



Statement on Promoting British Values / Anti-Radicalisation Policy

Introduction

Since 2010, when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies.

Values Academy is committed to providing a secure environment for students. All staff recognise that safeguarding and creating a safeguarding culture is the responsibility of everyone who works here.

The National Prevent Strategy

With effect from 2015 all schools are subject to a duty to have 'due regard to the need to prevent people being drawn into terrorism' (section 26, Counter Terrorism and Security Act 2015). Values Academy supports the Home Office '4P' Prevent strategy to combat radicalisation and terrorism. Prevent was set up as part of the wider counter-terrorism strategy called CONTEST. The aim of Prevent is to stop people becoming terrorists or supporting terrorism and the UK's Counter Terrorism Strategy was reviewed in June 2018. The 4P's are:

- **PREPARE** – minimise the impact of an attack and to recover as quickly as possible. For example, improve ability of emergency services, enhance communication and information sharing during terrorist attacks.
- **PURSUE** – stop terrorist attacks by detecting and investigating terrorist threats and where it is relevant prosecute those engaged in terrorist related activity.
- **PROTECT** – Improving our protective security to stop a terrorist attack, such as our borders, transport networks and improve protective security in crowded places.
- **PREVENT** – Tackle the causes of radicalisation and respond to the ideological challenges of terrorism; safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support; enable those who have already engaged in terrorism to disengage and rehabilitate.

At Values Academy we create a school that is a secure and safe place based on appreciation and respect for all. Extremism in all its forms has no place in school, as exposure to both extremist materials and influences is detrimental to the development of young people. Extremists of all kinds aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this as it equips young people with the knowledge, skills and sound judgement to challenge and debate these issues in a secure environment.

How the Prevent Strategy is implemented in school

- Raising awareness of the issue of radicalisation with staff so that those who work with young people at Values Academy appreciate that they are a front line strategy, and act accordingly.

- Staff training, which is delivered and revisited at appropriate times throughout the year as opportunities arise. At Values Academy, staff appreciate how positive relationships created within school can remedy the factors that create the environment for dangers of radicalisation.
- Raising student awareness through the curriculum, where a clear understanding of history / religion / tradition promotes an appropriate understanding of the origins of movements such as Nazism and promoting an understanding of Islam and other world religions based on peaceful messages and intent. The curriculum is designed to encourage students to want to be part of an inclusive society, and the importance of Citizenship is stressed as students are encouraged through learning to strengthen their sense of belonging. Subjects will when applicable, foster an understanding of what terrorism is and how it occurs.
- By creating an inclusive school, which appreciates the importance of SMSC (Spiritual, Moral, Social and Cultural) and delivers it through a shared curriculum for all, encouraging full participation in a broad and balanced curriculum, including the Values curriculum, which celebrates the diversity of the school community and aims to make students feel valued and included. Staff and students will adopt an understanding of the faiths, and beliefs of others.

The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE (Personal, Social, Health, Education) and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and through the wider school life, and it underpins the inclusive ethos of the school.

It is recognised that students with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, resilience, respect and tolerance as well as setting high standards and expectation for themselves.

Students are regularly taught how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Social Learning Mentors will specifically monitor students under their care and along with teaching staff will ensure that opportunities for combatting radicalisation should be taken when they arise directly in lessons, and indirectly all the time in making sure no student is marginalised or excluded from activities or learning.

All staff are trained to spot the signs of radicalisation and specific reporting systems are in place to protect both students and staff.

Our school will monitor the online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is done through the use of specialist online monitoring by our IT provider.

Tackling extremism at Values Academy

At Values Academy, 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 learners 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 learners or staff will always be challenged and dealt with in line with the relevant policies on student behaviour or staff conduct.

Risk Reduction

The School Principal, School Leaders and Designated Safeguarding Leads (DSLs) will assess the level of risk within the school and put actions in place to reduce the risk. Consideration will be given to the school SEND policy, and the use of school premises by other agencies. Due diligence checks will be undertaken on all external speakers invited to school.

Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages. Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Reporting

Schools are now required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism; the SPOC for both sites is one of our Designated Safeguarding Leads and School Leader of our Birmingham School:-

Hayley Cartin – hayley.cartin@valuesacademy.org.uk

As part of wider safeguarding responsibilities staff will be alert to and report using the Safeguarding procedures:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups
- 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
- Learners voicing opinions drawn from extremist ideologies and narratives
- 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, sexuality, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Referrals will be made to the Channel programme and the relevant local authority children's services.

At Values Academy:-

We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches young people may experience elsewhere may make it harder for them to challenge or question these radical influences.

We will strive to ensure that our support and approaches will help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills.

We will provide staff training to ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

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 further information please visit:

www.educateagainsthate.com www.nspcc.org.uk www.gov.uk

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