguarding team, The SPOC will complete the 'Extremism Screening Tool' (**see appendix 3**) and consider the following questions when establishing the level of risk and focus for a referral to CASS / CTU/ Police. There are three sets of risk indicators included in the screening – high, medium and low. A case may involve risks at all three levels.

Faith / ideology
- Are they new to a particular faith / faith strand?
- Do they seem to have naïve or narrow religious or political views?
- Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?
- Have there been specific examples or is there an undertone of "Them and Us" language or violent rhetoric being used or behaviour occurring?
- Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?
- Are there particular grievances either personal or global that appear to be unresolved / festering?
- Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues
- Is there conflict with their families regarding religious beliefs / lifestyle choices?
- Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?
- Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?
- Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?
- Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?
- Do they associate with negative / criminal peers or known groups of concern?
- Are there concerns regarding their emotional stability and or mental health?
- Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors
- What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g. mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.
- Is there any evidence of others targeting or exploiting these vulnerabilities or risks?
- What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity?
- Has the child/young person used documents or cover to support this?

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; you do not need to contact Police or Prevent. **(see appendix 4)**

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, regardless of faith, ethnicity or background. This is similar to the way in which individuals at risk from involvement in crime, drugs and other social issues are supported. 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

Family Group Conferences

Birmingham CSC has a Family Group Conferencing (FGC) Service who can offer this approach to families, giving them the opportunity to identify their own solutions to concerns that have been identified. FGCs aim to empower families and to draw on the strengths of immediate and wider family members and friends to support the pupil's and the wider family's needs.

The method includes preparation meetings with family members and practitioners and planning for a FGC. The FGC is held in 3 parts:

1. The FGC brings together the CYP, family network and involved practitioners. The initial part of the meeting involves the family, the allocated worker and, any other professionals that the family choose to invite during which the issues identified in the assessment are presented and discussed. The family are encouraged to raise questions during this session and to clarify what the worker is worried about in respect of the child/ren.

2. The family then have private family time to consider the issues identified and to develop a plan that addresses the support needs of the CYP and the family.

3. The family and practitioners come back together to discuss the family's plan, and if it addresses the concerns raised by the professionals, the plan is agreed.

Community Support

There is a **Community Safeguarding Panel in Birmingham** made up of community organisations the Council has experience of working with and who can provide support in cases where there are extremist concerns. This includes specialist mentoring support for children and young people on views and beliefs, as well as other issues such as diversionary activities and domestic abuse.

<u>Section 12 - Engagement with Parents / Carers</u>

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 accessible on the school website with links to FAST, CHANNEL and THINKUKNOW.

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 is newly arrived to the UK we request that parents / carers provide a copy of the child's birth certificate and passport.

Key documentation (i.e. - Home School Agreement, Parent Handbook, Acceptable Use Policy, and School Prospectus) has been updated to make explicit reference to the importance of the relationship between the school and parents / carers to protect children from radicalisation.

Section 13 - Training

Whole school in-service training on Safeguarding is organised for staff and governors on an annual basis and will comply with the prevailing arrangements agreed by the Local Authority. The annual staff training now provides specific guidance on extremism and radicalisation and its safeguarding implications.

The SPOC / Designated Safeguarding Lead will attend PREVENT training courses as necessary and the appropriate inter-agency safeguarding training organised by the Local Authority at least every two years. Again this will include training on extremism and radicalisation and its safeguarding implications. The SPOC will also access support for the on-line Channel programme and make use of the case studies displayed to develop training support for staff and whole school interventions.

Information is provided to staff as part of our safeguarding training programme (PREVENT) to allow staff to identify possible changes in student behaviour that may suggest the student has become influenced by extremist ideology. This may include changing their style of dress, particularly in the sixth form, loss of contact with traditional groups of friends, using insulting or derogatory language to describe groups opposed by extremists or evidence the student may have recently joined a gang in the local community. Annual staff training is delivered by the SPOC, who has undertaken WRAP training, and followed up with another CPD session later in the year to reinforce the ley messages and update on any national developments.

