



ST. ANDREW'S
COLLEGE
Cambridge

COLLEGE POLICY DOCUMENT

STATEMENT ON THE DUTY TO COMBAT EXTREMISM

Issue No.: 01	Document Number: STAN0062014
Issue Date: 11th April 2014	Originator: Wayne Marshall
Version: 04	Responsibility: College Principal
Reason for version change: Review & Update	Dated: 11th April 2014
Authorised by: Wayne Marshall Date: 21st July 2016	Signature: <i>Wayne Marshall</i>

We, the staff and directors, aspire to ensure that all our students, irrespective of ability and regardless of anyone's doubts, achieve their potential in full; and we aspire in this way to make St. Andrew's College Cambridge the best in the country.

INTRODUCTION

1. This Statement has been agreed in order to make clear the response of St. Andrew's College Cambridge to the legal duties described in The Education (Independent School Standards) (England) (Amendment) Regulations 2014 and Part 2 of the Independent School Standards as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012. It is a summary of our existing policy and practice rather than a new departure but has the status of a policy of the college.

2. The Statement will be reviewed annually.

DUTIES OF MEMBERS OF STAFF

- "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."

3. Teachers 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 pupils a balanced presentation of the opposing views is offered. This requirement applies not only during scheduled lessons but in all other contexts.

THE CURRICULUM AND COMBATING EXTREMISM

4. The curriculum includes the following, which help to set the context for our corporate attitude to extremism: vigour and optimism in embracing the future; acceptance of personal responsibility; equal value accorded to all persons; courtesy, self-discipline and respect for others; honesty, moral courage and integrity; and good fellowship.

5. 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 those in the locality and beyond are addressed in many different subjects and contexts.

6. St. Andrew's College Cambridge takes pride in the personal and spiritual development of its young people and seeks to provide every opportunity for pupils 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 St. Andrew's College Cambridge combating extremism is carried out in Religious Studies and PHSE lessons. The department tutor describes the approach in the following way:

“One of the key aspects of Religious Studies and PSHE lessons is enabling the students to feel as though they can freely and actively participate in discussions. This focus appears throughout key stage 4/5 studies. Pupils are encouraged to ask and answer questions and not be afraid to touch on controversial issues

“Assessment for learning is also central to methodology of the teaching of Religious Studies and PHSE. When dealing with sensitive ethical issues such as abortion or euthanasia or religious and philosophical concepts like life after death it is significant to empower the young people in their learning. This is done through the use of peer educators who become ‘experts’ during a task or discussion and sharing activities that allow students as individuals to help the whole class to complete pieces of work.

“Religious Studies and PHSE lessons aim to be a ‘safe place’ for students to share their views. The teacher 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.

“Real life case studies, images and newspaper articles are used regularly as a discussion stimulator and as a focus for ‘philosophy for children’ 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.”

The Principal has attended ‘The Prevent Strategy’ training day held by Cambridgeshire County Council on Tuesday 22nd September 2015. All staff have completed the online Prevent training and have a certificate in place as proof.

Reviewed: July 2014, July 2015, August 2015 and July 2016

Next review: August 2017.