



Policies and Procedures
Preventing Extremism &
Radicalisation

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Preventing Extremism and Radicalisation Policy

1 Introduction

The policy has been written in line with the Home Office's Prevent Duty Guidance issued in March 2015, which requires schools to have due regard to the need to prevent people from being drawn into terrorism.

When operating this policy the academy uses the following accepted governmental definition (2011 Prevent Strategy) of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

2 Academy Ethos and Practice

Lightcliffe Academy is committed to providing a secure environment for students, where they feel safe and are kept safe. All adults at Lightcliffe recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

There is no place for extremist views of any kind within our academy, whether from internal sources — students, staff, governors, our academy community or external agencies and individuals. Our students see our academy as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this.

As an academy we recognise that extremism and exposure to extremist materials and influences should be addressed as a safeguarding concern, in line with the Safeguarding Policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Our curriculum provides a broad and balanced curriculum, delivered by skilled professionals, so that our students understand and become tolerant of difference and diversity. We aim to make them feel valued and not marginalized.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources/media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff.

As part of wider safeguarding responsibilities academy staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of the academy, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Students accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Students voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-western or Anti-British views.

3 Teaching Approaches

- We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills.
- We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.
- We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues which relate to the area of extremism and radicalisation.
- The academy will promote the following "British Values":
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect
 - Tolerance of those with different faiths and beliefs

To develop and nurture these values the academy curriculum will:

- Include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how

democracy and the law works in Britain, in contrast to other forms of government in other countries;

- Ensure that all pupils within the academy have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council.
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths and viewpoints through a broad and balanced curriculum which addresses many of these core values across a range of subject areas, the Personal, Social, Health and Citizenship education programme and worship programme.
- Use extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.
- Ensure our vibrant, engaging assembly programme continues to include core ethical values and beliefs at its heart
- Provide a strong Religious Studies and Ethics programme at every Key Stage.
- Have a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- Use a Code of Conduct which is regularly referred to and communicated with students, reiterating that we are a school community built on mutual respect and understanding.
- Adopt restorative approaches to resolve any difficulties between members of our academy community

4 Use of External Agencies and Speakers

- We encourage the use of external agencies/speakers to enrich the experiences of our students.
- We will ensure we use reputable/recommended external agencies or speakers.
- We will ensure that a member of staff is present at every session run by external agencies/speakers, and that staff are aware they are required to report to the lead Safeguarding staff member should any information given to students raise concerns.
- Therefore by delivering a broad and balanced curriculum and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk, and build resilience to manage any such risk themselves where appropriate to their age and ability. We also aim to help students to develop the critical thinking skills needed to engage in informed debate.

5 Whistle Blowing

- Where there are concerns of extremism or radicalisation, students, staff and governors will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.
- They must inform the Principal straight away (or if it relates to the Principal inform the Chair of Governors).

6 Safeguarding

- Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding and Child Protection duties.
- All adults working at Abbey Grange (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Staff or Principal.

The Designated Safeguarding Lead is: Mrs L Philips Clarke
Other Designated Safeguarding staff are: Mrs D Hancock
Mrs D Fenwick

7 Role of Governing Body

The Governors' Advisory Group believes in the ethos and values of our academy and supports the academies approach in tackling extremism and radicalisation.

8 Review

Abbey Multi Academy Trust at its local Governing Bodies will review this policy annually.

Appendix 1

Lightcliffe Academy Strategies

PSHCE Curriculum content relating to the prevention of extremism and radicalisation:

Year 7

Community cohesion/Resolving conflict.

Year 8

Gender stereotypes/How we see other people/British values/Human Rights.

Year 9

Drugs and alcohol and the Law/Powers of the Police/Race hate crime and Stephen Lawrence/Criminal Justice system (Doing the right thing)/Homophobia/Weapon Awareness.

Year 10

Rights and Responsibilities/Homophobia/Laws to Stop, Allow and Protect.

Year 11

European Union/Global Advocacy/Act Now (West Yorkshire Police Counter terrorism)/Conflict between protecting security and protecting human rights.

Year 12

Human Trafficking.

Year 13

Act Now (West Yorkshire Police).

Additional related strategies:

- Assemblies on British Values/FGM in Africa/Electoral system.
- Weekly worship programme focusses on Social, Moral, Spiritual, Cultural themes.
- All Year 9 students will complete the Archbishop of York award which focuses on community cohesion and differing beliefs and cultural backgrounds. This will extend into Y8 and Y10 in September 2016
- The Academy has links with external agencies and Level Partnerships, who work with the academy to develop understanding of other cultures and backgrounds.
- Staff will have training from Police on sign of Radicalisation in October 2015.
- SLT staff member has attended Radicalisation training in June 2015.