Staff training will also provide staff with information on factors that may make young people want to be radicalised, i.e. – status, identity, sense of belonging, neglect in the family, re-dress some form of injustice, excitement, adventure, political motivation, moral motivation, family / other friends involved in extremist activities. Training will also focus significantly on the possible impact of extremist views on the young person once they have been radicalised, i.e. – over-identification so that extremist views become the norm, development of an 'us and them' thinking and dehumanising the perceived enemy.

Annual safeguarding training reinforces the message that staff should never attempt impose their political or religious views and beliefs on students under any circumstances. The school will use internal systems to deal with any member of staff trying to use their position of trust to influence the views of young people at Hillcrest.

All new staff, including temporary staff, volunteers and students on placement, will receive an induction in regard to our safeguarding policy and procedures, with specific focus on the Prevent agenda.

Section 14 - 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.

We will be alert to the possibility that persons may seek to gain positions within our school so as 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 15 - 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 2019), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" guidance (June 2015)

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 5**)

Originator – Steven Connor-Hemming (SPOC/DSL)

Date – July 2019

Review - July 2020

Appendix 1: Prevent Duty
Extremism Screening and Assessment Prompt Sheet

Purpose: This is an additional tool to be used by referring agencies, Family Support workers and Social Workers to support practitioners to think around and fully articulate the nature of extremism issues involved with CYP and their families.

Relationships and networks	Views and Behaviours	Wellbeing
Disengaged • Absence from school or NEET, home schooling • Dysfunctional family • Isolated from family and/or social life/friends • Only spends time with new contacts or friends and rejects others • Hides new lifestyle, allegiance and/or beliefs from family and friends **Family** • Family history of child protection issues • History of family members holding extreme views, undertaking violence acts based on extreme views and/or arrests under the Counter Terrorism and Security Act **Contact with extremist influences** • In contact with groups/networks known to be violent extremists online or physical contact • Has contact with people who have travelled to conflict zones • Has contact with family, friends, gangs or others who are linked to extremism • Expresses support for extremist groups	**Actions and violence** • Desire and/or plans to travel to conflict zones • Plans and/or commits violent or hateful acts inspired by an ideology or extremist cause • Takes part in extremist activities • Encourages others to support violent extremist causes • Legitimises the use of violence to defend an ideology • Insistently preaches religious and ideological ideas to others • Refuses to take part in group activities or interact with individuals based on the latter's religion, ethnicity, gender, sexual orientation or other discriminatory factors • Sudden changes in habits • Displays symbols of affiliation or support associated with extremist groups • Adopts physical signs to express new identity (e.g. clothes, haircut, tattoos) • Unsupervised access to the internet; Access to extremism material - online and/or physical **Beliefs** • Converts or adopts new religious, ideological and/or political beliefs • Expresses hatred for other groups • Reinforces beliefs through regular use of violent extremist forums or sites	**Unhealthy behaviours** • Drugs misuse • Alcohol misuse • Self-harming, eating disorders, suicide attempts • Challenging behaviour, aggression **Psychological state** • Mental health • Lack of self-esteem • Lack of belonging • Expresses strong need for excitement or adventure • Easily controlled or controlling of others • Paranoia or extreme mistrust of others • Drawn to conspiracy theories or discourse • Becomes obsessed with end of the world or messianic views • Grievance or sense of injustice and desire to correct these • Lack of trust in authorities • Sense of victimisation and rejection – being singled out

Relationships and networks	Views and Behaviours	Wellbeing
• Contact with other vulnerable people **Grooming** • Multiple unknown callers • Accompanied to appointments with unknown adult that causes concern • Evidence of grooming including unexplained amounts of money, expensive clothes or other items • Has relationship with controlling individual which might involve physical and/or emotional abuse	• Attends vulnerable locations where extremist views are influential • Limited understanding of theological and/or political issues • Expresses polarised views of the absolute truth • Rejects rules and regulations of organisations based on ideological, political or religious beliefs • Argues avidly to defend beliefs	

British Values Week at Hillcrest
22nd – 26th October 2018

British Values

Throughout the week students will explore British Values themes in lessons and extra-curricular activities.

