

# **EFI Group PREVENTING Extremism & Radicalisation**



## **Divisions:**

- **Fashion Retail Academy**
- **London College of Beauty Therapy**
- **Education for Industry Training**

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# Preventing Extremism and Radicalisation Policy

## 1. Introduction

The Counter-Terrorism and Security Act (February 2015) places a statutory duty on schools and colleges to have due regard to the need to prevent people from being drawn into terrorism. This policy has been devised in accordance with the following legislation and national guidance:

- Keeping Children Safe in Education (KCSIE), DfE 2024
- Working Together to Safeguard Children, DfE 2023
- The Counter-Terrorism & Security Act 2015,
- 'Prevent Duty Guidance: for England & Wales', HM Government 2023
- Information Sharing: Advice for practitioners, DfE 2015.

This policy includes provision for all delivery strands from Further Education to Higher Education and Apprenticeship Provision. It should be read in conjunction with relevant EFI Group policies including:

- Safeguarding (including Child Protection) Policy
- Whistleblowing Policy
- Managing Allegations Against Staff
- Safer Recruitment Policy.

## 2. Ethos and Practice

We are fully committed to safeguarding and promoting the welfare of all our students. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. When operating this policy the EFI Group 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 Group, whether from internal sources – learners, staff or governors, or external sources - community, external agencies or individuals.

Our Group is a safe place where our students can explore controversial issues safely and where our staff encourage and facilitate this – we have a duty to ensure this happens.

As a college we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students 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 the EFI Group we will provide a broad and balanced curriculum through our tutorial programme, delivered by skilled 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 marginalized.

We fully recognise the contribution we can make to promoting the welfare of students and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable students from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

We ensure that:

- Staff and governors understand what radicalisation and extremism is and why we need to be vigilant at the EFI Group
- Through training, all staff know what the EFI Group policy is on tackling extremism and radicalisation and how to respond when concerns arise

Parents and students know that the Group has policies and systems in place to keep students safe from harm and that the Group regularly reviews these to ensure they are appropriate and effective. This policy applies to all students, staff, governors, and visitors across all our delivery strands.

A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 and 2 of this policy.

### **3. Roles and Responsibilities**

It is the responsibility of every member of staff and any regular visitor to the EFI Group to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students.

The Principal and CEO, as a representative of the Governing Body, is accountable for ensuring the effectiveness of this policy and our compliance with it.

The Principal and CEO (this may be delegated to the Director of Student Services and Safeguarding) will:

- ensure that this policy is reviewed alongside all relevant policies

- ensure that all staff undertake appropriate Prevent training, as well as updates on extremism and radicalisation within safeguarding training, that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation
- ensure, through the Heads of team, that a broad curriculum is in place to deliver the development of students
- ensure that appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required
- ensure that all staff have undertaken safeguarding training with Filtering and Monitoring
- ensure that Filtering and Monitoring systems are regularly reviewed and audited

The Director of Student Services and Safeguarding who is the Senior Designated Safeguarding Person (DSL), carries out her role in accordance with the responsibilities outlined in 'Keeping Children Safe in Education'. As part of this responsibility, the DSL (or delegates to the Head of Personal Progression and DSL team) acts as the point of contact within the EFI Group for any concerns relating to radicalisation and extremism. The DSL will make referrals in accordance with Local Authority procedures to the MASH Team where appropriate and will represent the EFI at Channel meetings as required. The DSL is responsible for ensuring that all staff members are aware of the policy and procedures they need to follow. They ensure that all staff have received appropriate training.

## **4. Training**

Through training, we ensure that all members of staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff are able to identify students at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff understand how we can provide support to ensure that our students are resilient and supported to resist involvement in radical or extreme activities. All staff follow local safeguarding procedures.

The DSL and Senior Leadership Team will remain responsible for all staff to be trained on expectations, roles and responsibilities around the filtering and monitoring system in relation to PREVENT. The IT Department and DSL team should make sure that incidents are urgently picked up, acted on and outcomes are recorded. It should be clear to all staff how to deal with these incidents and who should lead on any actions.

## **5. The role of the Curriculum**

At the EFI Group we provide students with a broad and balanced curriculum, through our tutorial programmes, Student Charter; Student Representatives; speakers; and RESPECT Calendar. Students are encouraged to regard people of all faiths and beliefs, races, genders, sexual orientations and cultures with respect and tolerance.

