

Statement on the Duty to Combat Extremism & Radicalisation

Introduction

1. This Statement has been agreed in order to make clear the response of Victoria Education Centre to the legal duties to combat extremists and develop young people's resilience to potentially harmful ideologies to prevent them from being radicalised. It is a summary of our policies and practice rather than a new departure but has the status of a policy of the Governing Body.

2. The Statement will be reviewed annually

3. Related documents:

- School Vision and Values
- Curriculum Statement and Policy
- Policy on Spiritual, Moral, Social and Cultural Policy
- Statement of Citizenship
- Religious Education Policy
- Performance Management Policies for Teachers and Support Staff
- Disciplinary, Capability, Harassment and Grievance Procedures
- Safeguarding Policy
- Positive Behaviour Management Behaviour Policy

Staff Responsibility

4. All members of staff are made aware through the process of Performance Management of their fundamental responsibilities in this area. The Appraisal Policy for Teachers requires reviewers to evaluate their reviewees against the *Standards for Teachers*, including these elements in Part 2 of the *Standards*:

- “showing tolerance of and respect for the rights of others;
- “not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;

- “ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.”

5. Staff must not promote partisan political views in the teaching of any subject and are required to ensure that whenever political issues are brought to the attention of students 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 would be liable to disciplinary action.

6. As a school we also recognise that extremist views in children can be a sign of potential abuse and will be dealt with in the same way as other concerns.

The curriculum and combatting extremism

7. The School’s Values inform the curriculum, as it does all aspects of our work. The values include the following, which help to set the context for our corporate attitude to extremism: respect for others; honesty, self-esteem and confidence and recognising achievements.

8. The promotion of both (a) personal responsibility, understanding of the differences between right and wrong and respect for the civil and criminal law and (b) an understanding of how individuals can contribute to the wellbeing of others are addressed in many different subjects and contexts, including assemblies (see statement on Citizenship).

9. Victoria Education Centre takes pride in the personal and spiritual development of its young people and seeks to provide every opportunity for students to become positive and emotionally resilient adults with the knowledge and confidence to stand by their own convictions. Some of the most valuable work at Victoria Education Centre in combating extremism is carried out in cross curricular lessons and activities.

We want students to have a voice and feel as though they can freely and actively participate in discussions. Students are encouraged to ask and answer questions and not be afraid to touch on controversial issues. A key example of this is with the ‘International Week’ when staff and visitors from a wide variety of cultures and religions come into school to share their knowledge and experiences as well as enabling the students to take part in a wide range of activities.

Lessons aim to be a ‘safe place’ for students to share their views. The specialist teachers in the department have up to date and relevant knowledge that enables them to give the students the material to help them formulate their own ideas, but also to counter stereotyping and prejudiced views. Student preconceptions are always respected. Many lessons begin with students putting across their ideas and then the

plenary provides an opportunity to voice their views again and assess whether they have changed and why.

Where appropriate, role plays, hot seating, real life case studies, images and newspaper articles are used as a discussion stimulator and as a focus for PSE and citizenship lessons. This method is very significant as it is totally focused on the students' questions and ideas and the direction of the discussion is left to them to decide. This approach encourages critical thinking, fosters an awareness of experiences of others in the world (for example the experiences of someone who is homeless) while still allowing them to impart and develop their own attitudes and values and as a result nurturing their personal identity.

Reviewed as deemed necessary.

Simon Brown, Headteacher.	
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