



Elmley Dray
School

Preventing Extremism and Radicalisation Policy

(to be read in conjunction with Elmley Dray School Safeguarding Policy)

Freedom of Speech Statement

Elmley Dray School values freedom of speech and the expression of beliefs and ideology, as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. We are committed to prevent this through the use of this policy as well as the school safeguarding policy and procedures. Elmley Dray School will adopt a whole school approach and ensure that all staff are alert to the potential of radicalisation of its Students.

The School therefore recognises that free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Our educational community promotes these values through the holistic curriculum we provide.

Introduction

All schools and colleges have a duty under the Counter Terrorism and Security Act 2015, known as the Prevent duty, to prevent individuals from becoming terrorists or supporting terrorism. This duty aligns with wider safeguarding obligations.

Elmley Dray School is committed to providing a secure environment for all of our students, staff and our wider community. The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in

which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve the results in (1) or (2)

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable children, young and older people, to involve them in terrorism or in activity in support of extremism and terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Elmley Dray School Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in

Prevent Strategy
Keeping Children Safe in Education
Tackling Extremism in the UK
Teaching Approaches that help Build Resilience to Extremism among Young People
Peter Clarke's Report of July 2014
Working Together to Safeguard Children

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are to be found in Appendix 1.

In adhering to this policy, and the procedures therein, Elmley Dray School Directors, Professional Advisory Team (PAT), staff, volunteers and visitors will contribute to school's delivery of the outcomes to all children, as set out in the Children Act 2004.

Ethos and Practice

There is no place for extremist views of any kind within Elmley Dray School whether from internal sources or external sources - the education community, external agencies or individuals.

It is essential that our students and parents see the school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this. As an educational provision we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our learners.

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 Elmley Dray School we will provide a curriculum, delivered by Autistic Specialist 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. We are aware that children and 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. This will be dealt with sensitively and will promote the values of equality, acceptance and tolerance for all.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by staff, visitors or parents will always be challenged and where appropriate, dealt with. Where misconduct by a teacher is proven the matter will be referred to the Local Authority Designated Officer for Safeguarding (LADO) or their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities of school staff is to be 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 art work 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;
- 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;
- Anti-Western or Anti-British views.

All staff complete Prevent duty training - [Prevent duty training - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Designated safeguarding leads (and deputies) have acquainted themselves with the revised Prevent duty guidance.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some children and/or young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In the school this will be achieved by small group, professionally qualified teachers, good teaching and learning

and a bespoke curriculum which ensures the holistic development of the future citizen.

Our teachers are required to read the document ‘[Teaching approaches that help build resilience to extremism among young people](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/197224/DFE-RB119.pdf)’ DfE 2011

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/197224/DFE-RB119.pdf . 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. Elmley Dray School is a small educational provision, which is able to be flexible to adapt our teaching approaches, as appropriate, so that we can address specific issues which are affecting the local and wider community.

Elmley Dray School 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 multicultural Britain and globally.

Risk reduction

Elmley Dray School Headteacher, Director and Designated Safeguarding Lead will assess the level of risk within school and put actions in place to reduce that risk.

Elmley Dray School provides support for learners who feel isolated and vulnerable due to their barriers to inclusion within normal mainstream or specialist educational provision, and work individually with learners to support their measured and supported reintegration and transition into the wider educational community.

Elmley Dray School will follow safer recruitment guidance, provide ongoing performance management and supervision to ensure staff, visitors and volunteers are not going to deliver messages of extremism or radicalisation.

Response

The responsibilities of Elmley Dray School Director for Safeguarding (DDSL) and the Headteacher (DSL), both with responsibilities identified in the role of Designated Safeguarding Lead (DSL) (see Appendix 2) will be to act in accordance with the Safeguarding Policy when identifying that a child or young person may be at direct risk of harm or neglect and to refer in accordance with the local Kent Strategy Channel.

Channel provides a mechanism for assessing and supporting **individuals** who may be targeted by violent extremists or drawn into violent extremism. **Channel** is modelled on other successful multi-agency risk management processes.

Channel uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children’s and youth services and offender management services) and the local community to:

- **identify** individuals at risk of being drawn into violent extremism

- **assess** the nature and extent of that risk
- **develop** the most appropriate support for the individuals concerned.

