



ASPIRE: Lifeskills

PREVENT POLICY

INTRODUCTION

ASPIRE: Lifeskills is committed to providing a secure environment for students, where they feel safe and are kept safe. All adults at ASPIRE: Lifeskills 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 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'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 ETHOS AND PRACTICE

When operating this procedure ASPIRE: Lifeskills 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 at ASPIRE: Lifeskills, 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.

At ASPIRE: Lifeskills 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 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 Behaviour Policy for students and ASPIRE: Lifeskills Conduct Policy for staff.

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

- Disclosures by students of their exposure to the extremist actions, views or materials of others, 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 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 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. At ASPIRE: Lifeskills 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 at ASPIRE: Lifeskills 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 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 ASPIRE: Lifeskills 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 we 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, ASPIRE: Lifeskill'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 curriculum so we need to ensure that this work is of benefit to students. ASPIRE: Lifeskills 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 ASPIRE: Lifeskills 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 to ensure that they are effective.

We recognise, however, that the ethos of ASPIRE: Lifeskills 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 Director straight away (or if it relates to the Director inform another Director)

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

SAFEGUARDING

Please refer to ASPIRE: Lifeskills 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 at ASPIRE: Lifeskills (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 Child Protection and Safeguarding Policy.

We recognise that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of radicalisation and manipulation online as well as face to face. Some students have unrestricted access to the internet via their mobile phones and our online safety / acceptable use policy describes the rules governing their use in school. It also sets out the school's response to incidents which may involve one or more of the four areas of risk – content, contact, conduct and commerce. Online safety is a consideration running through the planning and implementation of all relevant policies and procedures.

Information taken from appendix 4 in our 2021 Child Protection and Safeguarding Policy - Safeguarding pupils who are vulnerable to extremism and radicalisation

ASPIRE: Lifeskills recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent

Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

ASPIRE: Lifeskills has a Prevent Risk Assessment in place and uses a monitoring tool (attached appendix1) to evaluate good practice and to inform future policy and procedure.

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 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:.....1st May 2026

REVIEW DATE:...1st May 2027

FOR & ON BEHALF OF

ASPIRE: Lifeskills



Radicalisation and Extremism Monitoring Tool

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent lead?		
Do staff know who to discuss concerns with? (DSL)		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual pupils risk assessed?		
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the school's community, locality and relevant history		
Risk evaluation	Low Medium High	Way Forward

Date completed.....

Signed.....