

GLADE School

Anti-Radicalisation Policy

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Fair Ways Vision, Mission and Values (2024)

Our vision

To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission

To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

P ROFESSIONAL	A CCEPTING	R EFLECTIVE	T RANSPARENT
<ul style="list-style-type: none"> We do what we say we will. We approach challenges with optimism and enthusiasm. We don't judge, we notice. We put the needs of the service before our own personal gains. 	<ul style="list-style-type: none"> We don't give up on people. We value all individuals and are willing to challenge them. We embrace each other's differences as much as our similarities. We accept responsibility for our actions. 	<ul style="list-style-type: none"> We give feedback, we invite feedback, we listen to feedback. We look inward before we look outward. We learn as much from our mistakes as from our successes. We listen to each other, learn from each other and grow together. 	<ul style="list-style-type: none"> We are always willing to explain why. We have the courage to be open and honest. We earn trust through our transparency. We live by our values even when no-one is watching.

1 Introduction

1.1 GLADE School is fully committed to safeguarding and promoting the welfare of all its students. As an education provider we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. 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.

1.2 The Fair Ways Anti-Radicalisation Policy statement links to the following policies:

- Safeguarding policy [DOC REF SC10]
- Child Protection policy [DOC REF SC25]
- Anti-Bullying policy [DOC REF SC05]
- Behaviour Management policy [DOC REF SC08]
- SMSC policy [DOC REF SC02]

1.3 The Anti-Radicalisation Policy statement will be reviewed every two years as part of the overall Child Protection and Safeguarding Policies' review.

2 Aims and Principles

2.1 The main aims of the policy statement 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 our students are safe from harm.

2.2 The principal objectives are that:

- All Directors, Head of School, Deputies, Managers, Teachers, Therapeutic Learning Practitioners, Learning Support Workers and Non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school. They will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents / carers and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

3 Definitions and Indicators

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

3.2 All students are vulnerable to extremist ideology and radicalisation. There is no single way of identifying whether a young person is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel and Prevent Multi-Agency Panel.

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

The signs of possible radicalisation include:

- notable changes in behaviour / mood
- beginning to express extreme political or radical views
- appearing increasingly sympathetic to terrorist views
- change of appearance
- friends may change and may spend excessive time on their own or on the Internet

4 Procedures for Referrals

4.1 It is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach and guidance from Hampshire's Local Children's Safeguarding Partnership (LSCP). Staff are reminded to suspend any professional disbelief that the instances of radicalisation 'could not happen here' and to refer concerns through the appropriate channels. In the first instance any concerns should be reported to the school's Designated Safeguarding Lead (DSL).

4.2 Cases can also be referred to the Channel and Prevent Multi-Agency Panel by the schools DSL where there is a radicalization concern. This panel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

4.2 All concerns can be discussed with the local Safeguarding Teams:

- Hampshire Children Safeguarding Team: 0300 555 1384

- Southampton Children Safeguarding Team: 02380 833 336
- Portsmouth Children Safeguarding Team: 0845 671 0271
- Isle of Wight Children Safeguarding Team: 01983 814 545
- Anti-Terrorist Hotline: 0800 789 321
- Crime Stoppers: 0800 555 111
- Police 101 or in an emergency 999 (immediate threat to life)

5 The Role of the Curriculum

- 5.1 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.
- 5.2 Our PSHE (Personal, Social, Health Education) and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and underpins the ethos of the school.
- 5.3 It is recognised that students 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 to achieve for themselves.
- 5.4 Students are regularly taught about how to stay safe when using the Internet and are encouraged to understand that people are not always who they say they are on-line. Students are taught to seek adult help if they are upset or concerned about anything they see on the internet.

6 Staff Training

- 6.1 GLADE School participates in the PREVENT strategy training programme. This is the national strategy which aims to stop people from becoming violent extremists or supporting terrorism. Through our online training we 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.
- 6.2 All staff who work with students complete PREVENT as soon as is reasonable possible after they start.

7 Associated Documentation & Legislation

- Safeguarding policy [DOC REF SC10]
- Child Protection policy [DOC REF SC25]

- Anti-Bullying policy [DOC REF SC05]
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