English
Year 7 - Student will participate in a debate about the importance of British Values.
Year 8 – Students will examine racial inequality in 1930s America in 'Of Mice and Men'.
Year 9 – Students will compose a piece of narrative writing to promote one of the British Values.
Year 10 – Students will analyse the last chapter of 'A Christmas Carol' and focus social interaction.
Year 11 – Students will compare two texts that promote different viewpoints and perspectives
Year 12 – Students will explore the issue of liberty in 'Hamlet' by exploring his treatment of Ophelia.

Science

In KS3 lessons students will explore the importance of respecting the Law in relation to Science. They will explore the scientific basis for laws such as legislation around speed limits, blood alcohol limits for driving, food hygiene, seatbelt and helmet wearing and tobacco, alcohol and drug restrictions. Specific emphasis will be placed on how this legislation is passed through parliamentary debate.

In KS4 lessons students will investigate the work of Alan Turing who worked as part of the British World War Two effort to secure British values against Nazi aggression yet was persecuted for his sexuality. This will reinforce the idea that a strength of Britain's shared values are that they change to reflect more enlightened moral ideas.

In KS5 lessons students will research and evaluate the biological basis for transgender identity and consider how society could resolve the possible societal conflict between individual rights and social norms that may emerge from the greater awareness of transgender rights. For example, should a girl whose natal gender was male be able to attend a girl's school?

Mathematics
The Maths department will be focusing on the British Value of "mutual respect".

This will be delivered through a session learning about a variety of key mathematicians in human history. Each year group will focus on a different mathematician and research their contribution and country of birth.

ICT
Students in KS3 lessons will focus on the importance of protecting ourselves on-line from sexual exploitation and reinforce the value of the law in protecting our rights and keeping us safe on-line.

French
In French lessons students will spend time teaching each other key words and vocabulary from the many different languages spoken by students in the school.

Geography

Year 7 - British or European? Students will produce their own passports and vote to decide whether we should have remained in the EU.

Year 8 - Students will explore the lives of child soldiers to address the issue individual liberty.

Year 9 - Students will debate and vote on whether Antarctica should be further developed.

Year 10 - Students will participate in a mock G8 debate and vote about climate change.

Year 11 - Students will explore the employment and economy produced by being British and the changes to work culture and tourism as a result of globalisation.

Year 12 - Students will participate in a Tsunami management conference with a democratic decision on the management strategies to be employed.

Year 13 - Students will examine legislation around rainforest protection and its impact on liberty

History

Year 7 - Students will explore individual liberty and rule of law through William the Conqueror's treatment of the English (Feudal System and Domesday Book).

Year 8 - Students will examine the importance of democracy through the 1832 Great Reform Act.

Year 9 - Students will evaluate the importance of mutual respect by investigating the lack of religious diversity in Medieval England and assessing the lessons we can learn from this.

Year 10 - Students will examine the Weimar Constitution or limits to liberty in Germany in WWI.

Year 11 - Students will investigate the extent and limits of social justice in the Middle Ages.

Year 12 - Students will examine social reforms in the 1960s under Harold Wilson, including legalisation of male homosexuality, race relations and legalisation of abortion. As part of this students will investigate conservative religious objections to some of these developments and compare with current social and political attitudes.

Extra-Curricular: The History department will organise a mock US Presidential election and allow students to explore the positive and negative aspects of freedom of speech in the campaign.

Religious Education & Philosophy and Ethics

Year 7 - Students are looking at creating a new culture/community and they will have to implement all of the British Values to ensure that their community is run efficiently and fairly.

Year 8 - Students will explore the theme of tolerance and respect linked to Karma (Hinduism).

Year 9 - Students will explore evolution theories and incorporate Christian, Muslim and Atheist explanations to promote the tolerance of other religions and those with no religion.

Year 10 - Students will consider the impact of the current ageing population in the UK and use this as a vehicle to promote community cohesion and mutual respect.

Year 11 - Students will explore the rule of law and focus on Islamic attitudes towards punishment.

Year 12 - Students will examine Irenaean theodicy and its impact on rule of law and social justice.

Extra-Curricular: The department will co-ordinate an 'Islamic Relief Clothes Collection' and promote this in assemblies, form period and around school.