What is Channel Referring Mechanism?

You can refer all individuals that you feel are vulnerable to radicalisation. A referral can be made by an individual or an organisation, provided the referring mechanism is followed. You can contact Channel directly through channel@kent.pnn.police.uk to make your referral.

Who do I contact when I am suspicious?

Trust your instincts, all information is important. If you wish to report suspicious activities contact Kent Police on **101** or **999** in an emergency.

All visitors to Elmley Dray School are advised about the Safeguarding Policy and Procedure which is identified on the rear of their visitors badge.

The school have completed a risk assessment and associated action plan (see appendix 3).

Linked Policies

This policy should be read in conjunction with our Safeguarding policy, and all associated, policies and procedures.



Hayley Furnell, Director,
on behalf of Elmley Dray School

Dated: August 2024

Next review: August 2025

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;
- Seek 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. Students 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 student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / student’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 student / student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing 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 a 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 – Single Point of Contact

Roles and responsibilities Senior Designated Safeguarding Professionals

As at September 2024 this includes:

Emily Hollis MBE (DSL)
Hayley Furnell (DDSL)

Are responsible for:

- ensuring that staff of the school are aware that you are the Single Point of Contact (SPOC) in relation to protecting students/students from radicalisation and involvement in terrorism;
- maintaining and applying a good understanding of the relevant guidance in relation to preventing students/students 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 staff and community in relation to protecting students/students from radicalisation and involvement in terrorism;
- monitoring the effect in practice of the Elmley Dray School Curriculum Policy and personalised learning programmes 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 students from radicalisation and involvement in terrorism;
- acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- collating relevant information from in relation to referrals of vulnerable learners into the report progress to actions to the local authority;
- sharing any relevant additional information in a timely manner;
- 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.

Appendix 3

Prevention and Duty Risk Assessment/Action Plan

No	POTENTIAL RISK AREA	Current Position	Action to be taken	When
1	<p>Student population lacks knowledge and understanding and is extremely vulnerable to extremism and radicalisation.</p> <p>The entire student population are identified as vulnerable young learners.</p>	<p>Bespoke education provision which promotes emotional resilience and awareness of safeguarding needs</p> <p>Projects are focused on improving learner's ability to make good positive choices for their own safety</p> <p>Student Voice ensures that Safeguarding is a key consideration.</p>	<p>Review of personalised learning programmes at Interim, Transitional and Annual Reviews</p> <p>Project programmes which are personalised to the learners need</p> <p>Online Safety Policy to be reviewed and updated</p> <p>Student Voice Policy to be reviewed and updated</p>	<p>ongoing, termly</p> <p>ongoing, termly review</p> <p>August 2024</p> <p>September 2024</p>

No	POTENTIAL RISK AREA	Current Position	Action to be taken	When
2	<p>Communication between Elmley Dray School Directors, Professional Advisory Team and Staff</p> <p>Staff being aware of the identified Single Point of Contact.</p>	<p>Staff have information on the Single Point of Contact and the Senior Designated Safeguarding Professionals within TEDS receive regularly updated policies relating to Safeguarding, Child Protection and Prevention of Extremism and Radicalisation Policy.</p> <p>The safeguarding policy and annual training ensures that staff are knowledgeable on the processes of ensuring that communication of concerns are made.</p>	<p>six safeguarding reminder emails each academic year to all staff on key areas including Prevention of Extremism and Radicalisation Policy</p> <p>Three training tutorials for safeguarding each year</p>	<p>every half term</p> <p>every term</p>
3	<p>Failure to meet the needs of learners with respect to safeguarding, pastoral care and support within TEDS</p>	<p>Individualised learning programmes for all students</p>	<p>To ensure that all staff have awareness training in the area of PREVENT and other areas of safeguarding and child protection</p> <p>That all staff have the Extremism and Radicalisation Policy emailed to them.</p> <p>'Teaching approaches that help build resilience to extremism among young people' DfE 2011 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/197224/DFE-RB119.pdf to be read by all staff.</p> <p>Review of learner needs being meet</p>	<p>training to be provided every term</p> <p>Annually following review</p> <p>Annually following review of policy</p> <p>Annual, Interim and Transitional Reviews</p>

