



Policy Title:	British Values Policy		
Last Reviewed & Updated:	June 2019	Due for Review:	July 2021

1 Purpose:

At the Pendlebury Centre we aim to prepare our students for life in modern Britain through the provision of a broad and balanced curriculum which encourages pupils to develop tolerant attitudes towards other faiths and cultures. We want our students to gain an understanding of the culture around them as well as a sense of what it means to be British. We aim to promote in our students spiritual, moral, social and cultural development thus enabling them to challenge radicalisation, extremism and terrorism within our Centre and in the wider community.

RESPONSIBILITY All staff

2 Introduction:

At the Pendlebury Centre we are committed to safeguarding and promoting the welfare of all children and young people in line with the duty placed on us by section 175 of the Education act 2002.

We strongly believe that all children and young people have the right to feel safe and to be protected from physical, sexual or emotional abuse and neglect.

An effective whole school safeguarding policy is one which provides clear directives to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy makes explicit the schools commitment to the development of good practice and sound procedures in order that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

From 1st July 2015 the PREVENT duty became law. This is a duty on all schools to have due regard in preventing people being drawn into terrorism. This is just one element within our overall safeguarding policy which is in line with the statutory duties set out in s175 of the Education Act 2002 and the Counter Terrorism and Prevent Duty 2015.

We will promote the fundamental British Values of:

1. Democracy.

At the Pendlebury Centre we make decisions together. Staff and students are consulted on Policies and questions are valued. Students are consulted on enrichment

activities and have been involved in developing our rewards and behaviour system. They also have Personal Learning Programmes in which they take the lead on identifying areas of academic, emotional and personal development.

2. The Rule of Law.

Students learn to understand that laws matter, whether it's following the code of conduct in the classroom, rules at home/ in the workplace or laws in the wider community.

Regular visits from our local community PCSO support students and families in understanding the Rule of Law. (We are currently without a local PCSO- June 2019)

3. Individual Liberty.

At the Pendlebury Centre students are encouraged to make choices knowing they are in a safe and supportive environment. We educate and provide boundaries for students to make informed choices. Students are encouraged to know, understand and exercise their rights and personal freedoms and to understand we are free to have different opinions.

4. Mutual respect and tolerance.

Mutual respect is at the heart of our values. All members of the Pendlebury Centre community are expected to treat one and other with respect. Restorative Practice programmes support this and help students to understand accountability and the impact of their behaviour on others.

Through PHSEE, Forums, Tutor Periods, Humanities, LGBT, Black History and Anti bullying week and Ethnic Diversity sessions we actively promote diversity celebrating the similarities and differences between cultures, promoting a tolerance of all.

3 The Pendlebury Centre Ethos and Practice:

The Pendlebury Centre uses the following Governmental definition of extremism:

'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 of our armed forces, whether in this country or overseas'

There is no place for extremist views of any kind in our Centre, whether from internal sources – learners, staff or governors, or external sources - Community, external agencies or individuals. Our students see the centre as a safe place where they can explore controversial issues safely and where our staff encourage and facilitate this – we have a duty to ensure this happens.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern as set out in this procedure. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people.

Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

We will provide a broad and balanced PSHEE and citizenship programme, SEAL lessons and school forums to enrich our students understanding and tolerance of difference and diversity and also to ensure that they thrive and feel valued, not marginalized.

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 students or staff will always be challenged and where appropriate dealt with in line with our Centres' Anti bullying, Code of Conduct, restorative practice and the Disciplinary Policy for staff.

There are clear links between this policy and the Safeguarding policy. 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 college, such as in their homes or community groups, especially where learners 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.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Local authority services and police reports of issues affecting students outside the Pendlebury Centre.
- 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 with 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.

We will closely follow the agreed procedure as set out by Stockport Local Authority using their criteria for safeguarding individuals vulnerable to extremism and radicalisation. Multi-agency working will be an essential part of collaborative working in order to affectively meet the Prevent Strategy.

4 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 in lessons, tutor time and through whole school forums.

