LONDON VOCATIONAL
BALLET SCHOOL

Preventing Extremism & Radicalisation policy
(This policy forms part of the school's safeguarding responsibilities)

Legal Status

The Counter-Terrorism and Security Act (2015) and the Protection of Premises act 2025 (Martyn's Law) places a duty on our school to have due regard to the need to prevent people from being drawn into terrorism and to protect those who are in the premise. We recognise that we are partners in the 'Channel Panels' that exist between the Local Authority and other external professionals.

- This policy complies with Part 2, paragraphs 5 (a) to (e) inclusive of the Education (Independent School Standards) (England) Regulations 2015), and other relevant and current regulations and any other guidance to which schools are obliged to have regard.
- The Prevent Duty 2023 - for those who have safeguarding responsibility
- In adhering to this policy, and the procedures therein, staff and visitors contribute to LVBS's delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 and KCSIE 2025.
- Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in *Keeping Children Safe in Education (KCSIE) (*DfE: 2025); *Working Together to Safeguard Children* (WT) A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2015 and also Resources 'Learning Together to be Safe' and 'The Prevent Duty'.

Definitions

- Terrorism is the use of the threat of serious violence against a person, or serious damage to property,carried out to advance a political, religious,radical, or ideological cause.
- Radicalisation is the process of a person becoming supportive of or using terrorist violence. It can happen over a short period or a long time.
- Ideology is a set of beliefs, principals, and objectives through which an individual understands the world. A terrorist ideology is violent. It attempts to instil violence in others and to radicalise them towards becoming terrorists or supporting terrorism.
- Channel is the multi-agency safeguarding programme that forms part of the Prevent Strategy. It provides targeted support to individuals who are at risk of radicalisation. The aim is to intervene early and offer appropriate help.
- Fundamental British Values are the core values that schools and public service institutions are required to promote and uphold. They include democracy, rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.
- Safeguarding is another term that refers to the responsibility of schools and other public services to protect individuals, especially vulnerable individuals,

from harm. Under Prevent, safeguarding includes identifying signs of radicalisation and intervening early to offer support.

- Hate crimes are motivated by prejudice and aim to harm specific groups or individuals. This is different from terrism which typically seeks to achieve broader political, ideological, or religious goals by instilling fear in a larger population.

The Government's key principals:-

Key_Principles_of_Prevent_V0.4_-_Final_-_Final.pdf

Applies to:
The Whole School and all other activities provided by the school, inclusive of those outside of the normal school hours such as out of school care, after school clubs and all staff (teaching and support staff) working in the school.
In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and proprietors. The DSL has ultimate responsibility for acting on any concerns raised.

Related Documents:
- Safeguarding Children KCSIE 2025
- Safer Recruitment Policy
- Anti-bullying Policy
- Online and Cyber Policy
- Whistleblowing
- Behaviour and Code of Conduct policy and procedure
- Personal Social Health and Economic (PSHE) education and Spiritual, Moral, Social and Cultural (SMSC) Education

Availability
This policy is made available to parents, staff and students in the following ways: via the school website, within the Policies Folder on google drive for staff, and on request a printed copy may be obtained from the School Office.

Monitoring and Review:
- This policy will be subject to continuous monitoring, refinement and audit by the DSL who is responsible for Pastoral Care and Safeguarding in the school.
- The SMT undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so required.

Key objectives

- Tackling ideological causes of terrorism
- Intervening early
- Enabling disengagement and rehabilitation

Introduction
LVBS is committed to providing a secure and safe environment for students to learn. All adults at LVBS recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. In adhering to this policy, and the procedures therein, staff and visitors contribute to the school's delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002. We see it as our duty to prevent people from being drawn into terrorism. The school has systems in place to protect students from radicalisation.

Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE Guidance 'Keeping Children Safe in Education, 2025'; and specifically, DCSF Resources 'Learning Together to be Safe', 'Prevent Duty: 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.

Purpose
The Purpose of this policy is to:
- Ensure that LVBS complies with all the relevant current legislation and other National Standards which govern this area of our work.
- Ensure the individuals in our care keep themselves and others in the wider community safe.
- Prevent the vulnerable young people in our care being exposed to radicalisation and extreme views
- Provide opportunities for individuals in our care to widen and develop their inter- personal skills by meeting and forming relationships with people from outside the establishment.
- Ensure that the welfare and safety of individuals in our care is a major consideration at all times.
- Ensure that arrangements are in place to deal with concerns which may be raised about an individual/s in our care.