Art

In lessons students will explore the meaning and importance of diversity in society. They will investigate the work of Orla Kiely and use their research to use ink to complete a unique fingerprint design. Individual designs will be engraved onto plastic and all the fingerprints will be joined together to create a full wallpaper design inspired by Orla Kiely.

Technology

Year 7 – Students will evaluate how the values can be demonstrated through the production of bread rolls and the laws surrounding nutrition and government focus on healthy eating. Students will also complete a piece of textiles work to promote tolerance and mutual respect.
Year 8 – Students will explore the issue of personal liberty by considering the choice we have over our diets and eating patterns.
Year 9 – Students will investigate different textile prints that symbolise equality and social harmony
Year 10 – Students will explore the theme of sustainability and make decisions about the environmental impact of levels of food production and consumption.
Year 11 – Students will celebrate different foods from around the world to develop their own awareness and understanding of cultural diversity.

Performing Arts

Music lessons will focus on the theme of equality looking at the links between slavery and music.
Dance lessons will focus on cultural diversity through African dance.
PE lessons will focus on the importance of celebrating diversity through Para Olympic activities.

Extra-Curricular: Parks students will perform a piece of drama and dance in College assemblies to celebrate the diverse nature of students at Hillcrest and the department will hold a 'Dance Mash-Up' in the main hall at lunchtime on 21st October to allow students to perform a choreographed routine to celebrate dance and music from around the world.

Tutor period
All students will explore the issue of freedom of speech in form period activities during the week. They will have the opportunity to find out about countries around the world that ban freedom of speech and the ways in which extremist groups abuse freedom of speech to incite hatred. They will consider the necessity of standing up to extremist groups who want to remove personal freedom and pose a threat to British Values.

Assembly
All year groups will have a special assembly on the value and importance of democracy and the danger extremist groups pose to our personal liberty and freedom.

Sixth form
Students will participate in an updated WRAP training course and will explore two case studies of young people and the methods used by extremist groups to radicalise them.

HIGH RISK INDICATORS

High Risk Indicators	Tick
Plans to travel to a conflict zone; or unexplained and/or sudden plans to travel to a country from which you can travel to a conflict zone	
Demonstrates support for and/or is articulating extreme views that are of significant harm to themselves or others, and may refuse to acknowledge other viewpoints	
Is living with someone who has a conviction against the Counter Terrorism and Security Act 2015 – known as TACT Offences	
Is in contact with, is being influenced by, and/or shows support for individuals, groups, or organisations that are known to hold harmful extreme views and/or undertake harmful acts based on those views; this includes family members	
Participation in an activity that might cause immediate harm to themselves or others based on them holding extreme views, e.g. a violent attack against others	
Has disengaged from wider activities and interests and become fixated with a particular issue, viewpoint or way of living that is unhealthy and harmful to the CYP, and/or others	
Is accessing and/or sharing material of an extremist nature that is of significant harm to themselves and/or others e.g. that contains violent or disturbing images; that encourages people to undertake violent acts, etc.	
Is spending time with unknown individuals that raises concern, including potential religious or sexual grooming	

HIGH RISK SUMMARY OF EVIDENCE –

Please summarise what evidence you have regarding the high risks indicators you have ticked above. This section must be completed if you have indicated a risk/s above.

Medium Risk Indicators	Tick
Demonstrates support for and/or is articulating extreme views that are/may be of harm to themselves or others, and finds it difficult to acknowledge other viewpoints	
Is showing interest in, and may have contact with individuals, groups, or organisations that are known to hold harmful extreme views and/or undertake harmful acts based on those views; this includes family members	
Is starting to disengage with wider activities and interests and spending more time focusing on a particular issue, viewpoint or way of living that may be unhealthy and harmful to the CYP or others	
Is isolated from family, friends, peer and peer groups and/or is not forthcoming about how and who they spend their spare time with	
Is accessing and/or sharing material of an extremist nature that is harmful to themselves and/or others e.g. that encourages people to develop harmful views about others that encourages people to isolate themselves and narrow their viewpoints, etc.	
Has mental health concerns or developmental disorders (e.g. ASD) that make the CYP vulnerable to developing extreme views that are harmful to themselves or others	
Has alcohol and/or substance abuse issues that makes the CYP vulnerable to developing extreme views that are harmful to themselves or others	
Is at risk from harmful cultural practices. Please state the type of risk e.g. FGM, Forced Marriage, removal from education, honour based violence, abuse linked to faith or belief, etc.	…………………………....

