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**BRITISH VALUES POLICY**

1. **Promotion of British values**

At SKAPE we recognise not only the importance of allowing students to flourish academically within their own ability, but we also embrace our wider role in preparing them for their adult life beyond the formal examined (or non-examined) curriculum. Part of our role in that preparation is ensuring that we promote and reinforce British values to our students. The government set out its definition of British values in the **2011 Prevent Strategy** and considered them to be:

-democracy,

-rule of law,

-individual liberty,

-mutual respect,

-tolerance of those of different faiths and beliefs.

At SKAPE, these values are reinforced in a pervasive manner and permeate the Centre’s community. The examples that follow are an indication of some of the many ways we seek to embed British values at our Centre and should be seen as an indication of our approach rather than an exhaustive list.

1. **Democracy**

At SKAPE Alternative Provision Education Centre the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the Centre community, for instance, Student Voice being established, discussions held with students. Student Voice is a democratic process, representing the student body and liaising with the Senior Team through the Student Representatives. Feedback from questionnaires, including the involvement of parent views where applicable may also help to shape and further improve the school. The principle of democracy is explored in history, pastoral studies and religious studies as well as in student discussion time.

1. **The rule of law**

The importance of laws, whether they be those that govern the class, the registered school, the Centre or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through student discussions. Students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. SKAPE operates a ‘Consequences’ system as part of the Behaviour Policy, where students are taught the importance of making good decisions and the consequences of poor decisions. This system is rigorously upheld so that everyone in SKAPE recognises that the rules of the Centre are applied fairly and consistently.

1. **Individual liberty**

Within SKAPE, and within reason, students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a Centre, we educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. Examples of this include the choices that students make to participate in the Centre’s numerous enrichment activities. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety in computing and their ‘free-choice’ activities.

1. **Mutual respect**

Respect is at the core of our school Centre ethos and is modelled by students and staff alike. At Centre level, it is ensured that all recruitment processes are fair and equitable. We promote respect for others and this is reiterated through our classroom and learning environments. Children learn that their behaviours have an effect on their own rights and those of others and our behaviour policy engenders our basic belief in mutual respect. In line with our commitment to democracy, students at our Centre are always able to voice their opinions and we foster an environment where students are safe to disagree with each other, providing a safe and structured environment through which they can share their opinions, for example Student Voice groups contribute to initiatives and events across the year and, in this way, students are encouraged to make good and sensible life choices that will benefit all and will enrich their lives. Mutual respect is embraced throughout the curriculum from the concept of ‘fair play’ in PE activities to the use of student mentoring where appropriate, which promotes mutual respect and support between students across different year groups within the Centre. Achievement is celebrated across the Centre in many different ways, ranging from consistent praise, to certificates awarded, or to phone calls to the registered school or to parents.

1. **Cross-curriculum approaches**

Teachers and teaching assistants are asked to consider how teaching and learning in their own lessons might help to promote the understanding and values of diversity and respect. For example, in Geography, British values can be promoted when studying topics such as the demography of inner-cities, migration and studies on low-income countries. In English, poetry and stories from other cultures is explored. There is an expectation that teachers embrace opportunities to embed SMSC development in every lesson. In the classroom, teaching supports working with peers of different gender, where practicable, plus different backgrounds and ability. Seating plans are changed regularly to promote and encourage confidence in working with new people, but also to promote self- confidence and the ability to concentrate and achieve. We believe that this is a fundamental key skill for 21st century learners.

1. **Tolerance of those of different faiths and beliefs**

We recognise that some of our students may come from an area which is not greatly culturally diverse. Therefore, we place great emphasis on promoting diversity with our students. We ensure that our Programmes of Study provide a broad and balanced education on a range of faiths, religions and cultures and students are actively encouraged to share their faith and beliefs within the Centre. In addition, we recognise and celebrate events such as Remembrance Day.

1. **Radicalisation**

At SKAPE, we have adopted the following protocol on managing Radicalisation and Extremism. Additionally, safeguarding processes are regularly reviewed to ensure that there is clear, established and shared procedure for referrals of this nature to the Designated Safeguarding Lead. The protocol for this is shared as an appendix to this document.

**Radicalisation and Extremism Protocol**

**Rationale**

In today’s modern world, children may be exposed to many radical and extremist views, both through the people they may meet and through a wide range of media.

**Policy and Procedure**

Children at our Centre are privy to a host of avenues where radicalisation and extremism is discussed.

● Students have PSHE lessons on the topic and learn about what radicalisation and extremism are, with examples in the world. They are also taught about having their own voice and not always heeding the views of other people, especially if they have doubts about them.

● The PSHE and Citizenship curriculum covers aspects of radicalisation and extremism too, as well as the close links to bullying and rights.

● Ethics is taught across the Key Stages and students learn about the right and wrongs in society.

● The SKAPE Centre has an internal referral process whereby staff can flag up any concerns they have around radicalisation and extremism. Any colleague with concerns should complete a Concern Form and forward immediately to the designated safeguarding lead (DSL). The concern is logged and a timeline started. The Police and Social Services will be contacted. The SKAPE Centre has a risk assessment in place and also identifies students who may be at risk of radicalisation and extremism.

