

No Platform Policy



Responsibility: Governors

Approved on: 16th July 2026

Next Review: July 2028

Preventing messages of hate and intolerance in Birmingham

Contents Page

Section	Title	Page
1.1	Introduction	3
1.2	Aims of Policy	3
1.3	Definitions	4
1.4	Principles	5
1.5	Electronic communication	5
1.6	Written and Printed Communication	6
1.7	Use of buildings, Facilities and Property	6
1.8	Accountability	6
1.9	Reporting concerns	7
	Appendix	8

Responding to speakers promoting messages of hatred and intolerance.

1.1 Introduction

Schools, both state-funded and independent, have a range of duties in relation to safeguarding children from extremism. The statutory guidance ***Keeping Children Safe in Education***, updated in September 2025, is the key document for schools, colleges and their staff as part of the wider safeguarding system for children. It provides an overview of their duties regarding preventing the radicalisation of children¹. It recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk should be part of a schools' safeguarding approach.

The Counter Terrorism and Security Act 2015 placed the Government's 'Prevent' Duty on a statutory footing and placed duties on schools to have due regard to the need to prevent children being drawn into terrorism.

The Government has also sought to strengthen a schools' abilities to address a wide range of potential concerns relating to radicalisation, such as the potential for children to be groomed through several mediums and be drawn into extremist narratives.

1.2 Aims of Policy

This "No Platform Policy" aims to ensure that Nelson Primary School 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, disability, gender, marital status, pregnancy or maternity, race, religion or belief, sex, or sexual orientation..

This policy provides guidelines on how school can respond to extremist concerns and conduct research into the background of potential speakers, visitors and organisations.

¹ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

1.3. Definitions

For this policy:

1.3.1 The Terrorism Act 2000 makes it a criminal offence to:

1.3.1.1 Belong, or profess to belong, to a proscribed organisation (section 11 of the Act).

1.3.1.2 Invite support for a proscribed organisation (and the support is not, or is not restricted to the provision of money or other property) (section 12(1));

1.3.1.3 Arrange, manage or assist in arranging or managing a meeting in the knowledge that the meeting is to support or further the activities of a proscribed organisation, or is to be addressed by a person who belongs or professes to belong to a proscribed organisation (section 12(2)); or to address a meeting if the purpose of the address is to encourage support for, or further the activities of, a proscribed organisation (section 12(3)); and

1.3.1.4 Wear clothing or carry or display articles in public in such a way or in such circumstances as to arouse reasonable suspicion that an individual is a member or supporter of the proscribed organisation (section 13).

1.3.2 Section 38b of the Terrorism Act 2000 states that an individual has committed an offence if they have information which is known or believes might be of material assistance in preventing another person from committing an act of terrorism or securing apprehension, prosecution or conviction of another person for an offence involving the commission, preparation or instigation of an act of terrorism and they fail to disclose that information to the police as soon as is reasonably possible.

1.3.3 Extremism is defined by the UK Government as

“the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to: (1) negate or destroy the fundamental rights and freedoms of others; or (2) undermine, overturn or replace the UK’s system of liberal parliamentary democracy and democratic rights; or (3) intentionally create a permissive environment for others to achieve either of (1) or (2).”

1.3.4 The Equality Act 2010 protects nine individual characteristics set out in Appendix 2. All members and employees of the Council have a duty to not unlawfully discriminate against anyone based on any of these characteristics.

1.3.5 The Equality Act 2010 also requires the Council to have due regard to:

1.3.5.1 Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

1.3.5.2 Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

1.3.5.3 Foster good relations between people who share a protected characteristic and people who do not share it.

1.3.6 Council facilities include (by way of example):

1.3.6.1 Property, assets, or land owned by the Council, in part or in whole.

1.3.6.2 Property, assets, and land leased or licensed by the Council, in part or in whole.

1.3.6.3 The provision of services, such as IT services (including copying or printing)..

1.4. Principles

The principles on which this policy is based are:

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

1.5. Electronic Communication

Nelson Primary School 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, racial, 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.

1.6 Written and Printed Communication

Nelson Primary School 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, racial, or political beliefs.

1.7 Use of Buildings, Facilities and Property

In deciding whether to allow any group or organisation to make use of its buildings, facilities and property Nelson primary School will consider 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, racial, or religious beliefs. See appendix for further guidance on information gathering and decision making.

1.8 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.

Nelson Primary School will use the **No Platform Policy** of Birmingham City Council 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. We recognise the importance of reducing permissive environments, settings or practices that allow extremist ideologies to flourish unchallenged. We will regularly review use of premises, digital communications, venue hire, and partnerships to ensure that opportunities for dissemination of extremist materials and ideologies are identified and mitigated.

1.9 Reporting Concerns

School staff have a responsibility to act on concerns. All staff in specified roles will receive training appropriate to their level of Prevent responsibility, including understanding extremist ideologies, spotting signs of radicalisation, risk assessments and referral processes. Training will be refreshed periodically and aligned with Home Office or statutory guidance.

