

No Platform for Extremism



1. Introduction

This "No Platform Policy" aims to ensure that Lote Tree Primary balances the right of freedom of speech against the potential use of its facilities for the promotion of extremist ideological, religious or political beliefs. In this context beliefs are considered to be extremist if they include the expression of racist or fascist views; if they incite hatred based on religious interpretation, ideology or belief; or if they promote discrimination on the grounds of political opinion, age, colour, disability, ethnic or national origin, gender, marital status, race, religion or sexual orientation.

This model policy is based on the **No Platform Policy of Birmingham City Council**, which will be found at

www.lscbbirmingham.org.uk/index.php/policies-and-procedures-pro

This provides further information and, in particular, Appendix 1 has guidelines on conducting research into the background of potential speakers.

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

This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

Our school's No Platform For Extremism Policy also draws upon the guidance from DfE Guidance "Keeping Children Safe in Education, 2021", Birmingham Safeguarding Board, HM government document "Prevent strategy: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015".

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism.

The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED. The government will be producing guidance to help schools deliver the required standards (issued under section 29 of the Act).

Coventry Prevent Team

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No Platform for Extremism



Manjeet Pangli is the Prevent Coordinator for Coventry and offers guidance on all aspects of the Prevent agenda across the city. Manjeet.Pangli@coventry.gov.uk / 07944 208499.

Support is also available from the Prevent Education Officers:

- Viv Brosnahan: viv.brosnahan@coventry.gov.uk / 07701 022994
- Balbir Sohal: balbir.sohal@coventry.gov.uk / 07525 908786

The Department for Education has set up a helpline for teachers who may have questions or concerns about extremism. Counter.extremism@education.gov.uk / 0207 340 7264

2. Definitions

"Extremism" is defined by the Government in the 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."

Not every part of this definition has to be satisfied for a particular individual or organisation to be regarded as extremist."

The Equality Act 2010 prohibits discrimination, harassment or victimisation on the basis of the "protected characteristics". These are:

- Age;
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex; and
- Sexual orientation.

Indicators of vulnerability include:

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, most individuals, even

No Platform for Extremism



those who hold radical views, do not always become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities.

It is vital that school staff can recognise those vulnerabilities and know what measures are available to prevent people being drawn into terrorism and how to challenge the extremist ideology that may be associated with it.

In addition, staff need to understand how to obtain support for those who may be being exploited by radicalising influences.

Indicators of vulnerability include:

- Identity Crisis - the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis - the student/pupil may be experiencing family tensions; a sense of isolation; and 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 student/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 student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality - which may include involvement with criminal groups, imprisonment, poor resettlement/reintegration;
- Special Educational Need - students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- More critical risk factors could include:
- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Extremist narratives and a global ideology to explain personal disadvantage;
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour;

No Platform for Extremism



- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with the schools Behaviour Policy for pupils and the Code of Conduct (staff and governance)

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

All staff will receive training in recognising and awareness of radicalisation and extremism through Edu Care and this will be an integral part of annual staff safeguarding training as well as targeted across staff meetings where relevant.

The Terrorism Act 2000 establishes a list of "proscribed organisations". These are organisations that the Home Secretary believes are concerned in terrorism. It is an offence to belong to a proscribed organisation or to invite support for a proscribed organisation. This includes arranging, managing or addressing a meeting that is intended to support the activities of a proscribed organisation

A list of proscribed organisations and full details of the proscription offences can be found at -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322142/20140620-List_of_Proscribed_organisations_WEBSITE.pdf

3. Principles

The Principles on which this policy is based are

- No person may use the facilities of Lote Tree Primary to express or promote extremist ideological, religious or political views.
- No person may use the facilities of Lote Tree Primary to express or promote discriminatory views in relation to the protected characteristics listed in the Equality Act 2010.
- Lote Tree Primary will not allow the use of its facilities by any group or organisation that is proscribed by HM Government.

4. Ethos - Islam and RESPECT values

Lote Tree use the following accepted Government definition of extremism which is:

No Platform for 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'.

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

The very essence of Islam and the teachings of the Prophet Muhammed (peace and blessings be upon him) do not give any platform to extremism or radicalisation.

