



The  
**Maltby** Learning Trust

# MLT Anti Radicalisation Policy

Date Last Reviewed: September 2016  
Reviewed by: Executive Principal (Primary)  
Approved by: Trust Board  
Next Review Due: September 2017

## INTRODUCTION

**The Maltby Learning Trust** is fully committed to safeguarding and promoting the welfare of all its pupils. As a Trust we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. It should be absolutely clear that although much coverage is given to religious radicalisation in the media, this policy also covers radicalisation of young people by exposure to extreme political views and all other forms of radicalisation. This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015 new statutory duties were placed on schools by the 'Counter Terrorism and Security Act,' (2015) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

## AIMS AND PRINCIPLES

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- Pupils are encouraged to adopt and live out our Core Values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, emotional aspects of learning) assemblies, the PHSE curriculum and through the elected Student Leadership Team members
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil's wellbeing, confidence and resilience is promoted through our planned curriculum, the promotion of good Learning Behaviours and out-of-hours learning opportunities.

- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

## THE DUTY OF EACH ACADEMY

Within each Trust academy, we recognise our duty to ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The local governing body also ensures that this ethos is reflected and implemented effectively in academy policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare. We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

## STATUTORY DUTIES

The duty to prevent children and young people being radicalised is set out in the following documents which have been used to formulate this policy.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2015)

## GOVERNMENT APPROACHES

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.

This strategy is based on four areas of work:

- **Pursue** - To stop terrorist attacks
- **Prevent** - To stop people becoming terrorists or supporting terrorism
- **Protect** - To strengthen our protection against a terrorist attack
- **Prepare** - To mitigate the impact of a terrorist attack

The role of individual academies, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.' This document can be found at the following location:

[https://www.education.gov.uk/consultations/downloadableDocs/17132\\_DIUS\\_Learning\\_Be\\_Safe.pdf](https://www.education.gov.uk/consultations/downloadableDocs/17132_DIUS_Learning_Be_Safe.pdf)

Primarily, the focus of work in our school will be concerned with PREVENTION.

'This policy should be read alongside the school's Safeguarding, Child Protection, Equal Opportunities, E-Safety and Anti-bullying policies

## NON-STATUTORY GUIDANCE

Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, (DfE 2014).

## DEFINITIONS AND INDICATORS

**Radicalisation** is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

**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.

**British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The Maltby Learning Trust has a **zero tolerance** approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. Furthermore, our positive promotion of our Code of Conduct, 'The Golden Rules' and positive behaviour policy equips our pupils with the skills to reject violence in all its forms.

## ROLES AND RESPONSIBILITIES

### ROLE OF THE LOCAL GOVERNING BODY

It is the role of the local governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation. Each Local Governing Body will have a nominated person (see appendix 1,) who will liaise with the Principal/ Executive Principal and other staff about issues to do with protecting children from radicalisation.

### ROLE OF THE PRINCIPAL / EXECUTIVE PRINCIPAL

It is the role of the Principal / Executive Principal to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation.

## ROLE OF DESIGNATED SAFEGUARDING LEAD

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters.

## ROLE OF STAFF

It is the role of staff to understand the issues of radicalisation and know how to refer their concerns. They should have confidence to challenge radicalisation and extremist views when they are encountered in the classroom or academy environment.

## THE CURRICULUM EXPERIENCE

The curriculum of each academy promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E, PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the Academy. Children learn about all major faiths, visit places of worship and are taught about how to stay safe when using the Internet. Pupils are explicitly taught to develop strong learning behaviours which include the ability to listen to and question opinions and ideas, and the development of resilience.

## ONLINE SAFETY

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our Academies blocks inappropriate content, including extremist content and monitors for extremist

activity, alerting leadership if it occurs. We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technician will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, children or visitors find unblocked extremist content they must report it to a senior member of staff. We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones. The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable. Pupils and staff know how to report internet content that is inappropriate or of concern.

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

## STAFF TRAINING

Through Safeguarding updates and in-school CPD, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

## SAFER RECRUITMENT

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2015). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

## VISITORS

Visitors signing in to Trust academies are made aware of our safeguarding and child protection policies and are given information about what to do if they are concerned about any aspect of child welfare.

## SIGNS OF VULNERABILITY

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk.

Signs of vulnerability include:

- underachievement
- being in possession of extremist literature

- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

## RECOGNISING EXTREMISM

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programs and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalizing anti-Western or anti-British views
- advocating violence towards others

## PROCEDURES FOR REFERRAL

Although serious incidents involving radicalisation have not occurred within the Maltby Learning Trust to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional belief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Child Protection/ Safeguarding Coordinator).

When there are significant concerns about a pupil the Designated Safeguarding Lead in liaison with the Principal / Executive Principal will make a referral to the LA Prevent lead – see appendix 1.

This policy is strictly adhered to should issues arise.

## POLICY REVIEW

The Anti-Radicalisation policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy reviews.

Appendix 1 – Key people

Name	Role	Photograph
Mr David Horrigan	Designated Safeguarding Lead	
Mrs Lisa Langton	Deputy Safeguarding Lead	
Mr Richard Pease	Safeguarding Officer	
Mrs D Bonewell	Governor with Specific responsibility for safeguarding	