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**LVS** Hassocks

A unique, positive education for young people  
on the autism spectrum

## **Preventing Extremism and Radicalization Policy**

Policy Written: 22 August 2017

Policy Reviewed:

Policy Reviewer: Jen Weeks

Next Review Date: August 2019

Review Cycle: Annual

Date ratified:

This policy should be read in conjunction with the following policies:

Equality & Diversity  
Safeguarding  
E-Safety  
Anti-Bullying

This policy also draws on guidance contained in the following:

Prevent Strategy [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

Prevent Duty 2015  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

Keeping Children Safe in Education, September 2016  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/526153/Keeping\\_children\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf)

Tackling Extremism in the UK  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/263181/ETF\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/263181/ETF_FINAL.pdf)

Teaching Approaches to help Build Resilience to Extremism among Young People  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/182675/DFE-RR119.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182675/DFE-RR119.pdf)

## **Introduction**

LVS Hassocks is committed to providing a safe and secure environment for all of our learners, staff and stakeholders. The threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in supporting terrorism or radical views.

The government published the Prevent Strategy in 2011, and since this there has been an awareness of the specific need to safeguard vulnerable individuals from the threats of violent extremism. There have been occasions when extremist groups have attempted to radicalise vulnerable individuals to hold extreme views including the justification of political, sexist, religious or racist violence, or to draw them into a rigid and narrow ideology that is intolerant of diversity, leaving them vulnerable to further radicalisation. The normalisation of extreme views may also make vulnerable individuals open to future manipulation and exploitation. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are detailed in Appendix 1.

LVS Hassocks values freedom of speech. Both learners and teachers have the right to voice their opinions but this must not in any way be designed to manipulate vulnerable individuals or lead to violence and harm of others. Free speech is subject to laws and policies governing equality, human rights and community safety and cohesion.

## **School Ethos and Practice**

LVS Hassocks will not tolerate extremist views of any kind from any stakeholder. It is of primary importance that all stakeholders view our school as a safe place where they can discuss and explore issues in an unbiased way and where our staff encourage and facilitate this. We recognise that failure to challenge extremist views can result in a failure to protect our learners and lead to poor outcomes.

Extremists promote division, fear and mistrust of others through ignorance or prejudice, which leads to destructive relationships between different communities. Education can counter this by equipping our learners with the knowledge, skills and critical thinking to challenge and debate in an informed way. We will therefore deliver a broad

and balanced curriculum delivered by skilled staff, so that our learners have an understanding of tolerance and diversity and feel valued.

We are aware that learners can be exposed to extremist views or prejudices from an early age and that they may themselves reflect these views and use associated derogatory language. Any prejudice, discrimination, extremist views or derogatory language displayed by learners, staff, parents or visitors will always be challenged and dealt with appropriately.

As part of the wider safeguarding duty of staff, they will be alert to:

- Disclosure by learners of their exposure to extremist materials, views or actions of others outside of school, especially if they have not actively sought these out
- Extremist messages or images portrayed through graffiti symbols, writing or art work
- Access to extremist materials online, including those accessed through social media sites
- Reports from parents of changes in friendships, actions or behaviour or where a parent has requested assistance relating to possible extremist views or activity
- Reports of issues affecting learners in local schools or settings
- Learners voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms which exclude others or incite violence or discrimination
- Intolerance of difference in line with our Equality and Diversity policy
- Attempts to impose extremist or discriminatory views or practices on others
- Anti-British or anti-Western views

## **Teaching and Learning**

The diagnosis of the learners at LVS Hassocks means that they may find it harder to challenge or question radical influences and staff will therefore challenge the myths and assumptions that they may present. This will primarily be achieved through PSHE and Citizenship lessons and assemblies, but also through the guidance in 'Teaching approaches that help build resilience to extremism among young people', DfE, 2011.

Our teaching approaches will enable our young people to build resilience to extremism and provide them with a positive sense of identity through the acquisition of critical thinking skills. Staff will be trained to recognise extremism and radicalisation and how to challenge the preconceived ideas that our learners may present. Our staff will be flexible in their teaching approaches, recognising not only the different cognitive levels of our learners, but also the relevance of the changing issues of extremism and radicalisation and the channels through which these may be disseminated.

