

Policy for	British values - the prevention of radicalisation and extremism		
Associated Priory policy	Equal Opportunities, SEN, Safeguarding and Child Protection,, Teaching and Learning and the PSHE and Citizenship, SRE	Number	
Associated Regulation/Standards			
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1.0 Introduction

Priory Lodge School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Priory Lodge School 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. This British Values Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.

Priory Lodge School has a full and comprehensive programme of PSHE and Citizenship and together with a coherent assembly programme and support from our therapy team; we endeavour to offer an inspiring and holistic experience to enable our young people to **become successful learners, responsible citizens, and confident individuals** with a strong awareness of British values.

Scope including statutory requirements

- Our school’s Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the London Child Protection Procedures and DfE Guidance Keeping children safe in education 2014; and specifically DCSF Resources Learning together to be safe, Prevent resources guide, Tackling extremism in the UK; DfE’s “Teaching approaches that help to build resilience to extremism among young people”.
- It also refers specifically to the most recent guidance from the Ofsted School inspection handbook (January 2015). It also takes into consideration the critical role SMSC has to play in ensuring our young people know how to be safe in an ever challenging world.
- It should be read in conjunction with other school policies on Equal Opportunities, SEN, Safeguarding and Child Protection, Preventing Violent Extremism (PVE) Policy, Teaching and Learning and the PSHE and Citizenship schemes of work.

2.0 Principles

2.1 At Priory Lodge we aspire to be a school where pupils are encouraged to strive for academic excellence and a spirit of open and shared enquiry whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

2.2 We aim to promote British values across the entire curriculum and for these values to become part of everyday life at Priory Lodge.

2.3 Roles and responsibilities

- Priory Lodge School understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.
- Senior managers will ensure that all staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.
- Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.
- Pupils are expected to treat each other and staff with respect, in line with the school's ethos and Behaviour Policy.

3.0 The key British Values

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

3.1 Democracy

- At Priory Lodge School pupils have numerous opportunities to have their views heard through pupil questionnaires, pupil voice interviews, suggestions box and the pupil-elected school council.
- Our pupils are encouraged to have an input into what and how they learn to instill an understanding of democracy for their future.
- We use opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.

3.2 The rule of law

- Priory Lodge School has a high regard for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Through the School Council, our pupils are involved in the creation of school rules to inspire them with this understanding.
- At Priory Lodge School pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their well-being and safety. Pupils are encouraged to engage in healthy debate in class on the matter to encourage recognition of the importance of the law.
- We enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- We encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. For ASD pupils it is essential that they have the opportunity to mix in society and

develop an understanding of laws and social etiquette. For autistic people these skills need to be taught explicitly.

- Priory Lodge School organises visits from authorities in an effort to reinforce the reality and importance of this message.

3.3 Individual liberty

- At Priory Lodge School we foster a safe and supportive environment where pupils are actively encouraged to make choices. Choices are very important to pupils with ASD and associated learning difficulties such as PDA; whether it is choosing a challenging task, a lunchtime club or reward trip pupils have the freedom to base their choices on their interests.
- Pupils are taught about their rights and personal freedoms and are encouraged and advised on how to exercise these safely, for instance through our teaching on e-safety and PSHCE lessons.

3.4 Mutual respect

- Respect forms a core pillar of Priory Lodge School's ethos. Pupils are treated with respect and learn to treat each other and staff with respect.
- This is reinforced through our Behaviour Policy and displays throughout the school promoting mutual respect. Our 'THINK' agenda is based on respect and kindness for others. Every week we celebrate pupils who have acted in a respectful and kind way; these pupils are awarded with a 'THINKER' of the week certificate.

3.5 Tolerance of those of different faiths and beliefs

- Priory Lodge School acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity. Some pupils with ASD can find it difficult to understand diversity and need explicit teaching in understanding tolerance as well as practical training in how to show tolerance in a variety of situations.
- Throughout the year, tutor times and assemblies focus on bullying, with reference to prejudice based bullying, and discussion is encouraged. We have an Anti-bullying week which is organized by our Anti-bullying coordinator.
- Tolerance of those of different faiths and beliefs is supported by the RE and PSHCE curriculum.
- We encourage our pupils from different faiths or religions to share their knowledge with their peers to enhance their learning.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures eg. discussion of fasting in different faiths.

4.0 Processes and Practice

4.1 When operating this policy Priory Lodge School uses the following accepted Governmental definition 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'.

4.2 There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

4.3 As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor

outcomes for our pupils and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils. 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 especially for our ASD pupils who are often very vulnerable. Therefore, at Priory Lodge School we provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and learn to respect difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

4.4 At Priory Lodge School 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 and media, including via the internet, and at times pupils 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 pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven, the matter will be investigated by a Designated Safeguarding Officer and referred to LADO as appropriate.

