



**Greenvale School
British Values Policy**

**Signed: October 2018
Next Review date: October 2019**

**BRITISH VALUES POLICY,
INCORPORATING THE NATIONAL PREVENT STRATEGY TO COMBAT
RADICALISATION AND TERRORISM**

Introduction

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

The National Prevent Strategy

Greenvale supports the Home Office '4P' Prevent strategy to combat radicalisation and terrorism. The 4P's are:

Protect – to strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce its vulnerability. This work focuses on border security, the transport system, national infrastructure and public places.

Prepare – to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase the UK's resilience to facilitate recovery from its aftermath.

Pursue – to stop terrorist attacks by detecting, prosecuting and otherwise disrupting those who plot to carry out attacks against the UK or its interests overseas.

Prevent – to stop people from or supporting terrorism. This includes countering terrorist ideology and challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised; and working with sectors and institutions where the risk of radicalisation is assessed to be high.

Whilst the first three strands are clearly the remit of the government and security services, the fourth one is the one to which schools and those who work with young people in a wider setting such as Youth Workers or Social Services can contribute. Greenvale acknowledges this, supports the strategy and strives to take an active part in the Prevent section of the strategy both as a whole school and an individual level. Prevent is a strategy that is also endorsed and supported by Lewisham Local Authority.

1. BRITISH VALUES

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those from other faiths and beliefs

Schools have a duty to teach these values. If staff believe that anyone at the school is undermining these values, they must report this to the Headteacher.

At Greenvale we actively seek to use the diversity of our community as a resource for learning, helping students to understand and respect difference in all its manifestations and to be proud of who they are.

- Our equalities policy makes clear our intention to provide the best education we can for all our students regardless of race, faith, gender, age, and sexual orientation.
- Greenvale School recognises and celebrates the multi-ethnic and multi-faith nature of our country and our community.
- Greenvale School expects all staff to model and teach these values.

2. DEMOCRACY

- Our school behaviour policy is clear that students are:
 - expected to be given the opportunity to express their views and opinions by whatever means possible,
 - to be listened to and to be involved in decision making
 - All students experience a Total Communication environment, which might include touch and sound cues, objects of reference, switches, PECS, makaton, photographs, symbols and other forms of .ACC,
 - We listen to student's and parent's voice and work closely with the Speech and Language team to support students' communication
 - We enable our students to let someone know that they want or don't want something, to tell someone about an event, to describe an action and to acknowledge another person's presence through various forms of communication devices and strategies. This can be done either verbally or non-verbally. It can be accomplished through gestures, vocalisations, sensory cues, objects of reference, signs, symbols or words.

We can promote democracy within all classes by:

- Providing students with learning opportunities where they can express their views, make choices and respect choices made
- Encourage students to become involved in decision-making processes and ensure they are listened to in school
- Use public activities to reinforce the praise of desirable behaviours such as the Assemblies, plenary sessions, acts of collective worship time as well as the use of displays
- Discuss appropriate behaviours with students
- Set clear and reasonable boundaries in a manner that can be understood by the students
- All staff use appropriate communication strategies that are relevant for our students
- Make sure that daily expectations are visual and simple for students to understand.

3. THE RULE OF LAW

- We consistently reinforce our high expectations of students.
- Students are taught the value and reasons behind our expectations (rules) and that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. Our PSHE lessons develop an understanding for rules.
- We model and teach the necessity for rules and boundaries.
- Many lessons and stories will have themes covering tolerance, mutual respect and democracy.

- All students receive support at an appropriate level to manage their own behaviour, to work alongside other people and to treat other people with respect and consideration.