School Ethos and Practice
When operating this policy LVBS 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 school, whether from internal sources – students, staff or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school 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 children. Education is a powerful weapon against this; equipping our students with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at LVBS we provide a broad and balanced tutorial programme, 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 marginalized. Furthermore, at LVBS we are aware that children can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources including the media, including via the internet, and at times children 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 our behaviour and code of conduct policy and procedure for students and the Code of Behaviour for staff.

As part of wider safeguarding responsibilities staff are alert to:

- disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, 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 and excessive usage; parental reports of changes in behaviour, friendship or actions and requests for assistance;
- partner schools, local authority services, and police reports of issues affecting children 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 our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- attempts to impose extremist views or practices on others and
- anti-Western or Anti-British views.

Our school closely follows Hammersmith and Fulham's County Council Safeguarding Board agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised advice will be sought from the PREVENT office who have a panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. This Panel meets when a referral has been made and referrals can be made by anyone. Senior management will also contact their local police for guidance if concerns have been raised around an individual in our care and be guided by them with regards to the next course of action. During any subsequent external investigation, for the individual to remain in our care, the senior management team will hold a focus meeting to identify risks and control measures that can be put in place to reduce that risk. They will decide if it is safe to keep the individual or whether they need to undertake a period of temporary exclusion. The safety of all the individuals in our care, our staff and the wider community is of paramount importance.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some students 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, this guidance and support be delivered in tutorials. We ensure that all of our support and approaches will help our students build resilience to extremism and give them a positive sense of identity through development of critical thinking skills. We develop strategies and staff training to ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We are flexible enough to adapt our teaching approaches, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories of:

- making a connection with students through positive engagement and a learner centred approach;
- facilitating a 'safe space" for dialogue and are mindful of impartial and avoiding partisan views.
- equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our school 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

school's approach to the spiritual, moral, social and cultural development of our students.

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 an approach that includes:

- Citizenship programmes.
- Open discussion and debate.
- Work on anti-violence and a restorative approach to conflict resolution.
- Targeted programmes.

We also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our student's experiences and horizons. We help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences, we will ensure that that learner is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At LVBS we promote the 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 students to respect one another and to respect and tolerate differences, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally. Through PSHE RSHE lessons and thread throughout the curriculum we encourage students to:

- Engage in open dialogue,
- To have critical thinking
- Debate
- Have emotional Intelligence

Use of External Agencies and Speakers

At LVBS 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. Such vetting is 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, our school'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 school curriculum, so we need to ensure that this work is of benefit to children.

Our school 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 school and do not marginalised 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;

We recognise, however, that the ethos of our school 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. Therefore, by delivering a broad and balanced tutorial programme, augmented by the use of external sources where appropriate, we 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 children develop the critical thinking skills needed to engage in informed debate.

Child Protection

Staff at LVBS are alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a learner 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 learner's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive). Therefore, all adults working in LVBS school (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect on MyConcern and then immediately to the Designated Safeguarding Lead or Directors.

Reporting

Where there are concerns of extremism or radicalisation staff will report the concern to the DSL. Staff will then report factually what was said / or witnessed on the school's MyConcern safeguarding reporting site. The DSL will discuss the report with the member of staff and if necessary with the Safeguarding Team. If the concern is of a serious nature the DSL will contact the local Prevent Team and / or write a referral.

Staff will:

- Engage in conversation in a calm and respectful manner
- Record and report the concern quickly
- They will report exactly what was said or witnessed
- National Prevent referral form

Channel

Channel is a voluntary, multi-agency safeguarding programme that forms part of the Prevent strategy. It is used to assess each case and offers support plans to those that have been referred. When a concern is raised the following external agencies may be involved in a Channel meeting:

- Local Authorities
- Police
- Educational Professionals
- Health Service
- Community groups
- Faith groups
- Social workers
- Prevent specialists
- Intervention providers

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is: Kerry Williams
The Deputy Designated Safeguarding Lead (DSL) is: Kate Blakeburn who is the Academic Director and Margaret Ward-Martin, is the DSL for the trustees.
The Designated Safeguarding Lead works in line with the responsibilities as set out in 'Keeping Children Safe in Education'2025 which is detailed in the Safeguarding Policy. The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies

