



The Llewellyn School Policies and Procedures

Prevent Policy

Policy Reviewed by:	Suzy Hollett (HR Manager)
Date:	23/01/2024
Policy Verified by:	Sara Llewellyn (School Leader-CEO)
Date:	23/01/2024
Date for Next Review:	01/01/2025

Preventing Extremism and Radicalisation

The Llewellyn School is committed to providing a secure environment for all our students, staff, and stakeholders. The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people, and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people, and families from violent extremism.

The Prevent Strategy has three specific objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

As of July 2015, there is a statutory duty for schools to report on extremists behaviours or act upon concerns they have related to extremism. Section 26 of the Counterterrorism and Security Act 2015 places a duty on certain bodies in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism".

There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist, or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Our school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of extremism and terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in the "Prevent Duty Guidance for England and Wales (updated 2023)"; DfE

Guidance "Keeping Children Safe in Education, 2023" and "Working together to safeguard children, March 2023".

School Ethos and Practice

There is no place for extremist views of any kind in our school, whether from internal sources - students, staff or governors, or external sources - school community, external agencies, or individuals.

It is imperative that our students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

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 weapon against this, equipping young people with the knowledge, skills, and critical thinking, to challenge and debate in an informed way.

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand, and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalised.

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 students 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 students, staff, visitors or parents will always be challenged and where appropriate dealt with.

Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- 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, especially where students have not actively sought these out.
- Graffiti symbols, writing or artwork 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
- Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings.
- Students 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, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people'.

We will ensure that all our teaching approaches help our students build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues to become even more relevant to the current issues of extremism and radicalisation.

This approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social, and cultural development of pupils as defined in Ofsted's School Inspection Handbook and will include a program of assemblies dedicated to promoting fundamental British values to help further promote this rounded development of our students.

We will also work with local partners, families, and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support students 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 ensure that that student is offered mentoring.

We will promote the values of democracy, the rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs.

We will teach and encourage pupils to respect one another and to respect and tolerate differences, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Risk reduction.

The school governors, the Headteacher and the Senior and Deputy Designated Safeguarding Lead and Pastoral lead will assess the level of risk within the school and put actions in place to reduce that risk.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.