

Greenshaw Learning Trust

Anti-Radicalisation Policy

July 2019

This Greenshaw Learning Trust (GLT) Policy applies to the Greenshaw Learning Trust as a whole and to all the schools and service units in the Trust, in accordance with and pursuant to the Safeguarding Policy of the Greenshaw Learning Trust.

This Trust Anti-Radicalisation Policy is a constituent part of the GLT Safeguarding Policy and of the Trust's schools' Safeguarding Policies and Procedures.

It is the responsibility of the local governing body and Headteacher of each school in the Trust, and of the Board and the CEO for Trust central services, to ensure that this Policy is adhered to.

In implementing this Policy the local governing body, Headteacher and school and Trust central service staff must take account of any advice given to them by the GLT CEO and Board of Trustees. If there is any question or doubt about their interpretation or implementation, the GLT CEO should be consulted.

Approval and review:

This policy is the responsibility of: The GLT CEO

This policy was approved by the Board of Trustees on: 19 July 2019

This policy is due for review by: July 2022

ANTI-RADICALISATION POLICY CONTENTS

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1. CONTEXT AND PRINCIPLES

The Greenshaw Learning Trust is fully committed to safeguarding and promoting the welfare of all the pupils in its care.

The Trust recognises that safeguarding against radicalisation toward violent extremism and terrorism is no different from safeguarding against any other vulnerability and that the most effective way is to promote our shared values and virtues, community responsibility and the celebration of diversity.

In democratic societies, "radical" is not an actionable label. People can have radical opinions, change their world view and move from one social network to another. Radicalisation toward violent extremism is, however, a concern for the wellbeing of the general public and the democratic system.

The most effective way to safeguard children and young people against radicalisation toward violent extremism and terrorism is to promote our shared values and virtues, community responsibility and the celebration of diversity. GLT wants its schools to be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas, which avoids political indoctrination and secures a balanced presentation of political issues.

The Anti-radicalisation policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised toward violent extremism and terrorism, by identifying who they are and providing them with support.

The Policy takes account of the latest UK Government Office guidance on the Prevent duty and its Prevent strategy .

2. LINKS TO OTHER POLICIES

This anti-radicalisation policy complements and should be read in conjunction with the following GLT policies:

- GLT Safeguarding Policy.
- GLT Anti-bullying Policy.
- GLT Equality Policy.
- GLT School and service Safeguarding Policies and Procedures.

3. DEFINITIONS

In the context of this policy, 'radicalisation' is defined as the act or process by which an individual is persuaded to make fundamental changes to their beliefs so that they come to favour violent extremism or terrorism to achieve fundamental changes in political, economic or social conditions, institutions or habits of the mind.

4. AIMS AND OBJECTIVES

This anti-radicalisation policy is intended to provide a framework for dealing with issues relating to vulnerability of radicalisation toward violent extremism and terrorism. It clearly sets out how GLT and its schools will deal with such incidents and identifies how the curriculum and ethos of GLT and its schools underpins our actions.

The objectives of the policy are that:

- All GLT staff, Trustees and governors will have an understanding of what radicalisation toward violent extremism and terrorism is and why they need to be vigilant;
- All GLT staff, Trustees and governors will know what the Trust policy is on anti-radicalisation and will follow the policy when issues arise;
- All parents and pupils will know that GLT has policies in place to keep pupils safe from harm and that GLT regularly reviews its systems to ensure they are appropriate and effective.

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

5. THE ROLE OF THE CURRICULUM

The curriculum of GLT schools promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

GLT schools' SMSC policies and PSHE provision are embedded across the curriculum, and direct assemblies and underpin the ethos of GLT. GLT recognises that children with low aspirations are more vulnerable to radicalisation and therefore GLT schools strive to equip pupils with confidence, self-belief, respect and tolerance, and set high standards and expectations for themselves.

Children in GLT schools are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

6. STAFF TRAINING

Through INSET opportunities in school, as well as WRAP training delivered by external providers, GLT and its schools will ensure that all staff are fully aware of:

- the threats, risks and vulnerabilities that are linked to radicalisation toward violent extremism and terrorism;

- the process of radicalisation toward violent extremism and terrorism and how this might be identified early on; and
- how the Trust and its schools can provide support to ensure that children are resilient and able to resist involvement in violent extremist activities.

7. INDICATORS

The following observable indicators are manifestations of possible radicalisation toward violent extremism and terrorism. Each indicator is just that—it indicates that a person may be radicalising toward violent extremism; it does not automatically deem them radical and/or a threat.

Key indicators are:

- Change in physical appearance and/or attire
- Disconnecting from previous friendship groups
- Active promotion of an extremist ideology
- Seeking to impose radical or extreme views on others
- Association with known extremist groups

Secondary indicators include:

- Increased incidents of verbal abuse / prejudicial language
- Conflict with peers
- Self-identified feelings of isolation
- Accessing inappropriate material in the internet

In schools these will often be manifested in:

- Attitude to authority
- Demotivation about learning
- Changes in friendship groups
- Seeking support / mental health issues
- Damage to property
- Breakdown in parent-student relationship

8. PROCESS

If a Trustee, governor or member of GLT staff has concerns that a child or young person may be at risk of radicalisation toward violent extremism and terrorism they should refer the matter to the appropriate person in accordance with the GLT Safeguarding Policy.

9. EXTERNAL SPEAKERS

If a speaker is invited to talk to staff or students, the member of staff inviting them must take account of this policy in considering their suitability, and if in doubt refer the matter to the GLT CEO. External speakers must at all times be supervised by a member of GLT staff.