Through our curriculum we aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;

- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England; and
- encourage students to scrutinise the veracity of information they encounter.

## **6. Visitors and Use of Premises**

We recognise the role that external agencies and speakers can play in enhancing the learning experiences of our students. Where we use external agencies and individuals, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the EFI Group's values and ethos.

We 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 Group 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 in lessons are embedded in the curriculum and mapped to avoid contradictory messages or duplication;
- Activities are matched to the needs of students

Any guest speakers or external agencies will be appropriately supervised at all times. They will also receive a visitor leaflet, which will include information about what to do if they have any concerns.

When an agreement is made to allow external groups or organisations to use the Group premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in keeping with the Preventing Extremism and Radicalisation Policy, the EFI Group will contact the police and terminate the arrangement.

## **7. Procedures for Managing Concerns**

We adhere to the procedures that have been agreed locally through the Bi-Borough Children's Safeguarding Partnership for safeguarding individuals vulnerable to extremism and radicalisation. We recognise that staff at the EFI Group play a

particularly important role as they are in a position to identify concerns early and provide help for students/young people to prevent concerns from escalating.

All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned, and this includes vulnerability to radicalisation. We work in partnership and endeavour to establish effective working relationships with parents, carers (where relevant) and colleagues from other agencies in line with Working Together to Safeguard Children (2024).

The Designated Safeguarding Lead (DSL) is used as a first point of contact any safeguarding concerns. Any member of staff or visitor who receives a disclosure or suspects that a child is at risk of radicalisation, must report it immediately to the DSL/DDSL. Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Channel procedures by making a referral via the MASH as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information must inform the Principal and CEO immediately in line with the procedures outlined in the EFI Group's Safeguarding (including Child Protection) Policy.

## **8. Role of Governing Body**

The Governing Body will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Governing Body will support the ethos and values and will support in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report, details of our Governing Body will be published on our website to promote transparency. In line with the provisions set out in the DfE guidance, Keeping Children Safe in Education: the governing body will challenge the Senior Leadership Team on the delivery of this policy and monitor its effectiveness.

## **9. Policy Adoption, Monitoring and Review**

This policy was written in line with the EFI Group's overall duty to safeguard and promote the welfare of students as set out in the DfE guidance "Keeping Children Safe in Education, 2024"

The Director of Student Services and Safeguarding and Head of HR will actively evaluate the effectiveness of this policy by monitoring the staff groups' understanding and application of the procedures within this policy as their overall duty to safeguard learners. This review will take place at least annually.



## **10. DfE helpline for radicalisation and extremism**

The DfE has set up a dedicated telephone helpline (020 7340 7264) and email (counter.extremism@education.gsi.gov.uk) for schools and colleges to report any concerns about radicalisation or extremism directly to the DfE's Due Diligence and Counter Extremism Group (DDCEG). This helpline offers advice and should be a first port of call in non-emergency situations. In an emergency situation, such as a child at immediate risk or a security incident, the School or College will follow normal safeguarding procedures.

### **Appendix 1: Glossary of Terms**

'Extremism' is defined in the 2011 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.

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation. The Home Office "Prevent" strategy summary states that: "All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. But the percentage of people who are prepared to support violent extremism in this country is very small. It is significantly greater amongst young people.... We judge that radicalisation is driven by an ideology which sanctions the use of violence; by propagandists for that ideology here and overseas; and by personal vulnerabilities and specific local factors which, for a range of reasons, make that ideology seem both attractive and compelling. There is evidence to indicate that support for terrorism is associated with rejection of a cohesive, integrated, multi-faith society and of parliamentary democracy. Work to deal with radicalisation will depend on developing a sense of belonging to this country and support for our core values."

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The current UK definition of 'terrorism' is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.



'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

## **Appendix 2: Warning Signs/Indicators of Concern**

Taken from Prevent Duty Guidance: England & Wales, HM Government 2023

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.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school and college staff are able to recognise those vulnerabilities. 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.

Factors which may make students more vulnerable may include:

**Identity Crisis:** the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.

**Personal Crisis:** the student may be experiencing family tensions; a sense of isolation; 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'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 may have perceptions of injustice; a feeling of failure; rejection of civic life.

**Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.

**Special Educational Need:** students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Students who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse

- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Students accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Students voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues; Graffiti symbols, writing or artwork promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools and colleges, work placements, local authority services, and police reports of issues affecting students.