We will ensure that all of our support and approaches will help our learners 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 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 achieve this by using an approach that includes:

- Open discussion and debate
- Work on anti-violence and a restorative approach to conflict resolution
- Targeted, individual and group programmes.
- Personal Learning Programmes

We will also work with other agencies, local partners, families and communities in our efforts to ensure the Pendlebury Centre understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our Students opinion, experiences and horizons. We will help support students 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 ensure that he/she is offered appropriate support from our staff and other relevant agencies.

Additionally in all instances we will seek external support from the Local Authority and/or local partnership structures and external agencies working to prevent extremism.

The Pendlebury Centre will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage learners to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

5 Promoting Fundamental British Values

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the Centre and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for themselves and other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

5.1 Examples of how we will achieve these are

- Provide materials on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, compared to other forms of government in other countries
- Ensure all students within the Centre have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as 'Student forum' on our VLE.

Through our curriculum we aim to develop the ability to recognise the difference between right and wrong to enable students to develop their own moral code.

Themes covered at KS 3:

- Human and political rights, both globally and nationally (WE charity deliver a citizenship morning)
- Democracy, including make your mark youth parliament elections.
- Freedom of Speech.
- The role of media in everyday life.
- Living in a diverse society.
- Migration.

Themes covered at KS 4:

- Tolerance.
- Ethical issues such as Euthanasia and abortion.
- UK Citizens.
- Multicultural Societies.
- Ethnic diversity.
- Types of protest (historical and current).
- Taxes.
- Employer and Employee rights.
- Volunteering and community counts.
- Poverty.

The Humanities curriculum covers 'Black history' Month, where students learn about the Civil Rights Movement and we have a weekly forum where staff and tutor groups deliver key themes which are reflective in nature and we do not seek to promote any one religion.

6 Use of External Agencies and Speakers

At The Pendlebury Centre we encourage the use of external agencies and speakers to enrich the experiences of our students. All visitors have a current, enhanced DRB check which are provided by the local authority. This is to ensure that any external agencies, individuals or speakers will provide positive learning opportunities and experiences for our students.

We will assess the suitability and effectiveness of input from external agencies and individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the centre and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise learners through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are matched to the needs of students.
- Activities are carefully evaluated by our staff and pupils to ensure that they are effective.

At the Pendlebury Centre we encourage students to share and understand opposing views and ideologies, appropriate to their age, comprehension and abilities, and to actively engage in informed debate. We strive to ensure our students recognise risk and build resilience to manage any such risk towards themselves, appropriate to their age and ability but also to help learners develop the critical thinking skills needed to engage in informed debate.

7 Whistle Blowing

Where there are concerns of extremism or radicalisation students and Staff should use our internal systems to Whistle Blow or raise any issue in confidence.

8 Safeguarding

Links between the British Values and Challenging radicalisation, extremism and terrorism policy and the Safeguarding policy are great in respect of identifying vulnerable students/staff and the processes for dealing with issues of concern.

Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding duties.

9 Equality and Diversity Statement

The Pendlebury Centre embraces equality and diversity. We believe that everyone has the right to be treated equally and fairly regardless of their age, disability, gender, gender identity, race, religion or belief, sexual orientation and socio-economic background. We seek to ensure that no member of staff or students receives less favourable treatment on any of these grounds which cannot be shown to be justified.

This document is written with the above commitment, to ensure equality and diversity is at the centre of our working life at the Pendlebury Centre.

