



Policy Document

British Values and Prevent Policy
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SUMMARY

Associate Staff

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| <ol style="list-style-type: none"> 1. Apply school policy when on duty around the school. 2. Be aware of modelling the values of our school 3. Report any concerns regarding extremism to the relevant Prevent Lead (PL) 4. Act as positive role models for students at all time. 5. To read and become familiar with the depth of the British Values and Prevent policy. |
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Teacher, Tutor and Staff Responsibilities
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| <ol style="list-style-type: none"> 1. To treat all students and colleagues with respect 2. To be an exemplar regarding our British values for all students. 3. To be constantly vigilant regarding identification of extremist views. 4. Escalate to PL when they have concerns regarding students. 5. To emphasise values in their lessons and in their tutor groups 6. To read and become familiar with the depth of the British Values and Prevent policy. |
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PL, DOL and Faculty Leader Responsibilities
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| <ol style="list-style-type: none"> 1. To be the lead exemplars of tolerance, respect and moderation within the school. 2. To inform the SLT link/ 'single point of contact' (SPOC) of any extremist concerns. 3. To inform our values through INSET, curriculum, assemblies and promotional material around the school. 4. To liaise with the SPOC in developing British values in the school. 5. To use inset and meetings to share good practice within their faculty or year team. 6. To review the British Values and Prevent Policy and contribute to the SEF. 7. To recognise the values of their students within reward assemblies. 8. To work with parents, students and external agencies in the best interests of the students. |
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SLT Responsibilities

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| <ol style="list-style-type: none"> 1. To be a constant exemplar to staff and students of tolerance, respect and moderation. 2. A "Single point of contact" will be identified by the school to liaise with the local authority and implement any strategies to aid in preventing extremism Boldon 3. To support all staff with training around the PREVENT agenda 4. To support their link departments. 5. To support, challenge and advise the DOL or FL regarding interventions with students and staff. 6. To review the policy with all staff every year and contribute to the SEF. 7. To contact the PREVENT LA contact (Graeme Littlewood) if any concerns regarding social or religious extremism occur. 8. To ensure the school has implemented the policy to improve leadership, staff and governor awareness, referral processes to PREVENT and a rich, broad and balanced curriculum. |
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Governor Responsibilities

1. To assign a Governor link to work with the SLT link/SPOC on British Values and PREVENT.
2. To receive an annual report from SLT on British Values and Extremism.
3. To support, challenge and advise on strategies to improve awareness of our values.

Policy Aims, Principles & Purpose

We aim to encourage, recognise, reward and support students. Our British Values policy aims to promote strategies that ensure that all students

Are healthy	Supporting mental and emotional health by engaging children in ways of getting on together and encouraging acceptance of other peoples' opinions and beliefs.
Stay safe	Allowing them to know that there are people to listen to them should they feel threatened through bullying or discrimination of any kind.
Enjoy & Achieve	The policy provides a consistent approach for staff allowing opportunity for children to do their best in a class free from distraction or fear as well as recognition of individual learning styles and needs.
Make a positive contribution	By setting the social rules to live by, the children can engage in law abiding and Positive behaviour in and out of school. They can develop positive relationships and choose not to be prejudiced or discriminate.
Achieve economic well-being	To promote positive attitudes to lifelong learning and respectful behaviour to benefit them in the workplace.

The effective delivery of the curriculum at Boldon School can only take place where students are motivated to learn and behave well. Our British Values policy will establish the agreed ways in which members of the school community will contribute to the learning environment.

We believe that our values are achieved when:

- ✓ there is mutual respect and established routines
- ✓ there is an awareness of the values we expect established in school by students, parents and staff
- ✓ students and staff feel safe and secure
- ✓ there is consistent use of praise when behaviour is appropriate
- ✓ there is consistent use of sanctions when behaviour is inappropriate.

The purpose of the British Values and Prevent Policy is to support positive virtues and values towards learning for all students. To this end it sets out criteria for expectations.

Policy Statement

Ethos and Practice

When operating this policy, Boldon uses the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different .faiths and beliefs; and/or calls for the death of members in our armed forces, whether in this country or oversees'.

As part of wider safeguarding responsibilities staff will be alert to:

- 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, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Distributing extremist literature and documentation
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services and police reports of issues affecting students in other schools or settings
- Students 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 within our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others Anti-Western or Anti-British views

Ethos and Approach

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches learners may experience elsewhere may make it harder for them to challenge or question these radical influences. This guidance and support will be delivered through the whole school curriculum and tutor/pastoral programme. We will ensure that all of 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 develop strategies and staff training to ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

- Support and encourage positive values towards learning through effective teaching, learning and rewards.
- Develop and extend staff strategies to promote British Values including individual and team INSET.
- Operate and review policies relating to student inclusion clearly and consistently.
- Support equality of opportunity through a planned and differentiated curriculum, which supports effective learning in terms of inclusion and study support.
- Work with students and parents to develop and support practice which enables effective learning, attitudes and behaviour.
- Monitor the performance of individuals and groups at risk of disaffection, fully utilising all multi agency input and other resources to implement early strategies to support them.