MEDIUM RISKSUMMARY OF EVIDENCE –

Please summarise what evidence you have regarding the medium risk indicators you have ticked above. This section must be completed if you have indicated a risk/s above.

LOW RISK INDICATORS

Low Risk Indicators	Tick
Is struggling with their own identity, sense of belonging and/or may feel out of place in wider society	
A change in CYP's views, appearance, behaviour and wellbeing that starts to raise concern	
Is easily lead by others making them susceptible to influence	
Is becoming isolated from family, friends, peer and peer groups	

LOW RISKSUMMARY OF EVIDENCE –

Please summarise what evidence you have regarding the low risk indicators you have ticked above. This section must be completed if you have indicated a risk/s above.
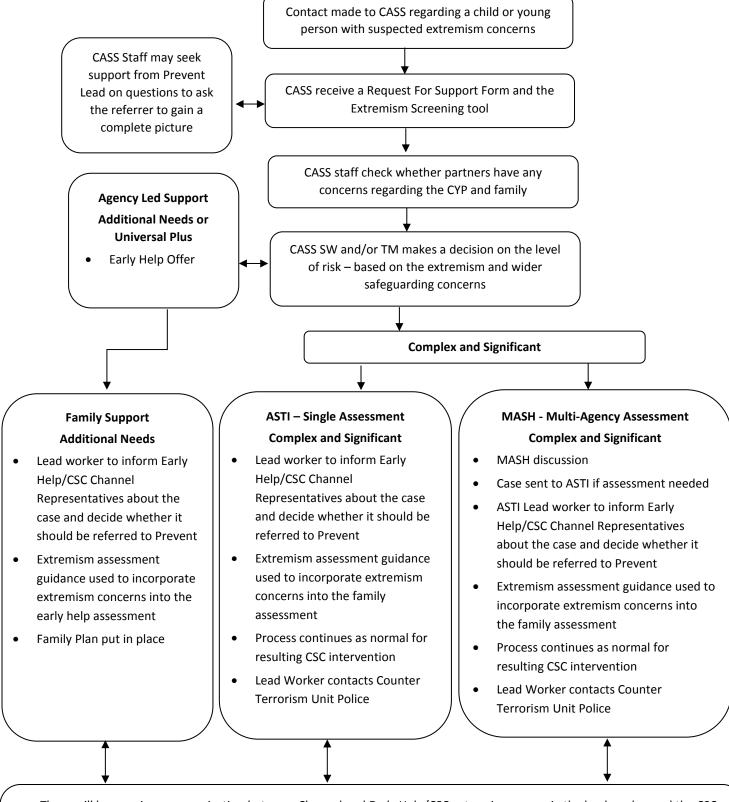
PART TWO – ADDITIONAL CONTEXTUAL QUESTIONS

1. **Has the CYP experienced any significant life events or trauma that may be linked to the current risks?**

2. **Is there any additional information you would like to provide which is not covered by the risk indicators that you think indicates an extremism concern?**

Appendix 4 - Children's Social Care Extremism Case Pathway

Contact made to CASS regarding a child or young person with suspected extremism concerns

↓

CASS Staff may seek support from Prevent Lead on questions to ask the referrer to gain a complete picture ↔ CASS receive a Request For Support Form and the Extremism Screening tool

↓

CASS staff check whether partners have any concerns regarding the CYP and family

↓

Agency Led Support
Additional Needs or Universal Plus
- Early Help Offer
↔ CASS SW and/or TM makes a decision on the level of risk – based on the extremism and wider safeguarding concerns

↓

Complex and Significant

Family Support
Additional Needs
- Lead worker to inform Early Help/CSC Channel Representatives about the case and decide whether it should be referred to Prevent
- Extremism assessment guidance used to incorporate extremism concerns into the early help assessment
- Family Plan put in place

