Policy/procedure

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Related Policies:

Policy Ref No.	Policy Name		Policy Ref No.	Policy Name	
OP/03	Anti-bullying / Harassment Policy		S/05	Whistleblowing	
OP/06	Behaviour for Learning Policy		S/03	Recruitment and Selection	
OP/09	Complaints Policy and Procedure		OP/18	Searching, Screening and Confiscation	
OP/10	Curriculum Policy		HR/09	Staff Behaviour (Code of Conduct)	
S/02	E-Safety Policy				
OP/13	Equality and Diversity Policy				
S/10	Exclusion Policy				

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Preventing Extremism and Radicalisation
Contents:

1. Introduction

1.1 Watermelon Independent Schools is committed to providing a secure environment for pupils, where children feel safe and are kept safe. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in society today.

1.2 Our school acknowledges the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection, and support.

1.3 This policy has been devised in accordance with the following legislation and local and national guidance:

   i.   Birmingham Channel Procedures
   ii. The Counterterrorism & Security Act (2015)
   iii. 'DfE Prevent Duty Guidance: for England & Wales,' HM Government (2015); updated September (2023)
   iv. 'Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools,' DfE (2014)
   v.   'Keeping Children Safe in Education,' DfE (2025)
   vi. 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children,' DfE (2015)
   vii. 'Information Sharing: Advice for practitioners,' DfE (March 2015)
   viii. Children Act (1989) and (2004)
   ix. Teaching approaches that help build resilience to extremism among young people' (2011).

1.4 The School will follow any locally agreed procedure as set out by the Local Authority Safeguarding Team's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

1.5 In the event of concerns about a person becoming radicalised, consideration will be given to using the Channel Programme to provide support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

1.6 This policy should be read in conjunction with the following policies (not an exhaustive list):

   i.   Child Protection Policy and Safeguarding Policy
   ii. Anti-Bullying Policy
   iii. Equality and Diversity Policy
   iv. E-safety Policy
   v.   Health and Safety documentation
   vi. Safer Recruitment and Selection Policy
   vii. Visiting Speakers Policy
   viii. Whistleblowing Policy

2.   The Prevent Duty

2.1   The Prevent strategy, published by the Government in 2011, is part of an overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to "prevent people from being drawn into terrorism."

2.2   The objectives of Prevent are to:

i.   tackle ideological causes of terrorism
ii.   intervene early to support people susceptible to radicalisation
iii.   enable people who have already engaged in terrorism to disengage and rehabilitate

2.3   All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. "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." (Revised Prevent duty guidance: for England and Wales, 2021, para.64)

2.4   Staff must be able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Staff also need to know what measures are available to prevent people from being drawn into terrorism and how to obtain support for people who may be being exploited by radicalizing influences.

2.5   At Watermelon Independent Schools, we aim to build pupils' resilience to radicalisation by promoting fundamental British values, promoting pupils' spiritual, moral, social, cultural, and mental development to enable them to challenge extremist views.

2.6   The Prevent duty is not intended to stop pupils debating controversial issues. At Watermelon Independent Schools, we aim to provide a safe space in which pupils and staff can understand and discuss sensitive topics, including terrorism and extremist ideas that are part of terrorist ideology, and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

2.7   When operating this policy, we use will the statutory guidance definition of extremism: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

2.8   The full Government Prevent Strategy can be viewed at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

3.   Purpose and aims.

At Watermelon Independent Schools, we will ensure that:

i.   all staff and volunteers understand what radicalisation and extremism is and why vigilance is essential in the school
ii.   all staff and volunteers have due regard to the need to prevent people from being drawn into terrorism
iii.   staff know what measures are available to prevent radicalisation into terrorism
iv.   staff recognise the extremist ideologies that drive people to become terrorists or support terrorism
v.   high quality inset ensures all staff and volunteers know what the school's policy is on tackling extremism and radicalisation and how to respond effectively should a concern arise
vi.   spiritual, moral, social, and cultural development of students is promoted through our curriculum
vii.   parents/carers and students know that the school has policies in place to keep students safe from harm and that these are regularly reviewed.

