



# Linden Lodge School

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## Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact [head@lindenlodge.wandsworth.sch.uk](mailto:head@lindenlodge.wandsworth.sch.uk)

## **INTRODUCTION**

Linden Lodge School is fully committed to safeguarding and promoting the welfare of all its pupils and providing a secure environment for all of our pupils, staff and stakeholders. As a school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

At Linden Lodge School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect for, and tolerance of, those with different faiths and beliefs.

Linden Lodge School seeks to protect children and young people from the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo-Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

**Radicalisation** is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions.

**Extremism** is defined as the holding of extreme political or religious views which may deny rights to any group or individual.

## **AIMS AND PRINCIPLES**

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation and extremism; that they overcome any professional disbelief that such issues will or could happen at our school or in the communities we serve and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

Our principle objectives are that:

- All governors, teachers, teaching assistants, non-teaching staff and volunteers will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants, non-teaching staff and volunteers will know what the school policy is on radicalisation and extremism and will follow the policy when issues arise.
- All parents/carers will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

The current threat from extremism in the UK 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.

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. (DfE June 2015) – Appendix 1

Although there have been no incidences of extremism or radicalisation at Linden Lodge and due to the complexities of our pupils the risk is considered to be low we need to be mindful that it could happen and we also recognise the possibility that our families and/or staff could be at risk.

Linden Lodge School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and staff 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.

## **SCHOOL ETHOS AND PRACTICE**

At Linden Lodge we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety.

We also believe:

- There is no place for extremist views of any kind in our school, whether from internal sources –pupils, staff, governors or volunteers, or external sources – external agencies or individuals.
- It is imperative that our pupils and parents/carers see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our staff 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 pupils. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.
- 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, at Linden Lodge School we 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 also to ensure that they thrive, feel valued and not marginalised. Our curriculum promotes respect, tolerance and diversity. Children 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 underpins the ethos of the school.

- The School works within the curriculum to promote tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive school which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.
- It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.
- Children are regularly taught about 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.
- 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 pupils 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 pupils, staff, governors, volunteers, visitors or parents/carers will always be challenged.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

### **Statutory Duties**

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act
- Keeping Children Safe in Education
- Prevent Duty Guidance
- Working Together to Safeguard Children

## **Non-statutory Guidance**

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

## **Related Policies**

- Acceptable Use (ICT) Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Personal, Social And Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Values for Education Policy
- Volunteers Policy
- Whistle-blowing Policy

## **Definitions**

**Extremism** is defined in the 2011 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.

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

**British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **Roles and Responsibilities**

### **Role of the Governing Body**

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person who will liaise with the head teacher and other staff about issues to do with protecting children from radicalisation.

### **Role of the Head teacher**

It is the role of the head teacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

### **Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

### **Role of staff**

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

### **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.

## **Signs and symptoms**

There are no known definitive indicators that a person is vulnerable to radicalisation, but there are number of signs that together increase the risk.

Signs of vulnerability include:

- underachievement
- being in possession of extremist literature 5
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Different people display various signs of radicalisation. Some people are able to hide it so well that they are indistinguishable from anybody else, making it hard to identify them as radicalised and understand what their intentions are or could be.

The following are also some signs that could mean somebody could be at risk of radicalisation or is going through a radicalisation process:

### **Physical changes:**

- Sudden or gradual change in physical appearance
- Sudden or unexpected wearing of religious attire
- Getting tattoos displaying various messages
- Unexpectedly growing a beard
- Unexpectedly shaving their head (skinhead)
- Possession of unexplained gifts or clothing (groomers will sometimes use gifts such as mobile phones and clothing to bribe a young person)

### **Social changes:**

- Cuts ties with their friends, family or community
- Starts to become socially withdrawn
- Becoming dependent on social media and the internet
- Begins to associate with others who hold radical views
- Bullies or demonises other people freely
- Begins to attend rallies and demonstrations for extremist causes
- Associates with known radicals
- Visits extremist websites, networks and blogs

## **Emotional and verbal changes**

- Begins to complain, often with anger, about governmental policies, especially foreign policy
- Advocates violence or criminal behaviour
- Begins to believe in government conspiracies
- Exhibits erratic behaviour such as paranoia and delusion
- Speaks about seeking revenge
- starts to exhibit extreme religious intolerance
- Demonstrates sympathy for radical groups
- Displays hatred or intolerance of other people or communities because they are different

Not everyone will share the same view or opinion. Holding a different view – religious, social or political, does not mean that somebody is radical. The concern is when somebody with an extreme view acts or intends to act upon their view(s) in a way that is harmful to themselves or others. Even if they do not intend to act upon their view(s), extreme views that are based on lies and misguidance can be extremely damaging to somebody's mental health.

Staff should always use their professional judgement about somebody and if in doubt seek advice.

## **WHAT TO DO IF YOU HAVE A CONCERN**

If a member of staff in school has a concern about a particular pupil, family or member of staff in relation to radicalisation or extremism they should follow the school's normal safeguarding procedures, including discussing with the School's Designated Safeguarding Lead or one of the School's Designated Members of Staff who can seek guidance or make a referral through the Local Authority Multi Agency Safeguarding Hub (MASH) teams.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk).

Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

If somebody is at immediate risk of harm staff should call 999

## **WANDSWORTH SENSORY SUPPORT SERVICES**

Staff who work in the Hearing Support and Visual Support Teams of the Wandsworth Sensory Support Services have the same responsibilities as Linden Lodge School staff with respect to the prevention of radicalisation and extremism. They will reflect the Linden Lodge School ethos and practice as described above in all their dealings with pupils, families and other members of staff. 7

## **Referral Process**

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the head teacher will make a referral to the appropriate body.

## **Appendix 1**

### **'Prevent' Strategy**

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. 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.

The current threat from terrorism in the UK 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. Linden Lodge School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

This Policy for Preventing Radicalisation and Extremism also draws upon the guidance contained in the DfE "Prevent Strategy, 2015" and the DfE Guidance "Keeping Children Safe in Education, September 2016

Wandsworth has been identified by the Government as a priority area for local action under the national Prevent counter-terrorism strategy. Terrorism continues to pose a threat to Wandsworth and the UK. A particular concern is the potential for UK citizens or residents to become 'radicalised' and drawn into becoming terrorists or supporting terrorism.

The internet and other social media have transformed the way in which terrorist organisations communicate and recruit people to their cause. Technology allows them to reach a much larger audience, more quickly and provides a means of distributing and promoting violent images, instructions and messages. It can also be used to build and reinforce terrorist and extremist viewpoints amongst groups through the use of online chat rooms and social media. Children and young people may be particularly susceptible to being influenced through the internet and social media. This has potentially serious consequences for them and for the community as a whole.

In addition, **the publication, downloading and distribution of such material may result in prosecution under the Terrorism Act 2006.** (Wandsworth Safeguarding Children Board)

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