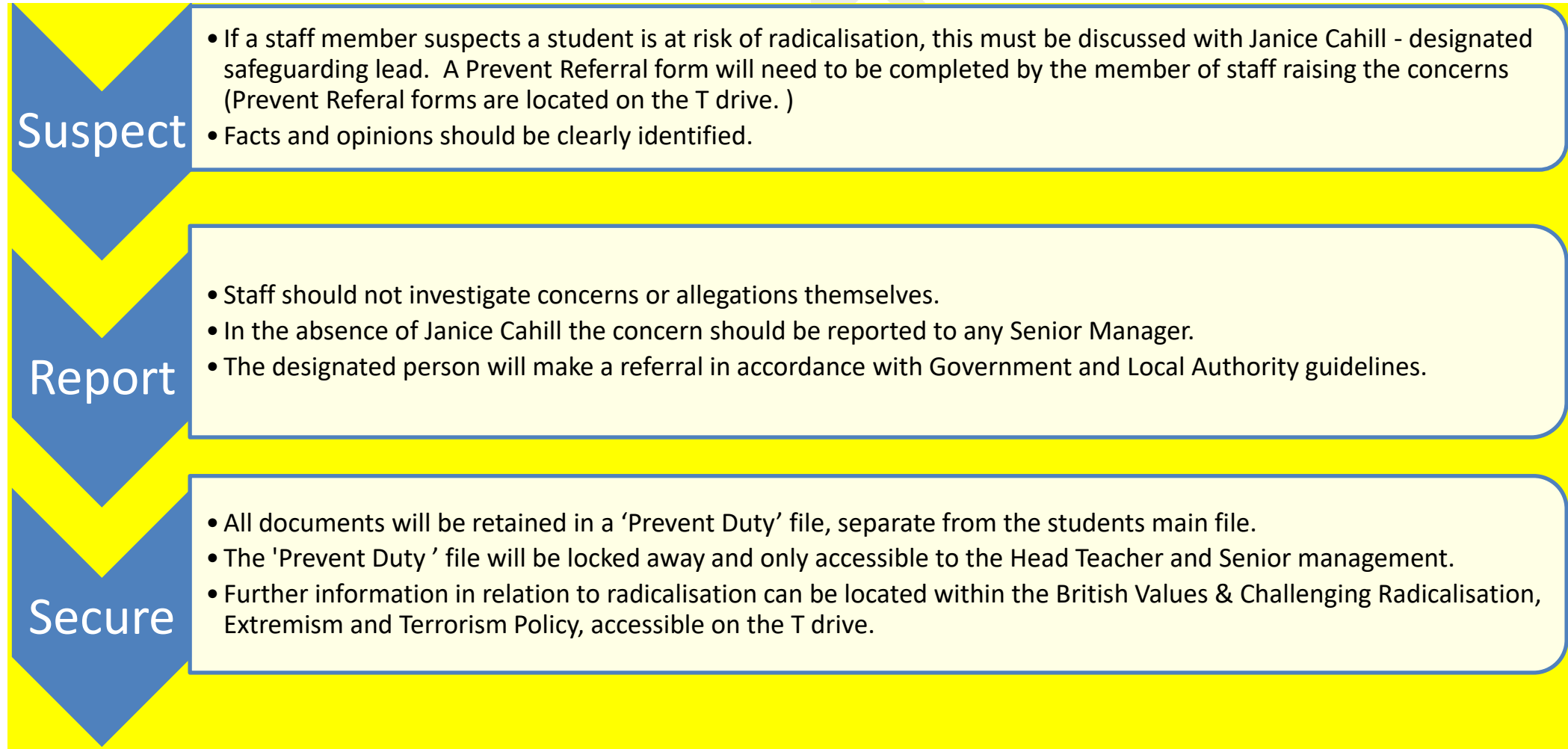
Sarah Jones.
September 2015
Updated November 2018
Updated June 2019

Radicalisation and Extremism Referral Process

Education providers are required to safeguard and promote the welfare of children and vulnerable adults. Janice Cahill is the named Designated Person for safeguarding in the Pendlebury Centre.

What to do if you are concerned a student is at risk of radicalisation?

A common question asked by staff is – ‘what do I do if a student tells me they are at risk?’



PREVENT REFERRAL FORM

If you have any concerns about any student please make a referral so that the concern can be investigated further. It may be that a review of your concerns reveals safeguarding concerns.

Please provide as much detail as possible

Name of Student:

Name of Staff making referral:

Date:

Details of Concern

(Continue overleaf if needed)

Action taken

Please hand this form to Janice Cahill.

DRAFT