4.   Roles and responsibilities

4.1   All staff, volunteers and regular visitors to our school must ensure that abide by this policy in order to safeguard and promote the welfare of all of students at this school.

4.2   The proprietor of Watermelon Independent Schools is accountable for ensuring the effectiveness of this policy and our compliance with it.

4.3   The Designated Safeguarding Lead is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

4.4   Staff at Watermelon Independent Schools will forward any concerns about potential radicalisation to the DSL immediately. The DSL at Watermelon Independent Schools will make referrals in accordance with Prevent procedures. The DSL will complete the online Prevent Referral Form which will be submitted to the police. The DSL will also represent our School at Channel meetings as required.

5.   The curriculum

5.1   At Watermelon Independent Schools we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social, and cultural (SMSC) development of our students so that our pupils are enriched, understand, and become tolerant of difference and diversity.

5.2   Through our curriculum we will:

i.   enable students to develop their self-knowledge, self-esteem, and self-confidence
ii.   encourage students to accept responsibility for their behaviour and to understand how they can contribute positively to society
iii.   enable students to acquire a broad general knowledge of, and respect, for public institutions and services in the United Kingdom
iv.   enable students to distinguish right from wrong and to respect the civil and criminal law of the United Kingdom

v.   promote tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
vi.   encourage respect for other people
vii. embed online safety within the curriculum
viii. provide opportunities for safe place debates to discuss controversial issues
ix.   deliver lessons on resilience to exploitation, grooming and radicalisation
x.   support parents with parental controls and online safety advice
xi.   encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in the United Kingdom.

5.3   Effective filtering and usage policies help keep students safe from extremist material when accessing the internet in our School.

6.   Staff Training

6.1   We will ensure that all staff undertake appropriate training enabling them to identify and respond to concerns regarding extremism and radicalization. All staff will know how to provide support to ensure pupils are resilient and supported to resist involvement in radical ore extreme activities.

6.2   Training updates on Safeguarding and Child Protection are organised for staff at least termly and these updates will include training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will attend external training at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

7.   Risk assessment

7.1   In line with Prevent Guidance (DfE - updated 2023) the designated safeguarding lead (DSL) and deputy designated safeguarding lead (DDSL) will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

7.2   The risk assessment may include consideration of the school's curriculum, the use of premises by external agencies and any other local issues relating to the school's community.

7.3   Staff, as part of their wider safeguarding responsibilities, will be alert to:

i.   disclosures by pupils of their exposure to the extremist actions, views, or materials of others outside of the school, such as in their homes or community groups, especially where pupils have not actively sought these out.
ii.   graffiti symbols, writing or artwork promoting extremist messages or images.
iii. pupils accessing extremist material online, including through social networking sites
iv.   parental reports of changes in behaviour, friendship or actions and requests for assistance
v.   local authority services, and police reports of issues affecting pupils in other schools or settings.
vi.   pupils voicing opinions drawn from extremist ideologies and narratives.
vii. use of extremist or 'hate' terms to exclude others or incite violence.

viii.   intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.

ix.   attempts to impose extremist views or practices on others.

x.   anti-Western or anti-British views.

8.   Use of visiting speakers

8.1   Visiting speakers are vetted to ensure that their messages are aligned to the ethos and values of the School and British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

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

i.   messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups, or individuals.

ii.   messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies.

iii.   activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.

iv.   activities are matched to the needs of students.

v.   activities are carefully evaluated by the school to ensure that they are effective.

8.3   Visiting speakers or external agencies will be asked to read our leaflets: Safeguarding and Child Protection and Visitor Information on arrival at the school, with the opportunity to have questions clarifies. They will be supervised at all times.

9.   Working in Partnership

9.1   The school works with our families, communities, and colleagues from local agencies in accordance with Working Together to Safeguard Children (2018), embracing our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons.

10.   Managing concerns

10.1   Watermelon Independent Schools adheres to the procedures that have been agreed locally through the Birmingham Children's Safeguarding Board for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Child Protection and Safeguarding Policy for further information about our wider safeguarding responsibilities.

