



Elmley Dray
School

Preventing Extremism and Radicalisation Policy

(to be read in conjunction with Elmley Dray School Safeguarding, Child and Vulnerable Adult Protection 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 learners (children and vulnerable adults) 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 learners.

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 learners, 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 learners 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 learners. 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 learners 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 vulnerable adults 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 learners 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 learners 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 learners have not actively sought these out;
- graffiti symbols, writing or art work promoting extremist messages or images;
- learners accessing extremist material online, including through social networking sites;
- parental reports of changes in behaviour, friendship or actions and requests for assistance;
- learners 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 \(www.gov.uk\)](https://www.gov.uk/government/guidance/prevent-duty)

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 vulnerable adults becoming alienated and disempowered, especially where the narrow approaches children/vulnerable adults 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 learners build resilience to extremism and give learners 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 learners 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 learners safe and prepare them for life in modern multicultural Britain and globally.

Risk reduction

Elmley Dray School Headteacher & DSL 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 learner 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 self evaluation, risk assessment and action plan which this policy should be read in conjunction with.

Linked Policies

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

Version control - Approval and review

Version No.	Approved By	Approval Date	Main Change	Review Period
1	Hayley Furnell	August 2024	Initial policy approved	Annually
1.1	Hayley Furnell	August 2025	Annual review in line with KCSIE 2025	Annually
1.2	Hayley Furnell	December 2025	Updated to include additional DDSL	Annually



Hayley Furnell, Director,
on behalf of Elmley Dray School
Dated: December 2025
Next review: August 2026

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. 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 / learner is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the learner / learner 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 learner / 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 / learner 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 – learners / learners 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 (DSL, with DDSLs trained to deputise as required)

As at September 2025 this includes:

*Emily Hollis MBE (DSL)
Gemma Connolly (DDSL)
Sian Bailey (DDSL)
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 learners/learners from radicalisation and involvement in terrorism;*
- *maintaining and applying a good understanding of the relevant guidance in relation to preventing learners/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 staff and community in relation to protecting learners/learners 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 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 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.*