BRITISH VALUES POLICY

Including the radicalisation and extremism protocol

ORGANISATION	SKAPE North East Ltd	POLICY REFERENCE	P09
UPDATED	10 November 2026	NEXT SCHEDULED REVIEW	10 November 2027
POLICY OWNER	Centre Manager / DSL	RELATED POLICIES	Safeguarding; Behaviour; Equality and Diversity; Online Safety

01 INTRODUCTION

This policy explains how SKAPE promotes British values through learning, relationships and day-to-day life at the Centre. It also sets out how staff should raise concerns about radicalisation and extremism, alongside the Safeguarding Policy.

02 SCOPE OF POLICY

This policy applies to SKAPE staff and others working on our behalf. It supports our work with students, parents/carers, commissioning schools, local authorities and other professionals, both at the Centre and during SKAPE activities.

03 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. British values include:

- Democracy.
- Rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those of different faiths and beliefs.

At SKAPE, these values are part of our everyday work and relationships. The examples that follow show some of the ways we put them into practice; they are not an exhaustive list.

04 DEMOCRACY

At SKAPE 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 SKAPE. The principle of democracy is explored in history, pastoral studies and religious studies as well as in student discussion time.

05 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 the SKAPE day, 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. Staff follow SKAPE's Behaviour Policy, helping students understand how their choices affect themselves and others. Expectations and consequences are explained and applied fairly and consistently, taking account of individual needs and reasonable adjustments.

06 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 SKAPE'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.

07 MUTUAL RESPECT

Respect is at the core of our 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 SKAPE 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.

08 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 are 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.

09 TOLERANCE 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.

10 RADICALISATION

At SKAPE, we follow the radicalisation and extremism protocol below alongside our Safeguarding Policy. Staff must know how to report concerns to the Designated Safeguarding Lead (DSL). The concern form is included in Appendix 1 and the Prevent self-assessment in Appendix 2.

11 RADICALISATION AND EXTREMISM PROTOCOL

Rationale

In today's world, students may be exposed to radicalising or extremist influences through people they meet and through a wide range of media, including online. Staff must take concerns seriously and follow safeguarding procedures.

Learning and prevention

- Students have PSHE lessons on the topic and learn about radicalisation and extremism through suitable examples. They are encouraged to use their own voice, think critically and seek help if something concerns them.
- PSHE and Citizenship cover aspects of radicalisation and extremism, including links to bullying and rights.
- Ethical questions are explored across the key stages, helping students consider right and wrong and the effects of their choices.

Raising and responding to concerns

Any member of staff with a concern must report it immediately to the DSL or deputy DSL and complete the concern form in Appendix 1. Do not delay reporting while completing the form. The DSL will record the concern, consider the information and follow the Safeguarding Policy and local Prevent referral arrangements. Advice and referrals to Prevent, children's social care or police will be sought or made as appropriate to the concern. If someone is in immediate danger, call 999 and take steps to protect those at risk.

SKAPE will work with the commissioning school or local authority and relevant safeguarding and Prevent partners. The DSL will liaise with the commissioner's DSL or safeguarding contact as appropriate. Necessary protective action or referrals must not wait for the commissioner's response. Relevant risks, support and follow-up actions will be recorded and reviewed.

Concerns must be considered in context, based on what has been seen, heard or shared. A student's faith, background or lawful expression of views must not, on its own, be treated as evidence of radicalisation. Staff must not investigate concerns themselves or search a student's device outside lawful authority and the relevant SKAPE procedures.

12 RELATED POLICIES GUIDANCE AND REVIEW

Read alongside the Safeguarding, Behaviour, Equality and Diversity, No Bullying, E-Safety/Online Safety, Handheld Device and Mobile Phone, Confidentiality, GDPR and Safer Recruitment policies. The Centre Manager and DSL will review this policy annually, or sooner if guidance or SKAPE's arrangements change.

Referral guidance: GOV.UK, Making a referral to Prevent — www.gov.uk/guidance/making-a-referral-to-prevent. The DSL will also use current GOV.UK Prevent guidance and local safeguarding procedures.

13 DOCUMENT REVISION HISTORY

DATE	CHANGE	APPROVAL	REV.
10/08/2023	Initial policy	K. Watson	01
21/08/2024	Annual policy review	K. Watson	02
29/08/2025	Annual policy review	K. Watson	03
03/03/2026	Annual policy review	K. Watson	04
10/11/2026	SKAPE branding and layout standardised; related-policy references updated; safeguarding referral wording clarified.	L. James	05

APPENDIX 1 RADICALISATION AND EXTREMISM CONCERN FORM

Part 1 — to be completed by the member of staff raising the concern. Report immediately to the DSL or deputy DSL; do not wait to finish the form. Call 999 if there is immediate danger.