10.2   Concerns should be reported to the designated safeguarding lead (DSL) or if not available, the deputy designated safeguarding lead (DDSL) in line with the School's Child Protection and Safeguarding Policy.

10.3   Following receipt of any information which raises a concern about vulnerability to radicalisation, the DSL will consider what action to take. The DSL at Watermelon Independent Schools will make referrals in accordance with Prevent procedures. The DSL will complete the online Prevent national referral form which will be submitted to the

police. All information and actions taken, including the reasons for any decisions made, will be fully documented.

10.4   All Channel referrals will be made using the Prevent national referral form.

11.   Whistleblowing

11.1   Should an allegation be made, or information received, about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information will inform the principal immediately in line with the procedures outlined in our Child Protection Policy and Safeguarding Policy.

Appendix 1

Glossary of Terms[1]

'Extremism' is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'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.

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

The current UK definition of 'terrorism' is given in the Terrorism Act 2000 (TACT 2000). In summary 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.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

Appendix 2

Warning Signs/Indicators of Concern

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 can 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:

i.   identity crisis: the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
ii. 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.
iii. 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.
iv. unmet aspirations: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
v.   experiences of criminality: involvement with criminal groups, imprisonment, poor resettlement, or reintegration
vi. 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:

i.   substance and alcohol misuse
ii. peer pressure
iii. influence from older people or via the Internet
iv. bullying
v.   domestic violence
vi. race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

i.   being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists
ii. loss of interest in other friends and activities not associated with the extremist ideology, group, or cause.
iii. pupils accessing extremist material online, including through social networking sites.

iv. possessing or accessing materials or symbols associated with an extremist cause.
v. using extremist narratives and a global ideology to explain personal disadvantage.
vi. pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues.
vii. graffiti symbols, writing or artwork promoting extremist messages or images.
viii. significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group, or cause
ix. changing their style of dress or personal appearance to accord with the group.
x. attempts to recruit others to the group/cause.
xi. using insulting to derogatory names for another group
xii. increase in prejudice-related incidents committed by that person – these may include:
xiii. physical or verbal assault
xiv. provocative behaviour
xv. damage to property
xvi. derogatory name calling
xvii. possession of prejudice-related materials
xviii. prejudice related ridicule or name calling
xix. inappropriate forms of address
xx. refusal to co-operate.
xxi. attempts to recruit to prejudice-related organisations.
xxii. condoning or supporting violence towards others.
xxiii. parental reports of changes in behaviour, friendship or actions and requests for assistance
xxiv. partner schools, local authority services, and police reports of issues affecting pupils in other school

Appendix 3

Help and Support

Birmingham Local Authority

If you have any worries or concerns, or would like more information on Prevent and the signs and behaviours, please contact Birmingham Police Prevent Officers on CTUGATEWAY@Birmingham.police.uk

If you require support from the Local Authority Prevent Officer – details below
https://www.westmidlands.police.uk/advice/advice-and-information/t/prevent/prevent/

the administrator for the Community Safety Team who will be able to help you. In an emergency, please call 999.

ProtectUK
Launched in 2022, ProtectUK is a new central hub for counter terrorism and security advice. Whether you are a business owner, work in security, or are a member of the public, register with ProtectUK to become part of the community and receive the latest news and online courses that will enable you to be better protected.
ProtectUK Website

Report in confidence
Report suspicious behaviour or activity in strictest confidence through:
Confidential Police Hotline: 0800 789 321
Crime Stoppers: 0800 555 111

Report Extremist materials
Report online material promoting extremism or terrorism anonymously on the Government website. Report extremist material

Let's Talk About It
Information about the causes and signs of radicalisation.
Access the Let's Talk About It website

Families for Life
Support for families of people affected by radicalisation.
Call: 07505974030
Access the Families for Life website

Educate Against Hate
Information about radicalisation for parents and educators
Access the Educate Against Hate website

NSPCC
Advice and support for adults concerned that a child is being radicalised
Access the NSPCC website