ASTI – Single Assessment
Complex and Significant
- Lead worker to inform Early Help/CSC Channel Representatives about the case and decide whether it should be referred to Prevent
- Extremism assessment guidance used to incorporate extremism concerns into the family assessment
- Process continues as normal for resulting CSC intervention
- Lead Worker contacts Counter Terrorism Unit Police

MASH - Multi-Agency Assessment
Complex and Significant
- MASH discussion
- Case sent to ASTI if assessment needed
- ASTI Lead worker to inform Early Help/CSC Channel Representatives about the case and decide whether it should be referred to Prevent
- Extremism assessment guidance used to incorporate extremism concerns into the family assessment
- Process continues as normal for resulting CSC intervention
- Lead Worker contacts Counter Terrorism Unit Police

- There will be ongoing communication between Channel and Early Help/CSC extremism cases via the lead worker and the CSC Channel Representatives to facilitate information sharing and joint working. (Contact details overleaf).
- Cases approved by Channel may be receiving support from Channel and Early Help or CSC simultaneously.
- The lead worker can request intervention support from Channel for non-Channel approved cases if this is considered to be beneficial. Contact Waqar Ahmed – Prevent Manager 0121 303 7682, 07557 203290, waqar.ahmed@birmingham.gov.uk.

Prevent Risk Assessment

Birmingham City Council

School name: Hillcrest   SLT Prevent lead: S. Connor-Hemming   Prevent Review date: 17 June 2019

	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?	■		Steven Connor-Hemming (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 (Dee McIllmurray)
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?	■		Jon Howshin (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?	■		Steven Connor-Hemming (DSL/SPOC)

Prevent Risk Assessment

Birmingham City Council

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 to be shared with all staff on 22.10.18 and included in all new staff induction training
Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?			Daily Impero monitoring systems in place
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
TRAINING			
Has all school staff received training on Prevent? E.g. WRAP training			Training completed by all staff on 22.10.18 and included in all new staff induction training
Has the Designated Safeguarding Officer been trained?			Trained to WRAP 3 level
Have Governors received training on Prevent?			DSL updated Governors on new referral systems at Governors meeting in October 2018
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
Does your safeguarding policy make explicit how Prevent concerns should be reported within the school by staff?			See Preventing Extremism and Safeguarding policies

Prevent Risk Assessment

Birmingham City Council

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 required to complete feedback forms after undertaking staff training
Is your staff aware of the 'lock down 'guidance?			Information on display in each classroom and regular lock down drills in school
Has your DSL been trained in using the screening tool kit?			DSL received training in July 2017 (to be updated in 2019-2010)
Is there a member of staff who is WRAP trained in your setting?			DSL has completed relevant training
CURRICULUM			
Do you deliver Prevent through the curriculum?			Currently covered in each year group in PSD curriculum and assembly / form programme. Annual curriculum audit shows coverage throughout the curriculum but a more Co-ordinated approach is required to ensure greater depth of coverage. British Values Week.
Is Prevent delivered through discreet lessons?			In addition to the above information, there is an annual British Values assembly which focuses on the Prevent agenda. The content is delivered cross-curricular
Have curriculum interventions been mapped across the age range and subject areas?			Annual curriculum audit shows extent of coverage but a more coordinated approach is required to ensure all curriculum areas deliver the Prevent agenda. Staff training delivered on 22.10.18 provided departments with more information on how to promote resilience and British Values in their teaching.
Are pupils aware of the dangers of radicalisation and extremism?			Delivery in PSD, form programme, assemblies, external visitors. Annual student survey shows students feel confident about how to protect themselves online and offline from radicalization

Prevent Risk Assessment

Do you have specific resources to deliver lessons on Prevent?			See PSD and department schemes of work
Do you work with outside providers to support you with delivering Prevent through the curriculum?			To date, all content has been planned and delivered in school by staff as part of PSD and wider curriculum. DSL to work more closely with Razia Butt and Ayisha Ali to plan greater involvement of outside providers in the curriculum and communication with families.
Is your staff confident in delivering lessons on controversial issues such as dangers of extremism?			Evidence of confidence in staff safeguarding audits