

Preventing Extremism and Radicalisation Policy

Policy Review

The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: **15th November 2016**

Updated: **1st July 2024**

Date of next review: **1st July 2025**

Signed



Craig Dembicki
Managing Director
Education 1st

Related Policies

Child Protection and Safeguarding Policy

Purpose

At Education 1st we seek to offer a provision that will encourage pupils to thrive academically, Spiritually, Morally, Socially and Culturally. Moreover, we aspire for our pupils to be fully equipped to make a positive impact on their school, community and the rest of contemporary society.

We seek to provide a secure environment for students, where they feel safe, are kept safe and have the capability to see for themselves how safety can be threatened and have the appropriate strategies to be able to protect themselves.

Education 1st recognises that extremism and exposure to extremist materials and influences can lead to detrimental outcomes for students. We also recognise that any failure to challenge extremist ideologies is a failure to protect the students in our care.

Extremists of all persuasions will aim to develop destructive relationships between different communities by encouraging division, fear and mistrust of others based on ignorance or prejudice, thereby limiting the life chances of young people. Education is seen as a powerful tool against this; equipping young people with the necessary knowledge, skills and critical thinking to challenge and debate in an informed manner.

Legal Framework

[Prevent Duty Guidance for England and Wales](#) (2023)

From the 1st July 2015 all publicly funded schools (local authority schools and academies) and independent schools were placed under a duty in the exercise of their functions to have 'due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularize views which terrorists exploit.'

Terrorist groups will often draw on extremist ideology, developed by extremist organisations or individuals. Some individuals who join terrorist groups have previously been members of extremist organisations and have been radicalised by them. The government has defined 'extremism' 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."

The Prevent Duty 2015 (updated 2023) recognises that contemporary extremist threats may come from terrorist organisations in Syria, Iraq and Al Qaeda associated groups. However, Education 1st recognises that it is important to be mindful that this is only one expression of the extremism and not to become over focused on this aspect to the point of Islamophobia. There could also be potential to underplay the dangers associated with right-wing organisations who also pose a threat to the safety and security of contemporary society.

Risk Assessment

The Health and Safety Lead has undertaken a risk assessment to help have an understanding of the risk of radicalisation in our local context, and yet remain mindful that no area, institution or body is risk free.

Education 1st is aware that much of radicalisation is media-led. Areas not traditionally seeing themselves as 'being at risk' are finding children and young individuals influenced by extremism.

Implementation

Education 1st has ensured effective leadership of this area by implementing the following measures:

- Establishing or using existing mechanisms for understanding the risk of radicalisation.
- Ensuring that all staff are trained to understand the risk of extremism and radicalisation and how to identify and manage it.
- Ensure the safeguarding of pupils from radicalisation and extremism.
- Monitoring the implementation of the policy and of any changes/initiatives.
- The nomination of a Prevent Lead within the organisation.

Partnerships

Education 1st has and will continue to develop partnerships with a variety of organisations and groups that help play a vital role in the prevention and education of extremism and radicalisation. These organisations are:

- Local community groups.
- Prevent authorities.
- Police.
- Local Authorities.

Education 1st also recognises when to share information (subject to the Data Protection Act 1998 and the Freedom of Information Act 2000) when required to do so, on a case by case basis.

We have also established clear criteria and protocols for referrals.

Curriculum

We promote the Spiritual, Moral, Social and Cultural development of pupils and prepare them for the opportunities, responsibilities and experiences of life beyond our provision. This happens in these areas of the curriculum:

- Timetabled Lessons.
- Mentoring time.
- PSHE

We teach about the fundamental values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs whilst maintaining a balanced presentation of political views.

A clear behaviour policy including a restorative justice approach to conflict resolution is also an important tool for underpinning both the school's values and societal values.

British values will be developed in an age appropriate way so that pupils know right from wrong, mix and share with other children, value their own views and those of others, and know about similarities and differences between themselves and others. Teaching will challenge negative stereotypes.

We strive to eradicate the myths and assumptions that can lead to some children/young individuals becoming alienated, disempowered and disengaged, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. Affirmation is offered to those pupils who display attitudes and behaviours that are good, open and welcoming of difference. Teaching approaches will help students build resilience to extremism, give students a safe space for dialogue and a positive sense of identity through the development of critical thinking skills.

Safeguarding

At Education 1st we have ensured that we have robust safeguarding policies in place to help identify any individuals that may be “at risk” and the appropriate intervention and referral agencies including the local safeguarding children's board. We will also ensure that our students have access to the enrichment that outside speakers and agencies and trips can bring to the curriculum but we have clear protocols and vetting systems in place including a record of the effect and responses that speakers elicit.

Education 1st will ensure its students are safe from extremist material when accessing the internet and we have established appropriate levels of filtering. We teach pupils how to keep themselves safe online and how to be aware of the possibility of manipulation and grooming from radical or extremist groups.

We have developed a system of “Flag Raising”, where staff will contact the Designated Safeguarding Lead or their Deputies with any concerns regarding students welfare. We have worked to develop a culture that is open and supportive. We have robust yet user friendly systems in place to allow for staff, students and parents to raise concerns about extremism and radicalisation to the organisation in confidence.

Monitoring, Evaluation and Review

The Preventing Extremism and Radicalisation Policy will be monitored and reviewed by the Senior Leadership Team (SLT); including but not limited to the Managing Director, Operations Manager, Health and Safety Lead.

The SLT will also be responsible for identifying any relevant policies/procedures in regard to Preventing Extremism and Radicalisation Policy and draw attention to areas that require greater attention in regard to achieving the objectives and goals set out in the policy.