We can promote the rule of law within all classes by:

- Displaying and teaching class rules
- Use of 'Now and Then' boards to encourage positive behaviour and structure to routines or targets cards with visual expectations.
- Use social stories to further enhance understanding of concepts such as personal space and visiting a shop
- Clear system of rewards and consequences and restorative approaches such as behaviour plans and personalised reward charts

4. INDIVIDUAL LIBERTY

- Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Group activities support students to work together.
- As a school we educate and provide boundaries for young students to make choices safely, through our provision of a safe environment and empowering teaching.
- We encourage students to take responsibility for their behaviour,
- Students are encouraged to know, understand and exercise their rights and personal freedoms.
- We challenge stereotype and implement a strong anti-bullying culture

We can promote individual liberty within all classes by:

- Reminding of potential positive and negative consequences
- Giving responsibilities within the school/ class
- Encouraging students to make their own decisions
- Providing boundaries and teaching how to make safe choices

5. MUTUAL RESPECT & TOLERANCE

- In order to promote mutual respect and tolerance of those of different faiths and beliefs, part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and students are modelled this by caring, sharing and listening to others.
- Staff help students to understand how to respect by talking about how actions/words can affect others.
- Our global curriculum emphasises the similarities between people everywhere and the connectedness; examples of these themes from our curriculum are Our school and myself, Our Community, Our World, Middle East, China, Rules for Living, Inspirational People, and Religion in music, art and drama. We aim to enhance student's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year, multi-cultural week, our RE curriculum and our SMSC (Spiritual, Moral, Social and Cultural) planning.

- Our RE curriculum is varied and diverse to include all major faiths. Lessons reinforce messages of tolerance and respect for others. We demonstrate similarities and celebrate the differences in religious beliefs.
- Our curriculum is enriched with visitors from different cultures; reading stories and sharing folklore from different countries.

We can promote respect and tolerance within all classes by:

- Engaging students in purposeful and positive play activities with others
- Modelling positive behaviour
- Demonstrating the similarities and celebrating the differences
- PSHE lessons and assemblies - curriculum enriched with visitors from different cultures
- Creating opportunities for students to try different foods from other cultures
- Encouraging parents/carers to participate and support our multi-cultural events.
- Organising visits to places of worship and greeting students in different languages
- Organised themed key stage/ subject days and special event days e.g. Red Nose Day for Comic Relief and Woolly Hat day to support the homeless

6. EVIDENCE OF WHAT WE DO

- Our curriculum and planning
- Students personal targets
- Star of the week
- Student learning journals
- Display boards
- Assemblies
- Events folder e.g. festival celebrations and Sports Days
- School website and Facebook
- Travel Cushion Award

7. TACKLING EXTREMISM AT GREENVALE

At Greenvale 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 sensitively and at an appropriate level, in line with the relevant policies on student behaviour or staff conduct.

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

- Disclosures by students or 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, friendships 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, where secular or religious or, in line with our Single 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

We will support students who may be at risk of becoming alienated and disempowered, especially where understanding of the concepts involved is limited, or where the narrow approaches young people may experience elsewhere make it harder for them to challenge or question radical influences.

We will strive to ensure that our support and approaches will help our students build resilience to extremism and where possible, 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.

We will also work with local partners, families and communities to ensure that Greenvale students understand and embrace our local context and values in challenging extremist views, and to assist in the broadening of young people's experiences and horizons.

We will also help support learners who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will refer the student through the reporting process for help and support.

Use of External Agencies and Speakers

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, and Health, Education) and SMCS 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 wherever possible we strive to equip our students with confidence, self-belief, resilience, respect and tolerance as well as setting high standards and expectations 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.

Staff Training

Through on-line training and INSET opportunities in school, we will ensure that our governors and staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. Training on-line & from the Lewisham Prevent team will be facilitated and updated.

Policy Review

This policy statement will be reviewed regularly to reflect Government initiatives and developments in this field.

Definitions for Clarification

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism – is defined as the holding of extreme political views which may deny rights to any group or individual. It can be expressed in vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and respectful tolerance of different faiths or beliefs.

Other Policies linked to British Values

Anti-Bullying
Safeguarding & Child Protection
Equal Opportunities
E-Safety Policy & Protocol
Staff Code of Conduct

Signed

Dated