



Promoting British values, incorporating the National Prevent Strategy to combat radicalisation and terrorism

1. Promoting British Values

This policy applies to all pupils and staff of the school, including the Early Years Foundation Stage.

The school aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society.

In doing this, the school fulfils its statutory duty to promote the spiritual, moral, cultural, mental and physical development of all our pupils. In accordance with the Amendment to the Education (Independent School Standards) (England) Regulations 2010 NGHS will 'actively promote' the fundamental British values of:

- Democracy
- Freedom
- Toleration
- Multiculturalism
- Respect for the rule of law
- Respect for equal rights
- Belief in personal and social responsibility
- Respect for British institutions

British values are promoted through the curriculum within the PSHE programme, assemblies and other activities (such as debating), and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of the school.

In promoting these values the school will not promote the partisan teaching of any subject and where political issues are discussed the school will ensure that our pupils are offered a balanced presentation of opposing viewpoints.

The school's curriculum is designed to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect public institutions and services in England;

- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

The examples below give a flavour of how the school seeks to embed these fundamental values.

Democracy

The principle of democracy is explored in subjects such as RS and History, in PSHE and in assemblies.

The practice is encountered by pupils in the process of electing peers to the school's council, and in the selection of prefects.

The rule of law

The school is governed by rules that pupils are made aware of through induction, assemblies, and in documents such as the ICT Acceptable Use Agreement. All staff, parents and pupils, when they join the school, are made aware of the safeguarding policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken.

The rule of law is explored in the curriculum through the PSHE programme and the History syllabus.

Individual liberty

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The school seeks to create the conditions within which pupils can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through e-safety and PSHE lessons.

Pupils are encouraged to develop, reflect on and articulate their own viewpoints. They are given the freedom to make choices in subject options and extra-curricular programmes. In their teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively.

Mutual respect

Respect is central to the ethos of the school, and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. The school seeks to develop mutual respect throughout the curriculum, and the code of conduct promotes the values of respect and responsibility. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions.

Tolerance of those of different faiths and beliefs

Pupils are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

Assemblies allow pupils to appreciate different faiths and practices, and this is supported by the programmes of study in RS, History and PSHE. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways – including trips abroad.

The role of the school in the prevention of political indoctrination

This is implicit in the values described above.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views.

The school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

If any pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

2. The National Prevent Strategy

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain authorities (including schools), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.¹ This duty is part of the Prevent Strategy (2011).

The Prevent strategy recognises the link between terrorist groups and terrorism and extremist ideology.

Some people who join terrorist groups have been previously radicalised by them. Extremism is defined as: “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. We also include within our definition of extremism calls for the death of members of our armed forces.”²

The strategy deals with ‘all forms of terrorism and non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views with terrorists can then exploit’. It also makes clear ‘that preventing people becoming terrorists or supporting terrorism requires challenge to extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups.

1

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf P2

² Ibid. P7

And the strategy also means intervening to stop people moving from extremist (albeit legal) groups into terrorist related activity.’³

Nottingham Girls’ High School supports the Home Office Prevent strategy to combat radicalisation and terrorism. This strategy can be defined in terms of the 4Ps:

- **Protect** - to strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce their vulnerability. This work focuses on border security, the transport system, national infrastructure and public places
- **Prepare** - to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase the UK's resilience to facilitate recovery from its aftermath
- **Pursue** - to stop terrorist attacks by detecting, prosecuting and otherwise disrupting those who plot to carry out attacks against the UK or its interests overseas
- **Prevent** - to stop people from becoming or supporting terrorism. This includes countering terrorist ideology and challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised; and working with sectors and institutions where the risk of radicalisation is assessed to be high.

Whilst the first three strands are clearly the remit of the government and security services, the fourth one is one to which schools and those who work with young people in a wider setting such as Youth workers or Social Services can contribute.

We are ‘subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which suspects exploit. Schools should be safe places in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent strategy should not limit discussion of these issues. School should be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.’ (64)⁴

Preventing Radicalisation

The school constitutes a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

³ Ibid. P8

⁴ Ibid. P64

In the context of recent national and international events arising from the radicalisation of individuals and their subsequent involvement in extremist or terrorist activity, schools now have a statutory duty to be aware of and ready to respond to any signs that individuals are vulnerable to radicalisation or being influenced towards supporting terrorism and forms of extremism leading to terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined in the *Prevent* strategy as vocal or active opposition to fundamental British values.

The school is committed to working with others to prevent vulnerable people, including children, being drawn into terrorism or activity in support of terrorism. It does this through:

1. School culture

The school promotes the spiritual, moral and cultural development of its pupils. This includes the encouragement and exercise of free speech, and the articulation and discussion of opinions. But with rights come responsibilities. If a pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

Mutual respect is central to the ethos of the school, and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions. They are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views. Teaching cannot involve the promotion of partisan political views. In discussing political issues, pupils are offered a balanced presentation of opposing views.

