



EDUCATION

Combating Extremism in Education Policy

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Date	Version No	Brief detail of change
24/04/15	1.0	Reformatted existing for Staff Portal
28/04/16	1.1	Reviewed for portal
01/09/16	1.2	Updated with reference to new safeguarding guidelines

Combating Extremism in Education Policy

This policy should be read in conjunction with other documents related to safeguarding, in particular:

- The 'Prevent' duty (2015) advice from the Department for Education (DfE);
- Keeping Children Safe in Education (2016);
- Working Together to Safeguard Children (2015);
- Leigh Academies Trust's safeguarding policy; and
- Revised 'Prevent' Duty Guidance for England and Wales (2015).

The government defines extremism 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”.

Leigh Academies Trust requires that all staff must not promote political views with students through their work within academies and that they must ensure that, whenever political issues are brought to the attention of pupils, a balanced presentation of the opposing views is offered. This requirement applies not only during scheduled lessons but in all other contexts. Any member of staff failing to comply with these requirements will be liable to disciplinary action.

Leigh Academies Trust takes pride in the strong personal and spiritual development of its students and seeks to provide every opportunity to help them become positive and emotionally resilient adults, with the knowledge and confidence to stand by their own convictions. Leigh Academies Trust seeks to combat extremism in the ways outlined in the following paragraphs.

1. Curriculum

- 1.1. Leigh Academies Trust seeks to build students' resilience to radicalisation by promoting fundamental British values across the organisation and within every academy. This will equip students to challenge extremist views from whatever source.
- 1.2. The following key points are addressed in many different subjects and contexts, including assemblies, focus days, mentoring and curriculum lessons. Through these we expect:
 - the promotion of personal responsibility;
 - understanding of the difference between right and wrong;
 - respect for civil and criminal law;
 - understanding of how individuals can contribute to the well-being of those in the locality and beyond;
 - that there will be a recognition, tolerance and celebration of differing religious beliefs and values;
 - students to understand how to keep themselves safe online.
- 1.3. Some of the most valuable work within Leigh Academies Trust in exploring and combating extremism is carried out where students are encouraged to participate freely and actively in discussions. External providers and workshop leaders provide students with a direct, honest approach to key ethical and religious issues. Students are encouraged to ask and answer questions and not to be afraid to touch on controversial issues.

2. Student Voice

- 2.1. Leigh Academies Trust promotes democratic values within each academy and across the Trust and provides students with the skills to discuss issues rationally and make decisions taking into account the needs and aspirations of all students.

3. Organisation

- 3.1 Leigh Academies Trust promotes community cohesion. The use of the small-school model and human-scale education enhances this by ensuring that the needs of all students and other stakeholders are well understood and supported. Leigh Academies Trust has strong links with a variety of groups in the community, with whom students work to gain greater understanding and tolerance of others.

4. Safeguarding and the 'Prevent' Duty

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- 4.1 Through the safeguarding processes and guidelines in each academy, clear procedures are in place for protecting students from the risk of radicalisation. As part of this, each academy will assess the risk that its students might be drawn into terrorism.
- 4.2 Leigh Academies trust will ensure that students are safe from extremist material when accessing the internet within their academies through the application of appropriate filtering and other technical solutions.
- 4.3 All staff within Leigh Academies Trust will undertake training that enables them to identify students at risk of radicalisation and what to do to support them. This will include training in when it may be appropriate to make a referral to the Channel programme.
- 4.4 Designated Safeguarding Leads (DSL) and their deputies in each academy will undertake 'Prevent' awareness training and will be able to provide advice and support to other members of staff on protecting students from radicalisation.

5. Governance

- 5.1 Academy Boards closely monitor the work of their academies to ensure that:
- they strive to ensure the best possible educational outcomes for all student groups;
 - students from particular groups are not adversely impacted or disadvantaged by curricular, teaching or behavioural strategies or policies; and
 - equal opportunities policies and practices are appropriately applied.
- 5.2 Governors will be provided with training to ensure that they are aware of the risks of radicalisation and of the procedures in place for protecting students.

