



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

Preventing Extremism and Radicalisation Policy

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

TELEPHONE: 0121 427 3191



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 **Birmingham**
City Council

Baskerville School

Preventing Extremism and Radicalisation Policy

Date: September 2025

Next Review: September 2026

Approved by: Governing Body

Review Cycle: Annual

1. Policy Statement and Legal Framework

1.1 Statutory Basis

This policy fulfils Baskerville School's statutory duties under:

- **Counter Terrorism and Security Act 2015, Section 26** - The Prevent Duty requiring schools to have due regard to preventing people being drawn into terrorism
- **Education Act 2002, Sections 157/175** - General safeguarding duties for maintained schools and academies
- **Children Act 1989 and 2004** - Promoting welfare and safety of children
- **Equality Act 2010** - Eliminating discrimination and promoting equality of opportunity

1.2 Regulatory Guidance

This policy aligns with current government guidance:

- **Keeping Children Safe in Education 2024** (DfE statutory guidance)
- **Prevent Duty Guidance for England and Wales 2015** (revised 2023)
- **Working Together to Safeguard Children 2023**
- **Teachers' Standards 2011** (updated 2021)
- **Ofsted Education Inspection Framework 2024**

1.3 Definition of Extremism

The government defines extremism 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; and/or calls for the death of members of our armed forces, whether in this country or overseas."*

2. School Commitment and Principles

2.1 Our Commitment

Baskerville School is committed to:

- Providing a safe, inclusive environment where all students can learn and thrive
- Promoting fundamental British values through our curriculum and school culture
- Building students' resilience against extremist narratives
- Safeguarding students from radicalisation while respecting freedom of expression

2.2 Fundamental British Values

We actively promote:

- **Democracy** - through student voice, school councils, and understanding democratic processes
- **Rule of Law** - through clear behaviour policies and understanding legal frameworks
- **Individual Liberty** - through freedom of choice, expression within legal boundaries
- **Mutual Respect and Tolerance** - through celebrating diversity and challenging discrimination

3. Roles and Responsibilities

3.1 Governing Body

The Governing Body must:

- Ensure the school complies with the Prevent Duty
- Appoint a designated Prevent lead governor
- Receive annual reports on Prevent activity
- Challenge leadership on policy implementation
- Ensure staff receive appropriate training

3.2 Senior Leadership Team

The headteacher and senior leaders must:

- Implement and monitor this policy effectively
- Ensure risk assessments identify local Prevent risks
- Maintain oversight of Prevent referrals and interventions
- Report to governors on Prevent compliance
- Foster a culture of safeguarding throughout the school

3.3 Designated Safeguarding Lead (DSL)

The DSL acts as the Prevent Single Point of Contact (SPOC) and must:

- Coordinate Prevent training for all staff
- Assess and respond to Prevent-related concerns
- Make referrals to Channel panels when appropriate
- Maintain records of Prevent activities and interventions
- Liaise with external agencies including police and local authority

Current Prevent SPOC: [Name to be inserted]

Contact: [Email and phone to be inserted]

3.4 All Staff

All staff members must:

- Complete mandatory Prevent training

- Remain vigilant for signs of radicalisation
- Report concerns through established safeguarding procedures
- Challenge extremist views appropriately
- Promote fundamental British values in their practice

4. Risk Assessment and Management

4.1 Local Risk Assessment

The school conducts annual risk assessments considering:

- Local demographic factors and community tensions
- Proximity to areas of known extremist activity
- Online risks and digital safety concerns
- Vulnerability factors affecting our student population
- Effectiveness of current protective measures

4.2 Student Vulnerability Indicators

Staff are trained to identify potential vulnerability indicators including:

Personal Factors:

- Identity crisis or questioning of belonging
- Personal trauma or significant life changes
- Social isolation or withdrawal from peer groups
- Low self-esteem or feelings of persecution
- Family tensions or breakdown of relationships

Behavioural Changes:

- Significant changes in appearance, behaviour, or peer group
- Expressing extremist views or justifying violence
- Possession of extremist literature or materials
- Accessing extremist websites or social media content
- Secretive online activity or new online contacts

Environmental Factors:

- Exposure to extremist influences online or in community
- Experience of discrimination or hate incidents
- Unmet aspirations or sense of injustice
- Involvement with criminal groups or activities

5. Curriculum and Teaching Approaches

5.1 Curriculum Design

Our curriculum builds resilience to extremism by:

- Developing critical thinking and media literacy skills
- Exploring diverse perspectives on controversial issues
- Teaching about different faiths, cultures, and belief systems
- Addressing historical and contemporary examples of extremism
- Promoting understanding of fundamental British values

5.2 Spiritual, Moral, Social and Cultural (SMSC) Development

We promote SMSC development through:

