

The Lloyd Williamson Schools

**Prevent Strategy and Policy for
Anti-Radicalisation**

2020 – 2021

Introduction

Our understanding of PREVENT:

The Prevent strategy is one part of the UK government's overall counter-terrorism strategy which is called CONTEST. The aim of Prevent is to reduce the threat from terrorism by stopping people becoming terrorists or supporting terrorism. The strategy also means intervening to stop people from moving from extremist groups into terrorist-related activity.

Prevent is intended to deal with all kinds of terrorist threats to the UK.

The Prevent strategy has three specific objectives:

1. Tackle the causes of radicalisation and respond to the ideological challenge of terrorism.
2. Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support.
3. Enable those who have already engaged in terrorism to disengage and rehabilitate.

The Prevent duty:

The Prevent duty places a duty on specific bodies to have 'due regard to prevent people from being drawn into terrorism' and there is a mandatory duty to report concerns.

Our Commitment:

LWS is committed to providing a secure environment for all children, students and staff. We recognise that safeguarding and creating a safeguarding culture is the responsibility of everyone who works here. Our Prevent Strategy supports the Home Office's '4P' Prevent strategy to combat radicalisation and terrorism.

The **4Ps** are:

Protect - to strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce vulnerability. This work focuses on border security, the transport system, national infrastructure and public places

Prepare - to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase the UK's resilience to facilitate recovery from its aftermath

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 becoming 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 fourth one is one to which schools can contribute. LWS acknowledges this, supports the strategy and strives to take an active part at a whole school and at an individual level.

We understand that *Prevent* is a strategy that works to prevent the growth of issues that create a climate which potentially facilitates radicalisation, by creating a climate of mutual trust in which young people can grow and develop. This climate works against creating circumstances in which young people feel isolated and become vulnerable to exploitation by those who wish to further a radical agenda. The creation of a school that is a secure and safe place based on appreciation and respect for all is the ethos that underpins ALL our work. Extremism in all its forms has no place at LWS, as exposure to both extremist materials and influences is detrimental to the development of young people. Extremists of all kinds aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice.

We believe education is a powerful weapon against this as it equips young people with the knowledge, skills and sound judgement to challenge and debate these issues in a secure environment.

We aim to do this by:

1. Raising awareness of the issue of radicalisation with staff so that those who work with children and students at LWS appreciate that they are a front line strategy, and act accordingly. This is done through online EduCare staff training for ALL staff including admin. We aim for all LWS staff to appreciate how positive relationships created within school can remedy the factors that create the environment for dangers of radicalisation. Teaching staff will specifically monitor students under their care and ensure that opportunities for combatting radicalisation should be taken when they arise directly in lessons, and indirectly all the time in making sure no student is marginalised or excluded from activities or learning.
2. Raising student awareness through the curriculum, where a clear understanding of history / religion / tradition promotes an appropriate understanding of the origins of promoting an understanding of Islam and other world religions based on peaceful messages and intent. The PSHE/Citizenship curriculum aims to encourage students to want to be part of an inclusive society; students are encouraged through learning to strengthen their sense of belonging. Subjects will, when applicable, foster an understanding of what terrorism is and how it occurs.
3. Creating an inclusive school, which appreciates the importance of SMSC (Spiritual, Moral, Social and Cultural) themes and delivers them through a shared curriculum for all, encouraging full participation in a broad and balanced curriculum, which celebrates the diversity of the school community and aims to make students feel valued and included.
4. Celebrating success for all.
5. Responding to concerns. All concerns raised by staff or other students are investigated as Safeguarding issues according to the school Safeguarding Policy. Feedback is given to reporting staff/students and issues regarding further investigation are reported to the local authority Prevent team for discussion and further action as appropriate.