No	POTENTIAL RISK AREA	Current Position	Action to be taken	When
4	Extremism and Radicalisation Policy within the School and College is out of date	TEDS has an up to date Safeguarding Policy. The Extremism and Radicalisation Policy is annually reviewed	To review Safeguarding and this policy	August every year or sooner if there are any updates required by DfE
5	Policies are not communicated to staff.	<p>All safeguarding related policies are sent to all staff via email when updated, reviewed or developed.</p> <p>All staff have safeguarding training</p> <p>New staff are trained during their probationary period.</p>	<p>That the Safeguarding Policies are all sent to staff by email, and that they sign receipt for the policies at the Training supports (PREVENT)</p> <p>All staff complete Prevent duty training</p>	<p>Every term</p> <p>September 2024</p>
6	The management of the school environment ensures safety of students (and staff).	<p>TEDS Safeguarding Procedures and planned Safeguarding Training and Education.</p> <p>For visitors to the school to be aware of the necessity of complying with Safeguarding procedures.</p> <p>Health, Safety and Welfare Policy is reviewed regularly</p>	<p>regular training events for staff</p> <p>To ensure that all visitors have escorted journeys around TEDS are established.</p> <p>Reviewed policy</p>	<p>Every term</p> <p>All visitors have badges or are not allowed into classrooms</p> <p>Every two years or sooner if legislation changes.</p>

No	POTENTIAL RISK AREA	Current Position	Action to be taken	When
7	Online Safety Policy does not reference the Prevention of Extremism and Radicalisation Online	The Online Safety Policy does reference Extremism and Radicalisation and is linked to Safeguarding Policy	Online Safety Policy to be reviewed annually in order to keep up with Online Safety procedures	August 2024
8	Learners are able to access websites using their own devices via WiFi.	Mobiles are not to be used within learning zones. ICT is provided by LA or TEDS.	Review of security on access to websites to be completed	Ongoing
9	The system fails to alert to serious and / or repeated breaches or attempted breaches of the policy.	No issues	constant review of policy and procedure with DSL activating emergency measures and training as appropriate	as required
10	The school has no facility for prayer	TEDS values difference and will always provide access to a private space for pray and/or meditation.	To review the development of more calm zones including using the garden areas	ongoing, and reviewed with each student enrolment
11	The school does not have a policy/statement covering the distribution (including electronic) of leaflets and other publishing materials	A statement has been written which states that no leaflets or other publishing materials are forwarded unless they are materials from TEDS or the Local Authority (Medway and Kent) which are to the benefit of families, children and young people	Review of this statement by Elmley Dray School	every two years
12	The staff wear ID badges, and all visitors are identified with Visitor Badges including Service and Maintenance. Elmley Dray School Directors will have their own ID badges.	All visitors are issued with numbered badges for their visit, they have to sign in at reception. All visitors are escorted throughout the day. For private meetings, they are still supported with information and communication channels kept open to ensure that safeguarding standards are maintained. All staff have to wear their ID at all times, and failure to do so is a serious matter.	constant monitoring of ID presentation	ongoing

No	POTENTIAL RISK AREA	Current Position	Action to be taken	When
13	COSHH regulations are adhered to always, and staff have an awareness of Health and Safety	<p>Elmley Dray School Director for Finance has overall responsibility for Health and Safety.</p> <p>The COSHH guidelines are followed and staff are trained to comply with these rules.</p>	Elmley Dray School have Director and Headteacher trained in Health and Safety	Annually
14	The safeguarding Policy does not have a reference to the Prevention of Extremism and Radicalisation Policy	Elmley Dray School will ensure that this is completed	Review of Safeguarding Policy to be completed	August 2024
15	Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism.	Training is available including access to policies and procedures	Refresher Training annually through the Safeguarding ½ term refresher training.	ongoing
16	TEDS does not have a critical incident management plan which is capable of dealing with terrorist related issues.	Critical Incident Management Plan not in place	Plan to be written when students enter the school	September 2024
17	Freedom of Expression is valued within the Learning Community	Freedom of Expression is enabled within TEDS and is referenced within the Prevention of Extremism and Radicalisation Policy	Annual Review of Policy	August 2024