4.5 The school has a designated Head of British Values and SMSC. They will provide guidance and support for ensuring the below actions take place, working closely with the Senior Leadership Team.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites. Many young people with ASD struggle to understand the dangers on the internet so this is something that is taught explicitly and regularly at Priory Lodge School.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives. Many people with ASD have very strong views around politics and current news/media. Again, the teaching of British values must be taught explicitly and regularly so that our young people learn to show tolerance and respect for others.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour, culture or faith. Some of our autistic young people can be intolerant to people from other cultures/ religions (people who they perceive to be different). It is vital that staff challenge these ideas and that racist comments/acts are taken very seriously and reported to SLT. See our behaviour policy for further information.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

5.0 Outcomes

5.1 Monitoring and Evaluation

Our school will closely follow any locally agreed procedure as set out by the Priory or the Local Authority's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism

and radicalisation. Through our school's self-evaluation, we will regularly review how our school prevents extremism and radicalisation and promotes and supports fundamental British values.

This policy will be reviewed regularly. Information and data will be collected at regular points throughout the year relating to its delivery and practice using a variety of media – interviews; surveys; Student Council and regular auditing via education, therapy and whole school self-evaluation.

5.2 Teaching Approaches

As a school, we strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. At Priory Lodge, this is achieved by good teaching, primarily via PSHCE and RE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

5.3 We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils 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, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

At Priory Lodge we will ensure that:

- we make a connection with our young people through good teaching and a pupil centered approach;
- we facilitate a 'safe space' for dialogue and openness (see mentor scheme);
- we equip our pupils with the appropriate skills, knowledge, understanding and awareness to ensure that all of our young people are resilient to the ever changing world in which they live.

The above approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to RE and the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook. (See SMSC policy)

5.4 Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. For pupils with autism this can be particularly challenging. We will achieve this by using a curriculum that includes:

- PSHCE/ Citizenship programmes;
- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout the curriculum;
- Focused educational programmes;
- SMART IEP targets which include academic as well as behaviour and social targets;
- Support from our educational psychology team in developing an understanding of behaviours and how to manage these;
- Support from our SLT team in helping our young people manage their anxieties as a way to manage conflict;
- Support from our OT team in developing our young peoples' skills in self-regulation;
- A holistic approach in which our therapy and education team work together to support our pupils so that they are able to achieve their personal goals and enter society as well- rounded individuals.

5.5 We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons. We will help support pupils who may be vulnerable to such

influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials, or influences, we will ensure that that pupil is offered mentoring. Additionally, in such instances, our school will **take immediate action and contact the police** as well as seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

5.6 At Priory Lodge School we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. British values are embedded in our school and in through assemblies and PSHE we teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

5.7 Use of External Agencies and Speakers

At Priory Lodge School we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.

5.8 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of pupils;
- Activities are carefully evaluated by schools to ensure that they are effective.

We encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability, but also to help pupils develop the critical thinking skills needed to engage in informed debate.

6.0 Child Protection

Please refer to our Safeguarding and Child Protection Policy for the full procedural framework on our Child Protection duties.

6.1 Staff at Priory Lodge School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue; there may be some instances where a child, or children, may be at direct risk of harm, or neglect. For example, this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

6.2 Therefore all adults working at Priory Lodge School (including visiting staff, volunteers and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to one of our five Designated Safeguarding Officers.

6.3 At Priory Lodge School our Safeguarding and Child Protection reporting arrangements are set out fully in our Safeguarding and Child Protection Policy and are summarised here, as follows;

- Priory Lodge School procedures are in line with those agreed by Priory and Wandsworth LEA;
- We have five DSOs Level 4 who have received appropriate training and support for this role;
- Every member of staff and volunteer knows the name of the DSOs and their role and there are posters on the main notice boards identifying the Designated Officers.

7.0 Training

At Priory Lodge School we hold regular whole school in-service training on Safeguarding and Child Protection for all staff which complies with the principal arrangements agreed by Priory, Local Authority and the LA's Safeguarding Children Board. We hold annual training in Child Sexual Exploitation (CSE) on extremism and radicalisation and its safeguarding implications.

7.1 The Designated Safeguarding Officers attend half termly safeguarding training courses with the LA; again this will include training on extremism and radicalisation and its safeguarding implications.

7.2 The school has a safeguarding lead trained to L5. Joint safeguarding supervisions are held for all DSOs on a termly basis or as required.

4. Staff training

At Priory Lodge School staff are made aware of their responsibilities in terms of British values during their induction and Safeguarding training. This British Values policy is shared with all staff as and when it is updated. If deemed necessary, staff will be offered the opportunity for further training on upholding the British Values Policy.

9.0 Recruitment

9.1 The arrangements for recruiting all staff, permanent and volunteers, to our school will follow *Safer Recruitment* best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks. We will apply Safer Recruitment best practice principles and sound employment practice and in so doing deny opportunities for inappropriate recruitment or promotion.

9.2 We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils, thereby rendering them vulnerable to extremist views and radicalisation as a consequence. This is a particular threat to young people on the autistic spectrum.

9.3 Therefore, by ensuring staff are trained in *Safer Recruitment* best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team, we will minimise the opportunities for extremist views to prevail.