*A man asked the Prophet (peace and blessings be upon him),
What actions are most excellent?*

*The Prophet (peace and blessings be upon him) replied,
To gladden the heart of a human being, to feed the hungry, to help the afflicted, to
lighten the sorrow of the sorrowful, and to remove the wrongs of the injured.*

Allah has instructed us that;

The best of people is one from whom good accrues to humanity.

Islam is a faith based on choice and the belief in One God. This God having created all of mankind and in His mercy gifting the Earth to all humanity. The Earth and its' inhabitants should be taken care of and respected as we wish to be cared for and respected ourselves.

Our pupils should gain knowledge of their faith and ensure their dealings with others are through the highest levels of excellence and sincerity, in line with the teachings of our Lord Almighty.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children 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 and failing to uphold our faith values and as a consequence transgressing the boundaries set out by Allah the Almighty.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people.

Education is a powerful against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, Lote Tree

No Platform for Extremism



will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and understand the difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

5. Training

We will ensure that all staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.

They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this. Radicalisation and extremism will be an integral part of annual staff safeguarding training.

Training will be provided through:

- Staff meetings; virtual and in house, annually and through the terms
- Curriculum Leads working across both Nursery and Primary to review our provision
- Curriculum reviews; quality assurance and deep dives to evaluate provision
- Governor meetings; both the half termly meetings as an agenda item as well as briefing and specific training sessions
- Training on how to support Prevent agenda with our pupils (using the Prevent Toolkit)
- Training for staff on what to do if concerns arise Safeguarding: Schools will be required to identify a Prevent Team within school who will be the lead within the school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

The Team will consist of a safeguarding Governor and four further DSL trained members of staff. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with Head or another member of the Prevent team.

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered assistance.

Additionally, in such we will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

No Platform for Extremism



Schools will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation.

6. Safer Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that 2 references are always received and checked 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 and 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 to unduly influence our schools' 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 ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

7. Teachers Standards

The 2011 (updated 2013) Standards for Teachers (part two) states:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others

No Platform for Extremism



- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability or might lead them to break the law. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality. They must understand and always act within, the statutory frameworks that set out their professional duties and responsibilities.

8. Supporting Pupils travelling or who have travelled to areas of concerns

If a student/parent/carer seeks permission to travel abroad and this falls within the academic school term, then the family should be provided with the template letter contained in the Prevent Duty Toolkit (section 3 appendices).

The school have a Holiday Procedures checklist to ensure that we have copies of travel itineraries where possible and gain an understanding of the reason for travel.

The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people returning; there is an absolute desire to stop them travelling wherever possible.

School staff must also be alert and refer cases of potential concern if they become aware that a student/pupil is intending to travel during school holidays.

If you have concerns either post travel or pre travel and/or identify any concerns in relation to extremism as identified above, please refer to your local MASH.

If any of the indicators of concern are noted at any stage or an extremism risk identified then consideration via the MASH will be given to making a Prevent referral and an assessment will be made for the Channel panel who may suggest a safeguarding intervention.

9. Use of External Speakers and Outside Agencies

Lote Tree encourage the use of external agencies or speakers to enrich the experiences of our pupils; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

No Platform for Extremism



This is done through the No Platform Policy This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.

Our school 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 Lote Tree and our Duty as Muslims living and following the Islamic faith 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 or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by the school to ensure that they are effective Therefore, by delivering a broad and balanced curriculum, 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 to help pupils develop the critical thinking skills needed to engage in informed debate

10. The Counter Terrorism and Security Act 2015

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on Schools in England and Wales to prevent people from being drawn into terrorism. The duty applies to all schools, including academies, free schools, maintained schools, studio schools and organisations covered by the Early Years Foundation Stage Framework.

In addition the duty applies to all care homes. Statutory guidance was issued and came into force 1 July 2015.

Schools leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

No Platform for Extremism



Other duties on schools include:

- effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist material

School buildings must not be used to give a platform to extremists Ofsted are responsible for monitoring how well schools are implementing this duty. Some guidance and support on Ofsted inspections is available in the *Coventry Prevent Duty Toolkit*.

