

British Values and Prevention of Radicalisation Policy



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REVIEWED BY: Assistant Headteacher

APPROVED BY: Local Governing Body

Alveley Primary School British Values and Prevention of Radicalisation Policy

At Alveley Primary School, we are committed to preparing pupils for life in modern Britain by promoting the fundamental British values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Those with Different Faiths and Beliefs

These values are embedded throughout our curriculum, ethos, relationships and wider school life. They support our commitment to safeguarding pupils, promoting inclusion and helping children become responsible, respectful and active citizens.

The school also recognises its responsibility to safeguard pupils from radicalisation and extremism as part of its wider safeguarding duties.

Promoting British Values

The Department for Education expects schools to actively promote British values and challenge opinions or behaviours that undermine these principles. At Alveley Primary School, British values are integrated throughout school life and are reinforced through our curriculum, assemblies, enrichment opportunities and daily interactions.

Democracy

Democracy is promoted throughout the school and pupils are encouraged to have a voice and contribute to decision-making.

This is demonstrated through:

- An active School Council with elected representatives.
- Democratic voting processes for pupil leadership roles.
- Opportunities for children to express views regarding their learning and school life.
- Annual pupil surveys and consultation activities.
- Class discussions, debates and collaborative learning opportunities.
- Contributions to class charters and agreed expectations.

Pupils learn that their views are valued and that participation in democratic processes can bring about positive change.

The Rule of Law

The importance of laws, rules and responsibilities is consistently reinforced throughout school life.

Pupils learn:

- Why laws are necessary.
- How laws protect individuals and communities.
- The responsibilities that accompany rights.
- The consequences of actions and choices.

School rules, routines, rewards and consequences provide practical examples of the rule of law in action.

Expectations are applied fairly and consistently to create a safe and orderly learning environment.

Visits from external agencies, including emergency services and community organisations, help pupils understand the role of laws and public institutions in society.

Individual Liberty

Alveley Primary School promotes an environment in which children can make informed choices within safe and appropriate boundaries.

Through our curriculum and wider opportunities, pupils are encouraged to:

- Develop independence and confidence.
- Make choices about their learning and participation.
- Understand their rights and responsibilities.
- Express opinions respectfully.
- Recognise and manage risks appropriately.
- Seek help when needed.

Children learn about personal safety, healthy relationships, emotional wellbeing and online safety through the curriculum and wider safeguarding education.

Mutual Respect

Mutual respect is a fundamental aspect of the school's ethos.

All members of the school community are expected to:

- Treat others with kindness and consideration.
- Listen to different viewpoints respectfully.
- Value the contributions of others.
- Demonstrate good manners and positive relationships.
- Challenge discrimination and unkind behaviour appropriately.

Pupils are taught that respect should be shown regardless of age, gender, disability, race, religion, belief, sexual orientation or family background.

Tolerance of Different Faiths and Beliefs

Alveley Primary School celebrates diversity and promotes understanding of different cultures, faiths and beliefs.

Pupils are provided with opportunities to:

- Learn about a range of world religions and beliefs.
- Explore similarities and differences between cultures.
- Participate in assemblies that celebrate diversity.
- Learn about local, national and global communities.
- Engage with visitors and experiences that broaden cultural understanding.

Through Religious Education and wider curriculum experiences, pupils develop respect for people whose faiths, beliefs and lifestyles may differ from their own.

Any discriminatory language, prejudice or intolerance is challenged appropriately in accordance with the Behaviour Policy and Equality Policy.

Challenging Extremist Views

The school actively challenges opinions, behaviours or ideologies that are contrary to fundamental British values.

This includes behaviour that:

- Promotes intolerance or hatred.
- Encourages discrimination.
- Seeks to undermine democratic principles.

- Supports extremist ideologies.
- Promotes violence or terrorism.

Any such concerns will be addressed promptly and managed in line with safeguarding procedures.

Preventing Radicalisation and Extremism

Statement of Intent

Alveley Primary School recognises its duties under the Counter-Terrorism and Security Act 2015, including the Prevent Duty.

