



Larwood Academy Trust

Chair of Trustees: Daniel Login | BA (Hons) |

LARWOOD DRIVE, STEVENAGE, HERTFORDSHIRE, SG1 5BZ

Email: admin@larwood.herts.sch.uk **Telephone:** 01438 236333

Website: www.larwood.herts.sch.uk



Larwood School

Headteacher: Mr Pierre van der Merwe | BA, NPQH |

Brandles School

Headteacher: Mr Paul Smith | BA (Hons), PGCE, NPQH |

Dan Login

Chair of Trustees

Pierre van der Merwe

Acting Executive Headteacher

PREVENTING RADICALISATION POLICY

Policy Number: 57

Review Committee: Standards

Type of Policy: Non-Statutory

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Registered office:

C/o Larwood School, Larwood Drive Stevenage, Hertfordshire. SG1 5BZ, UK. Company Number: 10359418

Telephone: 01438 236333 Email: admin@larwood.herts.sch.uk

BACKGROUND

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to

ETHOS

At Larwood School 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 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 (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2015)

NON-STATUTORY GUIDANCE

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, (DfE 2014).

RELATED POLICIES

- Acceptable use of the Internet and Digital Technology Policy
- Behaviour for Learning Policy
- Equality Policy
- Staff Code of Conduct
- Teaching and Learning Policy (Under construction)
- Whistle-blowing Policy

DEFINITIONS

LARWOOD ACADEMY TRUST – PREVENTING RADICALISATION POLICY

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 Trustees

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

The governing body has a nominated person; Mr Matthew Slater – CEO, who will liaise with the Headteacher and Deputy Headteacher/DSP about issues to do with protecting children from radicalisation.

Role of the Headteacher

It is the role of the Headteacher 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

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It is the role of staff to understand the issues of radicalisation and know how to refer their concerns.

THE CURRICULUM

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Larwood School is a values based learning community. Our values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

INTERNET SAFETY

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content. We use software called Smoothwall, to identify if pupils have accessed materials that are not safe or age appropriate.

STAFF TRAINING

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary.

SAFER RECRUITMENT

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2016)*-Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

SIGNS OF VULNERABILITY

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

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour

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- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programs and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searching or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalizing anti-Western or anti-British views
- advocating violence towards others

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, Mrs B Osoubu, 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 Headteacher will make a referral to:

prevent@herts.pnn.police.uk or prevent@essex.pnn.police.uk

MONITORING AND REVIEW

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

APPENDIX 1

Training approach to preventing radicalisation at Larwood.

As noted by DFE guidance, training will be appropriate and will try to encompass the nature of our pupils, alongside local and national context. Therefore, we may have to adjust our focus over time.

It will include:

- Members of SLT attending the WRAP training sessions
- Discussion with staff
- Policy for all staff and trustees
- Use of appropriate methods of training which may include face to face or use of ICT systems
- Review of ICT systems at school at regular intervals ensuring the level of filtering is discussed and reviewed
- Review of curriculum content including PSHE
- Monitoring of behaviour records to see if patterns are arising
- Maintaining an overview of local community based issues where possible but noting that our community is very wide due to the nature of our school