11. Electronic Communication

Lote Tree Primary will not allow the use of the school website, IT facilities or information management processes to:

- Promote discriminatory views in relation to the protected characteristics listed in the Equality Act 2010;
- Promote or glorify terrorism; or
- Promote extreme ideological, religious or political beliefs.

The school has a right to exercise control over all activities on its IT facilities, including electronic communications associated with the name of the school and use of school equipment to access external resources. This includes the right to monitor the use of school resources.

12. Written and Printed Communication

Lote Tree Primary has the right to exercise control over the content of any written or printed material that identifies itself as associated with the school. It will not allow the use of its facilities in the production of such material, or permit the use of its name, or of any identifying marks relating to the school, in such material, if that material appears to

- Promote discriminatory views in relation to the protected characteristics listed in the Equality Act 2010;
- Promote or glorify terrorism; or
- Promote extreme ideological, religious or political beliefs.

No Platform for Extremism



13. Use of Buildings, Facilities and Property

In deciding whether to allow any group or organisation to make use of its buildings, facilities and property Lote Tree Primary will take into account the views, policies and objectives of that group or organisation and may refuse on the grounds that these are incompatible with the policies and objectives of the school. In particular, access will be refused if it appears likely that the proposed activity would promote extremist ideological, political or religious beliefs.

14.. Accountability

The statutory body of the school (Governing Body) has ultimate responsibility for this policy. The implementation of the policy is the responsibility of the Head Teacher/Principal.

Lote Tree Primary will use the **No Platform Policy link** (http://www.lscbbirmingham.org.uk/images/P_and_P_2015/BCC_No_Platform_Policy_-_Final_2015.pdf) for guidance on conducting research into the background of potential speakers, consulting other schools, other organisations, using search engines, assessing the reliability of information found, identifying risks to community cohesion etc.

15. Reporting Concerns

School staff have a responsibility to act on concerns. Staff will have training on how to recognise a potential issue with the promotion of extremism in school. They will all conduct the 'Extremism and Prevent' training programme on Edu Care.

At Lote Tree Primary staff will inform Mariam Ashique (Head Teacher) if they have a concern.

Any staff member who has raised a concern will be given feedback on the action taken.

If after reporting a concern staff feel that no satisfactory action has been taken then they should escalate the concern by informing Muhammed Naim or Muhammed Azeem of their concerns. If a concern needs to be escalated further then Lote Tree Primary Whistle Blowing Policy is to be used.

No Platform for Extremism



16. Training

The school will ensure that school staff and Governors receive appropriate training in the issues raised by this policy.

Staff will complete the 'Prevent' training from Edu Care.

Annual training for all staff refreshers

Training for safeguarding and prevent are given to all new staff during the induction process

New staff are required to complete the prevent training on 'Educare'

Islamic education leads give prevent and anti-radicalisation talks during the school year, highlighting the importance of moderation in Islam.

17. Links to other policies

This Preventing Extremism and Radicalisation Policy is linked to our:

- Behaviour Policy
- Child Protection Policy
- Code of Conduct
- No Platform Policy
- Safer Recruitment Policy
- Whistleblowing Policy
- E Safety Policy

No Platform for Extremism

Appendix 1



Name of speaker:		
Question	Answer	Actions needed or comment
<p>Will the Speaker be supervised at all times during the visit?</p>	<p>Yes No</p>	
<p>Have you carried out appropriate safeguarding checks for the Speaker?</p> <p>Please refer to CES guidance on DBS checks and disqualification unless your own system is robust.</p>	<p>Yes No</p>	
<p>Has the Speaker understood and confirmed that their communications in the school will:</p> <ul style="list-style-type: none"> • <i>Be respectful towards Islamic teachings</i> • <i>Not be prejudicial or detrimental to the Islamic character of the school</i> • <i>Will not lead to promotion of extremist ideological, religious or political beliefs.</i> 	<p>Yes No</p>	
<p>Have you reviewed the resources/ training materials that will be used by the speaker?</p>	<p>Yes No</p>	
<p>Have school policies and procedures applicable to the speaker been explained and understood by the Speaker?</p>	<p>Yes No</p>	
<p>Are there any other outstanding issues or concerns with the Speaker and/ or their suitability?</p>	<p>Yes No</p>	