

The promotion of British Values and the combatting of extremist views in school

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As part of our school's ethos and curriculum we encourage pupils to respect the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs

We recognise that these values are widely held by countries across the world.

We ensure that partisan political and religious views are not promoted in the teaching of any subject in the school and where political/religious issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils.

Members of staff are required to remain vigilant to the possibility of children accessing or sharing material(s) likely to promote extremist views. Such items may be paper-based or computer-based. If such materials are discovered, they should be brought to the attention of a member of the school's Senior Management Team without delay, and a 'Cause of Concern' sheet completed to record the concern. These sheets are available from the Designated Officers for Child Protection, Nigel Pratley.

British values will be promoted through:

- assemblies
- the formal curriculum
- staff members setting an example through their behaviour and remarks
- Pro-actively inviting (and welcoming) visitors to school from a range of backgrounds
- Opportunities for pupils to visit centres of interest and/or importance to those of other faiths and cultures

In order to build pupil's resilience to radicalisation and understanding of other religions/faiths/cultures we shall endeavour to create a 'safe environment' for debate and discussion about other people, religions, cultures and help pupils to recognise the contribution which they and others can make to our country and the world – both positive and negative

We shall help pupils to understand that while different people may hold different views about what is right and wrong, all people living in the UK are subject to its laws. In our school we will encourage pupils to support the rule of British civil and criminal law and not teach anything which would undermine this basis of law. If we teach about religious law we shall make sure that pupils are aware of the differences between the law of the land and religious law. We will challenge opinions or behaviours in school that are contrary to fundamental British values and law.

Through our ethos and curriculum we shall help pupils to develop, age appropriately, the following understanding and knowledge:

An understanding of how citizens can influence decision making through the democratic process.

- Eg. We give pupils opportunities to plan, initiate and evaluate activities and events. They are encouraged to make decisions and evaluate the impact of these decisions upon others.

An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.

- The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout normal school days. Classes discuss class rules and how they are to be reinforced. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

- To encourage and reward good behaviour, attitude and work, we identify children who have demonstrated positive behaviour and recognise them in our achievement assemblies.
- Visits from authorities, such as the police and fire service, are regular parts of our calendar and help reinforce this message.

An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.

An understanding of liberty. Recognise that the right to exercise choice and personal freedom has responsibilities.

- Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment at our school. As a school we provide clear boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum.

An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

- This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Collective Worship and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. We use opportunities such as the Olympics and World Cup to study and learn about life and culture in countries such as Brazil.

Vulnerability to radicalisation or extreme view points

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

Documents used in the preparation of this policy and further guidance:

The term 'British values' is taken from a definition of extremism in the document 'Tackling Extremism in the UK'.

Further guidance around the Prevent Duty may be found in the Government's 'Prevent Strategy' documentation (June 2011) and DfE advice document 'The Prevent Duty: Departmental Advice for schools and Childcare providers (June 2015). The latter of which is a response to Section 26 of the Counter Terrorism and Security Act 2015.

Promoting fundamental British values as part of SMSC in schools (November 2014 – Df)

The Prevent Duty – advice for schools and childcare providers (June 2015 – DfE)