We will be place a high priority on prevention:

- All classroom teachers will implement well prepared, paced and pitched lessons so as to engage all students and promote British Values.
- All teachers will employ a range of strategies which reinforce established rules and procedures and use rewards/sanctions consistently to support appropriate attitudes in the classroom and to avoid confrontation with/between students.
- Our rewards policy will encourage and act as recognition of the motivation and positive attitudes of the majority of our students. Staff will make expectations / procedures explicit to students, apply them consistently and re-enforce them at regular intervals.
- Early intervention where students are identified as disaffected in lessons/school will take place through a planned and co-ordinated route
- Involve the experience of other staff to review and amend approaches in the classroom.
- Recognise that parents need to be involved, informed and welcomed in partnership to ensure and consolidate positive attitudes.
- Establish a partnership with students and involving them in taking responsibility for and developing their own learning. Student views on matters of organisation and response should be harnessed as part of the consultative process.
- The governors should be perceived by students, parents and staff, as actively supportive in promoting the values of the school.
- Use the multi-agency teams to support students, especially those identified as being at risk of disaffection despite the above strategies.
- Have effective communication between staff and mentors to support, evaluate and record student progress.
- Liaise with the Head Teacher, via Assistant Head (Departmental/Pastoral) to consider alternative or additional provision.
- Liaise with DOLs and/or Learning Support, (informing SLT) to maximise and co-ordinate the input of outside agencies where necessary to support attitudes, family difficulties or other issues.

Active Intervention will entail:

- The consistent and positive application of our British Values and Prevent policy by all staff.
- Expectations of all to be displayed and applied consistently by all. It emphasises self-discipline and raises an awareness of what is expected by all members of the school community. A clear line of response whenever a religious or political extreme view emerges. Each stage relies upon professionalism, qualified judgements and common- sense from staff involved.

Monitoring & Evaluation

We will involve staff, students and parents and use the following indicators to monitor and evaluate the success of this policy:

- ✓ Overall attendance record.
- ✓ Referrals to SLT.
- ✓ Reported incidents of bullying.
- ✓ The rate of fixed-term exclusion.
- ✓ The rate of permanent exclusion.

- ✓ Year group number of referrals.
- ✓ Year group Inclusion/WDU referrals.
- ✓ Rewards for attendance, behaviour and contribution to school/community.
- ✓ Achievement rates (all key groups).

Effective Application of Policy: Roles & Responsibilities

All Staff have a duty to do all they can to ensure British Values are employed. We cannot assume that all students know how to behave - we must be prepared to set a good example and teach British Values.

Support staff will:

- ✓ apply school policy when on duty around the school
- ✓ be aware of modelling the values of our school
- ✓ report any concerns regarding extremism to the relevant PL
- ✓ act as positive role models for students at all time
- ✓ to read and become familiar with the depth of the British Values and Prevent policy.

Subject teachers:

The first line of discipline will always be the classroom teacher: a well-planned, paced and pitched lesson will engage students and promote British Values.

In addition, teachers will:

- develop their skills to become excellent classroom managers
- be consistent in applying Faculty and School Policies
- rewarding good attitude applying agreed Faculty sanctions consistently, fairly and in proportion
- act as positive role models for students at all times.

Faculty Leaders & Co-ordinators will:

- be the lead teachers in the Faculty Team through setting an example for excellent classroom and general behaviour management
- provide written faculty policy and guidance on best practice based upon the school policy to ensure that British Values are the norm in classrooms
- ensure that good attitudes and behaviour is recognised and rewarded.
- ensure that a suitable set of sanctions are applied to deter poor behaviour or attitudes
- ensure that subject teachers keep a record of good behaviour
- ensure that persistent attitudes and behaviour are acted upon through the Behaviour module and reported/referred to the Head of Faculty or Director of Learning
- monitor the application of the school Behaviour Policy
- evaluate the effectiveness of the policy in its aim to progress British Values in classrooms

Tutors will:

- develop their skills to become excellent classroom managers
- promote and raise awareness of the school policy during class and year group assemblies
- ensure that their students understand the school Behaviour Policy each year
- act as the first point of contact for their students with other staff and parents.

- remind their students of our standards and expectations through tutor target setting time each Monday.
- check the behaviour module and student planners for rewards records (at the same time as Homework checks)
- provide guidance and support to students who may be struggling behaviourally or in the values.
- act as a positive role model at all times.
- report concerns regarding extremism to the PL.

Directors of Learning & Assistant Pastoral Leaders will:

- be the leads in the Year Team and across the school, through setting an example of excellent classroom and general behaviour management.
- lead and support their team of Group Tutors
- provide guidance, support and training on British Values and Prevent strategy for other staff
- lead and visibly promote and support the school policy at every opportunity: at assembly, in the classroom and about the school
- use the Behaviour Policy to ensure that good attitude and behaviour are rewarded
- monitor and keep up to date records of poor attitudes and bullying particularly in the areas that contravene British Values
- deal positively and effectively with serious or persistent poor attitudes in accordance with our sanctions policy and in proportion to the act of misbehaviour.
- liaise and work with the Inclusion Team and mentors where appropriate
- work with and support students who do not follow our British Values
- liaise with parents and outside agencies
- work with the SLT link teacher with regards serious or persistent poor behaviour and exclusions
- refer concerns regarding extremist views to their SLT link.

SLT link teachers will:

- provide a lead on British Values through their visibility and example at every opportunity and especially in classrooms, assembly halls, corridors, dining areas and outside areas
- explain to students the importance of good attitudes and support the Pastoral Team in the promotion of school policy
- work with curriculum and pastoral leaders to support, monitor and evaluate the application of policy and the effect of sanctions
- use information gained from the above to help improve the policy at annual review and the School SEF
- report concerns regarding extremist views to Graeme Littlewood. Prevent coordinator at the LA.

The Head Teacher and the Senior Leadership Team will ensure that the policy is promoted and implemented effectively by assigning a member of the SLT to support each Year Group and Faculty.

The British Values and Prevent policy links to the following school policies:

- Safeguarding policy

- Anti-bullying policy

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow national guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checks and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos.

We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Role of Governing Body

The Governing Body of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.