2. Curriculum

The school actively promotes the values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Its curriculum incorporates the desired learning outcomes published by the DfE (below). Pupils gain these understandings through PSHE programmes (where questions about extremism may arise), assemblies and schemes of work in relevant curriculum subjects.

Desired learning outcomes, as defined by the Department for Education:

- *An understanding of how citizens can influence decision-making through the democratic process;*

- *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
- *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 that the freedom to hold other faiths and beliefs is protected in law;*
- *An acceptance that 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;*
- *An understanding of the importance of identifying and combatting discrimination.*

3. Safeguarding framework

Identifying and acting appropriately on any evidence that an individual is vulnerable to extremism or radicalisation is part of the broader safeguarding role of the school and its staff. The GDST *Safeguarding Policy and Procedures* sets out in detail the framework, which is supported by other policies, such as *Behaviour*, *Anti-bullying* and the *ICT Acceptable Use Agreement*.

With regard to preventing radicalisation, the school:

- **Prohibits extremist speakers/events at the school;** and has established clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised
- **Manages access to extremist material** – including through the **Internet**. GDST schools use Websense screening which filters Internet traffic coming through the school. Websites with militancy and extremist content are screened through this system. In addition, Websense can monitor requested internet access to radical sites by users of school systems

(Every effort is made to filter extremist sites, and ensure that pupils are safe from terrorist and extremist material when accessing the Internet in school. The key word here is ‘appropriate’, given that pupils need to be educated in the use of the Internet, and too high a level of filtering would impede wider educational aims.)

- **Trains its staff** to recognise signs of radicalisation/extremism, and to know what to do; with the result that staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Staff know where and how to refer children and young people for further help.
- **Works in partnership:** risk assessments and referrals are made in liaison with other local agencies. *Channel* is the multi-agency process designed to safeguard vulnerable

people from being drawn into extremist behaviour, and works in a similar way to existing safeguarding partnerships (see below)

- **Has established referral mechanisms** to identify individuals who are vulnerable to extremism or radicalisation, and works with local partners to develop appropriate support strategies.

The *Channel* process

In the case of concerns about a pupil being at risk of radicalisation, school staff will use their professional judgement and act proportionately, which may include making a referral through the *Channel* programme.

The *Channel* process is part of the government's overall strategy of preventing radicalisation, and sets out a framework within which agencies work together to:

- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned.

The *Channel* referral process requires that concerns should be passed on to the school's Safeguarding Lead, who may consult with the local *Prevent* Officer (Police/Local Authority). If further action is considered appropriate, screening by the police *Channel* Coordinator might take place, followed by a preliminary assessment by the Local Authority's *Prevent* Lead and Police *Channel* Coordinator. Again, if further action is considered necessary, the next step might be the creation of an assessment and action plan by the local Multi-Agency *Channel* Panel, and subsequent implementation of that plan, which would be aimed at re-engaging the individual and preventing radicalisation.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It involves early intervention to protect vulnerable people and divert them away from the risk they face before illegality occurs. The framework for referral, review and action is not intended to criminalise individuals, but to set a course to avoid precisely that.

An individual's engagement with the *Channel* programme is entirely voluntary at all stages.

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation overlap with those which underlie other vulnerabilities that might give rise to safeguarding concerns, including:

- Family tensions
- Sense of isolation
- Distance from cultural heritage
- Experience of racism or discrimination either personally or as a witness to the event
- Feeling of failure.

The risk of radicalisation may be the product of a number of factors. Identifying this risk requires that we exercise professional judgement, seeking further advice as necessary. Staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Anyone with concerns about a pupil being vulnerable to radicalisation or extremism should contact the school's Designated Safeguarding Lead.

Possible activities or events that would raise initial concerns:

- A pupil disclosing her exposure to the extremist actions, views or materials of others outside of school
- 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
- Other local schools, local authority services, and police reports of issues affecting their students
- A pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Expressions of intolerance to difference, whether it be religious, gender, disability, sexuality, ethnicity
- Attempts to impose extremist views or practices on others
- Expressions of extreme anti-Western or Anti-British views.

The Internet and social media have become a major factor in the radicalisation of young people.

The *Channel* guidance describes the **possible indicators of vulnerability** to extremism and radicalisation, around the three dimensions of engagement, intent and capability:

1) Engagement

- a. spending increasing time in the company of other suspected extremists
- b. changing their style of dress or personal appearance to accord with the group
- c. their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- d. loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- e. possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- f. attempts to recruit others to the group/cause/ideology
- g. communicating with others in a way that suggest identification with a group/cause/ideology.

2) Intent

- a. clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- b. using insulting or derogatory names or labels for another group
- c. speaking about the imminence of harm from the other group and the importance of action now
- d. expressing attitudes that justify offending on behalf of the group, cause or ideology
- e. condoning or supporting violence or harm towards others
- f. plotting or conspiring with others.

3) Capability

- a. having a history of violence
- b. being criminally versatile and using criminal networks to support extremist goals
- c. having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)

- d. having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

GDST Template Policy

Policy date: September 2015

Review date: September 2016