



**British Values Policy
including the
Radicalisation &
Extremism Protocol**

Document control table

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Contents

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

British Values Policy

1. Promotion of British values

At Outwood Grange Academies Trust we recognise not only the importance of allowing students to flourish academically but we also embrace our wider role in preparing them for their adult life beyond the formal 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 and tolerance of those of different faiths and beliefs. At Outwood Grange Academies Trust these values are reinforced in a pervasive manner and permeate the school community.

The examples that follow are an indication of some of the many ways we seek to embed British values at our academies and should be seen as an indication of our approach rather than an exhaustive list.

2. Democracy

At Outwood Grange Academies the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community, for instance, elections being held for Student President, Youth Council members and VMG Presidents. In addition, Student Voice is a democratic process, with satellite groups covering a range of different areas, representing the student body and liaising with the Senior Leadership Team through the Student President. Feedback from questionnaires and the Parent Voice group also help to shape and further improve the school. The principle of democracy is explored in History, LIFE and Religious Studies as well as in VMG time and assemblies.

3. The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. 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. Visits from authorities such as the Police and Fire Service help reinforce this message. Outwood Grange Academies 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 school recognises that the rules of the school are applied fairly and consistently.

4. Individual liberty

Within Outwood Grange Academies, students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a school 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 in year 8 and year 10 regarding the subjects they wish to study and the choice to participate in the school'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 VMG time activities.

5. The Pledges

The Pledges are a set of ten activities that we encourage all students to complete during their time at our academies. They aim to broaden experiences, extend opportunities and raise the aspirations of our young people. The ten Pledges are as follows:

- Pledge 1: Regularly attend an after Academy activity
- Pledge 2: Represent the Academy in a sporting, cultural or academic event
- Pledge 3: Take part in an Outward Bound residential programme
- Pledge 4: Attend a national sporting, academic or cultural event
- Pledge 5: Take part in an Academy production or event
- Pledge 6: Take part in a formal presentation to an audience
- Pledge 7: Be actively involved in an international experience
- Pledge 8: Be actively involved in a community experience
- Pledge 9: Participate in a fundraising event in the Academy
- Pledge 10: Help with the sustainability of the Academy

Pledges 2, 4 and 7 link specifically to the concept of raising our students' awareness of other cultures. All students will be supported to gain Pledge 7 and to be involved in an international experience. This could be through an international visit or event, a pen pal from another country or taking part in one of our "International theme days" during collapsed timetable days.

6. Mutual respect

Respect is at the core of our school ethos and is modelled by students, staff, governors and Trustees alike. At a Trust level, it is ensured that all recruitment processes are fair and equitable. Each academy promotes 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 academies are always able to voice their opinions and we foster an environment where students are safe to disagree with each other; the Collaborative Learning Structures, which are an integral

part of the school's teaching and learning policy, provide a safe and structured environment through which they can do just this. A Student Voice anti-bullying group leads on initiatives and events across the year. Mutual respect is embraced throughout the curriculum from the concept of 'fair play' in PE to the student mentoring programme which promote mutual respect and support between students across different year groups within the school. Achievement is celebrated across the school in many different ways, ranging from phone calls home and certificates, to prize draws and a buffet lunch with the Principal.

7. Cross-curriculum approaches

Department teams are asked to consider how teaching and learning in their own curriculum area might help to promote the understanding and values of diversity and respect. For example, in Geography British values are promoted when studying topics such as the demography of inner-cities, British national parks, migration and case-studies on Low-Economic Developing Countries. In English, poetry from other cultures is explored as a Key Stage 3 unit of study. There is an expectation that teachers embrace opportunities to embed SMSC development in every lesson. Students in all classrooms learn collaboratively. The Collaborative Structures for Learning are designed for students to work in homogenous teams of four, embracing the challenge of working with peers of different gender, background and ability. Each half-term, seating plans are changed in all classrooms to promote and encourage confidence in working with new people. We believe that this is a fundamental key skill for 21st century learners.

8. Tolerance of those of different faiths and beliefs

Some of our academies are situated in an area which is not greatly culturally diverse. Therefore, we place great emphasis on promoting diversity with our students. Assemblies are regularly planned to address this issue and our LIFE and Religious Studies curricula provide a broad and balanced education on a range of faiths, religions and cultures. We also run a number of trips abroad throughout the academic year from which our students gain valuable experience of other cultures and languages. Additionally, students are actively encouraged to share their faith and beliefs within the school. An annual Remembrance Day service, in conjunction with members of the Royal British Legion, involves the whole school community.

9. Radicalisation

All of our academies have adopted the following protocol on managing Radicalisation and Extremism. Additionally, safeguarding processes at all academies have been reviewed to ensure that there is clear, established and shared procedure for referrals of this nature to the Safeguarding Designated Person. 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 academies are privy to a host of avenues where radicalisation and extremism is discussed.

- Students have SLT assemblies 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 LIFE curriculum covers aspects of radicalisation and extremism too, as well as the close links to bullying and rights.
- Ethics is taught across all Key Stages and students learn about the right and wrongs in society.
- The Academy 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 Vice Principal - DEEP Support.

The concern is logged and a timeline started.

The Police and Social Services will be contacted. The Academy has a risk assessment in place and also identifies pupils 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 Academy works closely with the Police and their Prevent Agenda (please see Appendix III).

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 Vice Principal Deep Support

Radicalisation and Extremism Concern Form –Part 2

Actions Taken:

To be completed by VP Deep Support:

Referral to Social Care	Name of contact	
Phone call to police	Name of contact	
Discussed with Principal	Date and time	
Timeline started and risk assessment undertaken	Date and time	

VP Deep Support to describe the outcome and next steps taken to safeguard the student:

Signed:

Date:

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

Academy Name:

Name of

Assessor: VP Deep Support

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		
SLT 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 and the Governing Body have been appropriately trained according to their role

Evidence	Y/N	Self -assessed Rating
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A plan is in place to include a Workshop to Raise Awareness of PREVENT (WRAP) training so that key staff and governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable		
Details of WRAP 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 school'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
School 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 governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion		
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