The school is committed to protecting pupils from the risk of radicalisation and extremism and recognises that protecting children from radicalisation is part of the wider safeguarding agenda.

The Local Governing Committee and Trust Board of TrustEd Schools maintain a zero-tolerance approach to extremist behaviour and are committed to ensuring that pupils are safeguarded from radicalisation and terrorist ideology.

Definitions

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism or extremist ideologies associated with terrorist groups.

Extremism

Extremism is the vocal or active opposition to fundamental British values, including:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

Safeguarding Responsibilities

Alveley Primary School recognises that children may be vulnerable to influence from a range of sources and that radicalisation can occur online or offline.

All staff have a responsibility to:

- Remain vigilant to signs of vulnerability.
- Promote British values.
- Foster an inclusive school culture.
- Report safeguarding concerns promptly.
- Undertake safeguarding and Prevent training as required.
- Follow the procedures outlined in the Safeguarding and Child Protection Policy.

Any concerns regarding radicalisation or extremism must be reported immediately to the Designated Safeguarding Lead (DSL).

The DSL will determine appropriate action and seek support from partner agencies where necessary.

The Role of the Curriculum

The curriculum plays a vital role in preventing radicalisation and promoting inclusion, respect and resilience.

Through Religious Education (RE), Personal, Social, Health and Economic Education (PSHE), Relationships Education, Computing, assemblies and wider enrichment opportunities, pupils develop:

- Respect for others and their views.
- Understanding of democracy and citizenship.
- Appreciation of different cultures, faiths and backgrounds.
- Critical thinking skills.
- Digital literacy and media awareness.
- Resilience and self-confidence.
- Understanding of equality and diversity.
- Awareness of prejudice, discrimination and stereotypes.

Children are encouraged to express themselves respectfully through discussion, debate and collaborative learning while being taught how to evaluate information critically.

Online Safety

The school recognises that extremist content can be accessed through the internet, social media platforms, gaming platforms and online communities.

Pupils are taught how to:

- Use technology safely and responsibly.
- Recognise misinformation and disinformation.
- Identify online risks.
- Report concerns to trusted adults.
- Critically evaluate information they encounter online.
- Understand how individuals may be influenced or manipulated online.

Online safety education is embedded throughout the curriculum and reinforced through assemblies and safeguarding activities.

Building Resilience

The school's approach to learning promotes:

- Resilience
- Resourcefulness
- Readiness
- Responsibility
- Reasoning
- Reflectivity

These characteristics support pupils in becoming confident, independent learners who are better able to challenge misinformation, resist negative influences and make informed decisions.

The development of emotional wellbeing, confidence and resilience is further supported through pastoral care, enrichment opportunities and positive relationships across the school community.

Indicators of Concern

Staff should be alert to behaviours which may suggest a pupil is vulnerable to radicalisation, including:

- Sudden changes in behaviour or attitudes.
- Increased intolerance of others.
- Repeated expression of extremist views.
- Isolation from peers or family.

- Obsession with a particular ideology.
- Accessing inappropriate extremist content online.
- Use of discriminatory or hateful language.

The presence of one or more indicators does not necessarily mean a child is being radicalised; however, concerns should always be reported to the DSL.

Responding to Concerns

Concerns relating to radicalisation or extremism will be treated as safeguarding concerns.

Staff must:

1. Remain calm and professional.
2. Record concerns promptly.
3. Report concerns immediately to the DSL.
4. Not investigate concerns independently.
5. Follow safeguarding procedures at all times.

Where appropriate, the DSL may seek advice or support from:

- Children's Social Care
- The Police
- Local safeguarding partners
- Prevent professionals
- The Channel Programme

All referrals and actions will be managed in accordance with safeguarding procedures and statutory guidance.

Monitoring and Review

The Headteacher, Designated Safeguarding Lead, Local Governing Committee and Trust Board will monitor the effectiveness of this policy through:

- Safeguarding audits.
- Staff training and updates.
- Curriculum reviews.
- Monitoring of safeguarding concerns.
- Pupil voice activities.
- Governance oversight.

This policy will be reviewed annually or sooner if changes are made to statutory guidance or local safeguarding arrangements.