- Regular opportunities for reflection and discussion
- Exploring moral and ethical dilemmas
- Understanding cultural diversity and commonalities
- Developing empathy and respect for others
- Encouraging active citizenship and community engagement

5.3 Online Safety

Digital resilience is developed through:

- Teaching students to critically evaluate online content
- Understanding how extremist groups use social media
- Recognising and reporting online hate and extremism
- Developing healthy online relationships and boundaries
- Understanding legal responsibilities for online behaviour

6. External Speakers and Visitors

6.1 Vetting Procedures

All external speakers and visitors must:

- Complete our external speaker approval form
- Undergo appropriate background checks
- Provide content outlines for review in advance
- Agree to promote fundamental British values
- Be supervised by school staff during their visit

6.2 Risk Mitigation

We ensure external input:

- Aligns with our values and safeguarding policies
- Does not undermine fundamental British values
- Provides balanced perspectives on controversial topics

- Is age-appropriate and educationally valuable
- Is evaluated for effectiveness and impact

7. Reporting and Intervention Procedures

7.1 Reporting Process

Staff who identify Prevent concerns must:

1. Record their observations factually and objectively
2. Report immediately to the DSL/Prevent SPOC
3. Not investigate further independently
4. Maintain confidentiality throughout the process

7.2 Assessment and Response

The DSL will:

- Assess the level of risk using established criteria
- Consult with external agencies as appropriate
- Consider internal school-based interventions
- Make referrals to Channel panels if necessary
- Monitor and review the effectiveness of interventions

7.3 Channel Referrals

Channel is a voluntary programme providing:

- Multi-agency support for vulnerable individuals
- Tailored intervention packages
- Safeguarding from radicalisation influences
- Support for families and communities
- Regular review of progress and outcomes

Channel referrals are made through: [Local authority contact details]

8. Training and Professional Development

8.1 Mandatory Training

All staff receive:

- Initial Prevent awareness training during induction
- Annual refresher training on Prevent duties
- Updates on emerging threats and local risks
- Guidance on recognising vulnerability indicators
- Training on appropriate response procedures

8.2 Specialist Training

Key personnel receive enhanced training including:

- Advanced Prevent awareness programmes
- Channel awareness workshops
- Multi-agency safeguarding training
- Online safety and digital risks training
- Community cohesion and hate crime awareness

8.3 Training Records

The school maintains comprehensive records of:

- Staff training completion and dates
- Training content and providers
- Competency assessments and evaluations
- Professional development needs analysis
- External training opportunities and attendance

9. Partnership Working

9.1 Local Safeguarding Arrangements

We work closely with:

- Local Safeguarding Children Partnership
- Local authority Prevent coordinators
- Regional Counter Terrorism police units
- Community safety partnerships
- Local faith and community groups

9.2 Information Sharing

We share information appropriately with partners when:

- Required by statutory duty or court order
- Necessary to protect child welfare
- Consented to by individuals or families
- In the vital interests of the data subject
- Following data protection principles

10. Monitoring and Evaluation

10.1 Policy Review

This policy is reviewed annually considering:

- Changes in legislation or statutory guidance
- Local risk assessment updates

- Effectiveness of current procedures
- Staff feedback and training needs
- Student and community feedback

10.2 Performance Indicators

We monitor our effectiveness through:

- Number and outcome of Prevent referrals
- Staff training completion rates
- Student feedback on SMSC provision
- Ofsted inspection outcomes
- Community feedback and engagement levels

10.3 Quality Assurance

Regular monitoring includes:

- Case file audits and reviews
- Training evaluation and feedback
- Curriculum impact assessments
- External verification and peer review
- Governing body oversight and challenge

11. Related Policies and Procedures

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Behaviour and Discipline Policy
- Online Safety and Acceptable Use Policy
- Equality, Diversity and Inclusion Policy
- Anti-Bullying Policy
- Complaints Policy
- Staff Code of Conduct
- Whistleblowing Policy

12. Contact Information and Support

12.1 Internal Contacts

- **Designated Safeguarding Lead:** Kay Morgan Green
- **Prevent Single Point of Contact:** Kay Morgan Green
- **Headteacher:** Allan Lacey
- **Chair of Governors:** Yasir Idris

12.2 External Contacts

- **Local Authority Prevent Lead:** [Contact details]
- **Channel Coordinator:** [Contact details]
- **Counter Terrorism Police:** [Contact details]
- **DfE Helpline:** 020 7340 7264
- **Counter Extremism Helpline:** counter.extremism@education.gov.uk

12.3 Emergency Contacts

- **Emergency Services:** 999
- **Anti-Terrorist Hotline:** 0800 789 321
- **NSPCC Helpline:** 0808 800 5000
- **Childline:** 0800 1111

Policy Approved: September 2026

Approved By: [Chair of Governors Name]

Next Review Date: September 2026

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