6. Ensuring robust Safeguarding protocols and procedures. LWS is fully committed to safeguarding and promoting the welfare of all its students. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At LWS all staff are expected to uphold and promote the fundamental principles of British values.
7. Establishing clear channels of communication for passing on concerns.
8. Promoting resilience through a sense of personal responsibility and emotional literacy. LWS's ethos, curriculum and extra-curriculum builds in resilience and independence through a range of broad activities. We believe that every child has the right to say what they think in all matters affecting them, and have their views taken seriously. LWS's efforts to enable positive participation in school life demonstrate our clear commitment to respecting the views of every child. Our hope is that this early experience of respect will support all our children and young people to feel included and involved in their current and future school communities rather than seek solace in other communities with radical inclinations.

We firmly believe that every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. LWS embraces this freedom of thought, belief and religion for all of our students with opportunities for discussions on religion within lessons such as Religious Education and PSHE. LWS seeks to combat radicalisation by exploring myths around religion and allowing space for different views to be aired.

We believe that every child has the right to reliable mass media. Television, radio, newspapers and other media should provide information that young people can understand. LWS seeks to educate its students (age and development appropriate) about and through the media. This is done safely through the monitoring of the Internet traffic coming through the school to ensure that students are not able to access inappropriate material that is contrary to the British values that the school is committed to promoting. The teaching of the safe use of the Internet to students and information given to parents enables freedom for students to access appropriate and unbiased information on a variety of subjects.

Tackling extremism at LWS

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times learners may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners or staff will always be challenged and dealt with in line with the relevant policies on student behaviour or staff conduct.

As part of wider safeguarding responsibilities staff will be alert to and report using the LWS Safeguarding protocol:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance

- Other local schools, local authority services, and police reports of issues affecting their students
- Learners voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, sexuality, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches young people may experience elsewhere may make it harder for them to challenge or question these radical influences.

We will strive to ensure that our support and approaches will help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills.

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

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 help support learners who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will follow safeguarding protocol.

The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHCE (Personal, Social, Health, Citizenship Education) and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and through the wider school life, and it underpins the inclusive ethos of the school. It is recognised that students with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, resilience and respect as well as setting high standards and expectations for themselves.

Students are regularly taught how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Staff Training Through INSET opportunities in school

We will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation, are aware of the process of radicalisation and how this might be identified early on.

Definitions for clarification:

What are extremism and radicalisation?

Extremism is ‘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’. The definition of extremism also includes calls for the death of members of our armed forces, whether in this country or overseas.

Non-violent extremism is defined as extremism, but without violence. Non-violent extremism can create an atmosphere in a community which can popularise the view of terrorism which terrorists can then exploit.

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

LWS statement on promoting British values

LWS actively encourages students and staff to respect British values as defined in the Ofsted Inspection Handbook: “acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs; the pupils develop and demonstrate skills and attributes that will allow them to participate fully in and contribute positively to life in modern Britain”.

LWS understands that extremism of all kinds undermines British values and a proactive approach throughout the curriculum and extra-curricular is necessary to ensure that students are made aware of the danger posed by extremism. LWS welcomes students of all faiths and none, equally.

We have rooms which can be made available for quiet prayer and contemplation – this is for both staff and students alike.

LWS supports and participates in the Prevent strategy to combat radicalisation and terrorism. As part of the ‘4P’ Plan, (Protect, Prepare, Pursue and Prevent) Prevent seeks to tackle the issues that create a climate in which radicalisation can occur. As with all matters pertaining to the maintenance of a safeguarding culture within school, staff are encouraged to be fully engaged in being vigilant about radicalisation and any issues or concerns (by students, staff or parents) should be reported immediately to the School Principal. These incidents will be followed up in the usual way according to the Child Protection and Safeguarding Policy and LWS will refer any issues to the relevant external agencies as necessary.

All staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school through training. All staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise. We will check this knowledge and understanding on a regular basis. Answers from staff quizzes will be used to inform future training.

All parents and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective and the statement will be available on the school website.

Other Policies linked to promoting British values:

Anti Bullying

Child Protection and Safeguarding

Equal Opportunities

E-Safety

Additionally

All Staff are given Stonewall Training and the school is a Stonewall Champions School

Lucy Meyer
Proprietor and Co-Principal

Aaron Williams
Co-Principal

Last updated September 2020