At Nelson Primary school staff will inform **Miss Barnes** (DSL), **Miss Forrest, Mr Hargreaves, Miss Mahjahid**, (deputy DSLs) 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 Mr Daniel Taylor, Chair of Governors of their concerns. If a concern needs to be escalated further, then Nelson Primary school's Whistle Blowing Policy is to be used.

In addition to in-school safeguarding mechanisms, if someone is concerned about someone using school premises to promote extremism, then further advice can be sought by writing to noplatform@birmingham.gov.uk

Appendix

Advice and Good Practice for Venue Bookings

Follow the steps below to mitigate the risks of undesirable bookings. This document is not a definitive list, and it should be used in conjunction with other checking mechanisms.

ASK

What is planned and who is planning it?

1. Who is the individual or organisation booking the event?
 - Ask for their name and associated names they operate under
 - Ask for their address and phone number
 - Get details of the individual or the organisation's website and associated social media profiles.
2. Do they implement a policy that promotes equality and diversity and challenges all forms of discrimination? Or will they agree to their event subscribing to your equality and diversity policy?
3. Ask for details of the event, including: theme; title; agenda; content; speakers; expected audience, numbers and demographics; details of how the event will be promoted (ask for copies of flyers/posters etc); is the event open to the public or a ticket only event?

CHECK

Undertake due diligence to confirm what you've been told and find out more.

1. Consider publicly available information on the individual/organisation/speakers by:
 - Viewing their website, relevant articles or speeches
 - Consider what other people are saying about them (articles/blogs etc.)

2. Ask for a reference from a venue provider previously used by the individual/organisation.
3. If the booking is for a charity, check the charity number and verify relevant information about the organisation at: **charity.commission.gov.uk**

DECIDE

Do you let the event go ahead? Or take action to reduce risk? Use the information collected to inform your decision.

TOP TIPS when taking bookings

- If the booking is being arranged by an event management or another company, make sure you know who their client is.
- Be wary of individuals only giving out mobile numbers.
- Consider whether any speakers will be taking part online/virtually.
- Be wary of individuals/organisations making large cash payments.
- Is the stated purpose political, religious, racial or issue-based? If so, are there indicators of hate-speech or extremist narratives?
- Does the timing/location coincide with a symbolic or sensitive anniversary that could increase the risk of tension?
- Ask for final speaker lists and pre-event publicity.
- Ensure that in the event of reputational risk you can withdraw from the contract.

TOP TIPS when researching individuals/organisations online

- Complete a proportionate check on the individual/organisation by:
 - Viewing their website(s).
 - Considering what other people are saying about them (article/blogs etc.)
- When you are looking at a website, check that it is being kept up to date.
- Review official social media accounts to ensure alignment with school/organisation ethos and values.
- If you are unsure about an organisation, check that it has a landline number and a business address. Check reliable sources like Companies House or the Charity Commission.
- Where possible use primary evidence – an organisation's manifesto or a person speaking on YouTube.

ADDITIONAL INFORMATION

List of Terrorist Organisations banned under UK Law:

<https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2>

The Charity Commission

charity.commission.gov.uk

If you still have a concern about the booking, you can contact your Local Authority
noplatform@birmingham.gov.uk

In case of an emergency dial **999**

If you have any information about suspicious activity or behaviour, contact Counter Terrorist Police via [Action Counters Terrorism](#) or call **0800 789 321**

Considerations for gathering and assessing open-source data found online

- Use more than one internet search engine to minimise search engine bias.
- Where possible find primary source information (e.g. a group's manifesto on their website; You Tube videos of a person speaking or band's music; an individual's personal writing on their blog).
- Is the website stating information as fact ("depression is the most common mental illness in the UK"), or is it clearly giving something as the author's opinion? ("I don't think doctors in the UK get enough training in dealing with depression")
- Is the information detailed enough for what you need?
- Does the webpage give sources for the information – does it say where it came from? What other sources can you find to check the information against? Try to find a different type of source, like a report from a well-known body, or published statistics.
- If the webpage is clearly giving someone's opinion on an issue, how much weight should you give to their opinion?
- Can you easily tell who the person or organisation behind the webpage is? Can I trust the person or organisation behind this webpage? Are they likely to be biased? Are they an authoritative source? Is the author taking a personal stand on a social/political issue or is the author being objective? Bias is not necessarily "bad," but the connections should be clear.
- With what organisation or institution is the author associated? Is there a link to the sponsoring organisation, a contact number of and/or address or e-mail contact? A link to an association does not necessarily mean that the organisation approved the content.
- If you found the page through a link or a web search, and are not sure where it comes from, look for the home page, or an "About Us" or similar link. Does the page author give a real-world postal address and phone number?

- Given how quickly information on the web can change and how long some websites have been around, always check how up to date the information is. Does the page say when it was last updated? If not, try checking the Properties or Page Info options in your Web browser for a date. Is the website generally being maintained – do all the links still work? Can you check against sources you know are up to date for comparison? If there are several out-of-date links that do not work or old news, what does this say about the credibility of the information?

- When undertaking open-source due diligence, the following principles must be complied with: o Research should take the form of web searches using a well-recognised internet search engine such as Google or Bing, and key terms such as: "extremism", "racism", "sexism", "homophobia", "misogyny", "antisemitism" and "islamophobia".