A close up of a piece of paper

Description automatically generatedPlease see Radicalisation and Extremism Concern Form and Risk Assessment attached at Appendix I and Appendix II. The Centre will then work closely with the police and their Prevent Agenda, social services and the registered school. Protocols will then be followed in line with the Police Prevent Agenda.

Signed: Date: 21/08/2024

Print Name: L. James

Reviewed: Annually

Review Date: August 2025

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Reason for Change** | **Approved By** | **Revision Number** |
| 10/08/23 | Initial Policy | K Watson | 01 |
| 21/08/24 | Policy Review | K Watson | 02 |
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**Appendix I**

**Radicalisation and Extremism Concern Form**

|  |  |  |
| --- | --- | --- |
| **Pupil Name:** | **Staff Logging Concern** | **Date:** |
|  |  |  |

**Nature of Concern (please tick):**

|  |  |
| --- | --- |
| **Inappropriate contact on phone/ student IT files** |  |
| **Inappropriate material held by student** |  |
| **Overheard conversation** |  |
| **Propaganda material** |  |
| **Gang mentality** |  |

|  |
| --- |
| **Describe in a much detail as possible your concern and note any behaviours observed** |
|  |

**Once complete, please email this form IMMEDIATELY to the DSL and Centre Manager.**

**Radicalisation and Extremism Concern Form –Part 2**

**ActionsTaken:**

**To be completed by the SKAPE Centre Manager / DSL:**

|  |  |  |
| --- | --- | --- |
| **Referral to Social Care** | **Name of contact** |  |
| **Phone call to police** | **Name of contact** |  |
| **Discussed with SKAPE Manager** | **Date and time** |  |
| **Timeline started and risk assessment undertaken** | **Date and time** |  |

|  |
| --- |
| **SKAPE Manager to describe the outcome and next steps taken to safeguard the student:** |
|  |

**Signed: Date:**

**Appendix II**

**PREVENT SELF ASSESSMENT**

|  |
| --- |
| PREVENT OBJECTIVE 1: **Clear leadership and accountability structures are in place and visible throughout the organisation** |
| PREVENT OBJECTIVE 2: **Staff and the Governing Body have been appropriately trained according to their role** |
| PREVENT OBJECTIVE 3: **An appropriate reporting and referral process is in place and referrals are being managed effectively** |
| PREVENT OBJECTIVE 4: **A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion** |

**PREVENT OBJECTIVE 1: Clear leadership and accountability structures are in place and visible throughout the organisation**

Centre Name: Name of

Assessor: Centre Manager/DSL

Date of Assessment: To be reviewed:

Self-Assessment Ratings should be based on a RAG rating:

Yes - Green

In progress - Amber

No – Red

|  |  |  |
| --- | --- | --- |
| **Evidence** | **Y/N** | **Self -Assessment Rating** |
| There is an identified strategic PREVENT lead in school |  |  |
| The strategic lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within Safeguarding Procedures |  |  |
| Senior staff are aware of the PREVENT Strategy and its objectives |  |  |
| There is a clear awareness of roles and responsibilities throughout the organisation regarding PREVENT |  |  |
| PREVENT safeguarding responsibilities are explicit within the Schools Safeguarding Team |  |  |
| The PREVENT agenda and its objectives has been embedded with the appropriate Safeguarding Processes |  |  |

**2. PREVENT OBJECTIVE 2: Staff have been appropriately trained according to their role**

|  |  |  |
| --- | --- | --- |
| **Evidence** | **Y/N** | **Self -assessed Rating** |
| A plan is in place to include a workshop to raise awareness of PREVENT training so that key staff understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable |  |  |
| Details of PREVENT training course are cascaded to all staff |  |  |
| Further training in the PREVENT agenda is made available to strategic PREVENT lead and Safeguarding Leads |  |  |
| Appropriate staff guidance and literature on the PREVENT agenda |  |  |

**PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively**

|  |  |  |
| --- | --- | --- |
| **Evidence** | **Y/N** | **Self -assessed Rating** |
| Ensure that preventing young people from being exposed to radicalisation or extremism is part of the Centre’s safeguarding policies and procedures. |  |  |
| A single point of contact [SPoC] for any PREVENT concerns raised by staff within the school has been identified |  |  |
| An appropriate internal PREVENT referral process has been developed |  |  |
| Partner agency communication channels have been developed – PREVENT Lead at Local Police are first port of call when outside agencies need to be consulted or for making a Channel referral. |  |  |
| An audit trail for notification reports/referrals exists |  |  |
| PREVENT referrals/notifications are being managed or overseen by relevant staff |  |  |
| A process is in place to identify and develop ‘lessons learnt’ |  |  |

**PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion**

|  |  |  |
| --- | --- | --- |
| **Evidence** | **Y/N** | **Self -assessed Rating** |
| The Centre has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences |  |  |
| The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media |  |  |
| Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations |  |  |
| Staff are able to provide appropriate challenge to students, parents or carers if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion |  |  |