The ethos of our school will enable learners to know, understand and demonstrate safe and acceptable behaviour in the context of extremism and radicalisation. This work will be in conjunction with our approach to the spiritual, moral, social and cultural development of learners and will include assemblies and themed focus weeks dedicated to fundamental British values.

We will work with members of our local community to ensure that our school understands the local context in challenging extremist views and to support our learners in broadening their experiences. We will support those learners identified as most vulnerable to such influences ('red flag' learners) as part of our wider safeguarding responsibilities. Where we believe that the learner is being affected directly by extremist influences or materials we will liaise with the local Channel contact for further input and advice.

LVS Hassocks promotes the fundamental British 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 our learners to respect one another and tolerate difference, however this difference may be displayed.

## **External Speakers**

At LVS Hassocks we encourage external speakers to broaden the experiences of our learners. We will positively vet any external speakers and the material they intend to use to ensure that:

- Fundamental British Values are supported through any messages conveyed to learners
- The ethos of the school is supported through any messages conveyed to learners and no communities, groups of individuals are marginalised
- The glorification of criminal activity, violent extremism, radicalisation or extreme views of faith, religion, culture or other ideologies are not embedded in any messages conveyed to learners
- The messages conveyed are mapped against schemes of work to ensure consistency of messages from school and any external speaker
- The needs of the learners are recognised and supported

We may, at times, use external speakers to provide our learners with challenge so that they are able to take part in informed debate and understand opposing views, with the support of LVS Hassocks

staff. By doing this, we will enable our learners to recognise risk and build resilience to manage the differing views that they will encounter as they progress through their learning and life.

## **Reduction of Risk**

The school Leadership Team, with the support of Trustees, will assess the level of risk within the school and put strategies in place to reduce identified risks. This may include consideration of assembly content, RE curriculum, e-Safety policy, visiting speakers, anti-bullying policy and other issues specific to the school's profile and context. The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

## **Prevent Single Point of Contact (SPOC)**

LVS Hassocks is required to identify a Prevent Single Point of Contact who will be the lead for safeguarding in relation to the Prevent agenda. The responsibilities of the SPOC are detailed in Appendix 2. The SPOC at LVS Hassocks is the Designated Safeguarding Lead (DSL).

Adults working at LVS Hassocks (including visiting staff from other schools, volunteers, contractors and students on work placements) are required to report instances where they believe a learners may be at risk of harm or neglect or if they have concerns that a learner may be at risk of radicalisation or involvement in terrorism they should speak with the DSL.

## Appendix 1

### Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the 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.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - See to provoke others to terrorist acts
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity
5. Learners may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the learner is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the learner may be experiencing family tensions; a sense of isolation (although our learners may not manage social integration well, this does not mean that they will not feel socially isolated); low self-esteem (this is commonly seen in learners with an ASD diagnosis); they may have dissociated from their current friendship groups and become involved with a new group of friends; they may be searching for answer to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the learner’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the learner may have perceptions of injustice (particularly if they have a rigid thinking style); a feeling of failure; rejection of civic life;
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  - Experiences of Criminality – which may include involvement with criminal groups, contact with the Criminal Justice System (a high proportion of individuals with ASD come into contact with the CJS), and poor resettlement/reintegration;
  - Diagnosis specific difficulties – social interaction, rigid thinking styles, lack of empathy, understanding consequences of their actions, awareness of the motivation of others, seeing the bigger picture.
7. However, this list is not exhaustive, nor does it mean that all young people experienced the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
  - Being in contact with extremist recruiters
  - Accessing violent extremist websites, especially those with social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations; and

- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

## Appendix 2

### Preventing violent extremism –

#### Roles and responsibilities of the single point of contact (SPOC)

The SPOC for LVS Hassocks is the DSL who is responsible for:

- Ensuring that staff of the school are aware that they are the SPC in relation to protecting learners from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing learners from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism, or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of LVS Hassocks in relation to protecting learners from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting learners from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to learners who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable learners into the Channel\* process;
- Attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel\* co-ordinator; and
- Sharing any relevant additional information in a timely manner.

\*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the local area Prevent team and aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.