

CONTENTS

1. Promotion of British Values
2. Democracy
3. The Rule of Law
4. Individual Liberty
5. Mutual Respect
6. Cross Curriculum Approaches
7. Tolerances of those of Different Faiths and Beliefs
8. Radicalisation

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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

Please 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: *L. James*

Date: 29/08/2025

Print Name: L. James

Reviewed: Annually

Review Date: August 2026

P09 SKAPE British Values Policy Including the Radicalisation & Extremism Protocol

Date	Reason for Change	Approved By	Revision Number
10/08/23	Initial Policy	K Watson	01
21/08/24	Policy Review	K Watson	02
29/08/25	Policy Review	K Watson	03

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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.

ActionsTaken:

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	



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		