Student name	Staff member logging concern	Date and time

Nature of concern — tick any that apply and explain below:

□ Concerning contact by phone or through online accounts or files

□ Concerning material held by the student

□ Conversation overheard

□ Propaganda material

□ Concerning peer or group influence

□ Other concern

Record facts, the student's words where possible, relevant context and who was present. Do not copy or forward harmful imagery. A tick alone is not an assessment of risk.

Describe the concern and any behaviour observed

Reported to	Date and time reported	How reported

APPENDIX 1 CONCERN FORM PART 2

To be completed by the Centre Manager / DSL. Record decisions, reasons, advice received and follow-up arrangements, including where an external referral is not needed.

Action considered or taken	Contact / date / time	Details or outcome
Referral to children's social care		
Contact with police / Prevent partners		
Discussion with Centre Manager / DSL		
Commissioner's DSL or safeguarding contact informed		
Chronology and risk assessment started / reviewed		

Outcome and next steps to safeguard and support the student

Person responsible for follow-up	Review date

Completed by: _____ Role: _____

Signed: _____ Date: _____

APPENDIX 2 PREVENT SELF ASSESSMENT

Prevent objective 1 — Clear leadership and accountability structures are in place and visible throughout the organisation

Centre: SKAPE Assessor: _____ Role: Centre Manager / DSL

Assessment date: _____ Review date: _____

Use a RAG rating: Green = Yes / in place; Amber = In progress; Red = No / action needed. Record evidence or planned action alongside the rating.

Review prompt	Evidence or action	RAG rating
There is an identified Prevent lead at SKAPE.		
The lead understands Prevent expectations and priorities and how these fit within safeguarding procedures.		
Senior staff are aware of the Prevent strategy and its objectives.		
Staff understand their roles and responsibilities for Prevent.		
Prevent safeguarding responsibilities are clear within SKAPE's safeguarding team.		
Prevent is included within the appropriate safeguarding processes.		

Agreed actions and person responsible:

Actions and review arrangements

APPENDIX 2 PREVENT SELF ASSESSMENT

Prevent objective 2 — Staff and directors have been appropriately trained according to their role

Assessment date: _____ Assessor: _____

Use a RAG rating: Green = Yes / in place; Amber = In progress; Red = No / action needed. Record evidence or planned action alongside the rating.

Review prompt	Evidence or action	RAG rating
A plan is in place for relevant Prevent awareness training so that staff understand the risks, recognise concerns and know how to report them.		
Details of Prevent training are shared with all staff.		
Further training is available to the Prevent lead and safeguarding leads as appropriate.		
Appropriate Prevent guidance and resources are available to staff.		

Agreed actions and person responsible:

Actions and review arrangements

APPENDIX 2 PREVENT SELF ASSESSMENT

Prevent objective 3 — An appropriate reporting and referral process is in place and referrals are being managed effectively

Assessment date: _____ Assessor: _____

Use a RAG rating: Green = Yes / in place; Amber = In progress; Red = No / action needed. Record evidence or planned action alongside the rating.

Review prompt	Evidence or action	RAG rating
Protecting students from radicalising or extremist influences is part of SKAPE's safeguarding policies and procedures.		
A single point of contact for staff Prevent concerns has been identified.		
An appropriate internal Prevent reporting process is in place.		
Staff know how to contact relevant local authority or police Prevent partners for advice and follow local referral arrangements.		
There is a clear record of concerns, reports and referrals.		
Relevant staff oversee and follow up Prevent concerns and referrals.		
There is a process for identifying and acting on lessons learned.		

Agreed actions and person responsible:

Actions and review arrangements

APPENDIX 2 PREVENT SELF ASSESSMENT

Prevent objective 4 — A broad and balanced curriculum helps protect students against extremism and promotes community cohesion

Assessment date: _____ Assessor: _____

Use a RAG rating: Green = Yes / in place; Amber = In progress; Red = No / action needed. Record evidence or planned action alongside the rating.

Review prompt	Evidence or action	RAG rating
SKAPE provides activities that support students' spiritual, moral, social and emotional development and help protect them from radicalising or extremist influences.		
Teaching helps students develop critical thinking about influence, including online and through social media.		
Students learn about the benefits of community cohesion and the damaging effects of extremism on relationships.		
Staff can challenge harmful or discriminatory views appropriately while supporting respectful discussion and lawful expression.		

Agreed actions and person responsible:

Actions and review arrangements