In line with Recommendation 2 of Peter Clarke's Report; LVBS the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

All staff complete Prevent CPD with The National College as well as attend in-school training on Safeguarding. This is organised for staff at least every year and will comply with the prevailing arrangements agreed by the Local Authority and Hammersmith and Fulham County Council Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.
The Designated Safeguarding Lead attends training courses with The National College, Safeguarding Network and inter-agency training organised by Hammersmith and Fulham County Council Local Safeguarding Children Board, or similar courses from an accredited provider at least every two years. Again, this will include training on extremism and radicalisation and its safeguarding implications. The DSL and staff know the correct systems in place to report any concerns. The DSL will take responsibility to report any concerns to Channel if the concerns 'hits' the threshold.

Recruitment
Inline with KCSIE 25 LVBS when recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We are alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our children thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Role of the Senior Management Team
The SMT undertakes appropriate training to ensure that there is a clear understanding of the roles and the parameters of their responsibilities, including the statutory safeguarding duties. The DSL takes lead on all safeguarding concerns including any concerns that come under Prevent.

The SMT also supports the ethos and values of our school and supports tackling extremism and radicalisation. In line with Recommendation 13 of Peter Clarke's report details of our SMT will be published on our school website to promote transparency. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2025' the school's trustees challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

The SMT reviews this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Helpful terminology
Fundamental British Values
Taught in PSHE RSHE and throughout the curriculum. It underpins the understanding of Democracy, The rule of law, Individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

Grievance/Injustice
Engagement with an extremist group, cause or ideology meets needs to express or act on feelings of anger, grievance or injustice.

Threat
The individual feels that their family, identity, culture or values are under threat and an extremist group or cause offers a vehicle to articulate these threats and defend against them.

Identity, meaning and belonging
The individual uses the group, cause or ideology to provide a clear sense of identity, meaning and belonging.

Status
Some individuals use extremist groups, causes or ideologies to provide a sense of status and superiority.

Excitement, comradeship or adventure
Some individuals use extremist groups, causes or ideologies to fulfil a desire for excitement, comradeship or adventure.

Dominance and control
Some individuals use extremist groups, causes or ideologies to dominate and control others.

Susceptibility to indoctrination
Some individuals accept the ideology, beliefs and doctrine of an extremist group or cause uncritically and without question.

Political/moral motivation
Engagement with an extremist group, cause or ideology is motivated by a desire to bring about political or moral change.

Opportunistic involvement
Engagement with an extremist group, cause or ideology can be motivated by self-interest rather than a political or moral cause.

Family and/or friends support extremist offending
Some individuals' engagement with an extremist group, cause or ideology can be supported or condoned by family or friends.

Transitional periods
Some individuals engage with an extremist group, cause, or ideology at a transitional time in their lives.

Group influence and control
Some individuals are members of extremist groups that impose a significant level of influence and control over their behaviour and conduct.

Mental health
Mental health problems can contribute to individuals' engagement with groups, causes or ideologies.

Intent factors
Over-identification with a group, cause or ideology
Some individuals over-identify with a group, cause or ideology to the extent that they lose their own identity and sense of agency.

Them and Us thinking
Some individuals divide the world into an out-group of persecutors and an in-group of persecuted individuals with whom they identify and whose cause they have adopted.

Dehumanisation of the enemy
Individuals can dehumanise members of the out-group and believes they should be purged or punished.

Attitudes that justify offending
This factor applies where individuals hold attitudes or beliefs that support and justify offending on behalf of their group, cause or ideology.

Harmful means to an end
Individuals may be prepared to commit serious or significant harm to realise extremist goals.

Harmful objectives
Some individuals hold objectives that are inherently harmful.

Capability factors
Individual knowledge, skills and competencies
Some individuals have specific knowledge, skills and competencies to contribute to or commit offences that could cause serious and significant harm.

Access to networks, funding or equipment for terrorism
Some individuals have access to networks, funding or equipment that can help them support or commit a terrorist offence that could cause serious or significant harm.

Criminal capability
Where individuals have a criminal history, which can provide a level of capability for extremist offending.

Approval body: LVBS Trustees and Directors
Revised date: September 2026
Review Schedule: 1 year
Next review date: September 2027