



Anti-Radicalisation Policy

Malden Oaks is fully committed to safeguarding and promoting the welfare of all its students. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. The Anti-radicalisation policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and providing them with support.

2. LINKS TO OTHER POLICIES

This anti-radicalisation policy links to the following school policies:

- Child Protection and Safeguarding
- Equality Policy
- Behaviour policy

3. AIMS AND PRINCIPLES

3.1 The Malden Oaks anti-radicalisation policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. It clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

3.2 The objectives are that:

- All members of the Management Committee, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation is and why we need to be vigilant in school.
- All members of the Management Committee, teachers, teaching assistants and non-teaching staff will know what our policy is on anti-radicalisation and will follow the policy when issues arise.
- All parents and students will know that we have policies in place to keep students safe from harm and that we regularly review these to ensure they are appropriate and effective.

3.3 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 students are safe from harm.

4. DEFINITIONS AND INDICATORS

4.1 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.



4.2 Extremism is defined as the holding of extreme political or religious views.

4.3 There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting 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.

5. PROCEDURES FOR REFERRALS

5.1 It is important for us to be constantly vigilant and remain fully informed about the issues which affect the area in which we teach and from where our students come from. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here'. All incidents must be dealt with by following the Child Protection Policy and reported directly to the Safeguarding Lead.

5.2 We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices.

5.3 The Safeguarding Lead or the deputy Safeguarding Leads will deal swiftly with any referrals made by staff or with concerns reported by staff.

5.4 The Safeguarding Lead will discuss the most appropriate course of action on a case-by-case basis.

6. THE ROLE OF THE CURRICULUM



6.1 Our curriculum promotes respect, tolerance and diversity. Students 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.

6.2 Our PSHE provision is embedded across the curriculum, and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

6.3 Children 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.

7. STAFF TRAINING

7.1 Through INSET opportunities and online training courses (Educare), 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 and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

8. POLICY REVIEW

9.1 The Anti-radicalisation policy will be reviewed annually as part of the overall Child Protection policy and procedures review.

Additional materials

1. Prevent strategy, GOV.UK – Home Office (Adobe pdf file)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
2. Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.
3. 'Keeping Children Safe in Education' DfE March 2015