



ASPIRE: Lifeskills Learning Centre

PREVENT POLICY

INTRODUCTION

ASPIRE: Lifeskills Learning Centre is committed to providing a secure environment for students, where they feel safe and are kept safe. All adults at ASPIRE: Lifeskills Learning Centre recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role involves direct contact with, or responsibility for, children or not.

In adhering to this procedure, and the procedures therein, staff and visitors will contribute to ASPIRE: Lifeskills Learning Centre's delivery of the outcomes to all students, as set out in s10 (2) of the Children Act 2004*. This Preventing Extremism and Radicalisation Procedure and Safeguarding Policy is one element within our overall arrangements to safeguard and promote the welfare of all students in line with our statutory duties set out at s175 of the Education Act 2002.

ASPIRE: Lifeskills Learning Centre's Preventing Extremism and Radicalisation Procedure and Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2014"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

The document takes into account advice from the government document "Prevent duty guidance for England and Wales - 2015"

ASPIRE: LIFESKILLS LEARNING CENTRE ETHOS AND PRACTICE

When operating this procedure ASPIRE: Lifeskills Learning Centre uses the following accepted Governmental definition of extremism, which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our Learning Centre, whether from internal sources – students, staff; or external sources - community, external agencies or individuals. Our students see our Lifeskills Learning Centre as a safe place where they can explore controversial issues safely and where our staff encourage and facilitate this – we have a duty to ensure this happens.

As a Lifeskills Learning Centre we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. 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, at ASPIRE: Lifeskills Learning Centre we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity; and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, 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 or staff will always be challenged and, where appropriate, dealt with in line with ASPIRE: Lifeskills Learning Centre Behaviour Policy for students and ASPIRE: Lifeskills Learning Centre Conduct Policy for staff.

As part of wider safeguarding responsibilities ASPIRE: Lifeskills Learning Centre staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of the Lifeskills Learning Centre - 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;
- Partner schools, local authority services, and police reports of issues affecting students 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 ASPIRE: Lifeskills Learning Centre Equality Policy) views based on, but not exclusive to: gender, disability, homophobia, race, colour or culture;

- Attempts to impose extremist views or practices on others;
- Anti-Western or Anti-British views.

ASPIRE: Lifeskills Learning Centre will closely follow any locally agreed procedure as set out by the Local Authority for safeguarding individuals vulnerable to extremism and radicalisation.

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 students may experience elsewhere may make it harder for them to challenge or question these radical influences. In our Lifeskills Learning Centre this will be achieved by good teaching, primarily via PSHE and Citizenship; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of 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, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table in Appendix 1 taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good teaching and a student-centred approach;
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our Lifeskills Learning Centre 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 Lifeskills Learning Centre's approach to the Spiritual, Moral, Social and Cultural development of students as defined in OFSTED's School Inspection Handbook.

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 achieve this by using a curriculum that includes:

- Citizenship programmes;
- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout the curriculum and the behaviour policy;
- Focussed educational programmes.

We will also work with local partners, families and communities in our efforts to ensure

our Lifeskills Learning Centre understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' 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. Additionally, in such instances our Lifeskills Learning Centre will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

USE OF EXTERNAL AGENCIES AND SPEAKERS

We encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

These external agencies will be vetted to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the Lifeskills Learning Centre's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the Lifeskills Learning Centre curriculum so we need to ensure that this work is of benefit to students. ASPIRE: Lifeskills Learning Centre will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the Lifeskills Learning Centre and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of students;
- Activities are carefully evaluated by the ASPIRE Lifeskills Learning Centre to ensure that they are effective.

We recognise, however, that the ethos of ASPIRE: Lifeskills Learning Centre 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.

By delivering a broad and balanced curriculum and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability; but also to help students develop the critical thinking skills needed to engage in informed debate.

WHISTLE BLOWING

Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in

confidence.

They must inform the Head Teacher straight away (or if it relates to the Head Teacher inform another Director)

Further information on Whistle Blowing can be found in the ASPIRE: Lifeskills Learning Centre Whistle Blowing Policy.

SAFEGUARDING

Please refer to ASPIRE: Lifeskills Learning Centre Safeguarding Policy for the full procedural framework on our Safeguarding and Child Protection duties.

Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a student or students may be at direct risk of harm or neglect. For example; this could be due to a student displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with; or staff may be aware of information about a student's family that may equally place a student at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working in the Learning Centre (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a student may be at risk of harm or neglect to the Designated Safeguarding Lead.

Our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

ROLE OF ASPIRE: LIFESKILLS DIRECTORS

The ASPIRE: Lifeskills Directors will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities, including their statutory safeguarding duties.

The ASPIRE: Lifeskills Directors will support the ethos and values of ASPIRE: Lifeskills Learning Centre and will be supportive in tackling extremism and radicalisation.

POLICY REVIEW STATEMENT

This policy will be reviewed every year or earlier should legislative change or other event require it.

SIGNED:...



POSITION:...DIRECTOR.....

DATE:...ENTERED ON SUCCESFUL REGISTRATION ...

REVIEW DATE:.....

FOR & ON BEHALF OF

ASPIRE: Lifeskills