**Promotion of British Values and Prevention of Radicalisation Policy**

This policy is written in the context of the school aims. It is in line with government guidance and forms part of our wider Safeguarding policy, strategy and procedures.

1. **Promoting British Values**

This policy applies to all pupils and staff of the school, including the Early Years Foundation Stage.

The school aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society.

In doing this, the school fulfils its statutory duty to promote the spiritual, moral, cultural, mental and physical development of all our pupils. In accordance with the Amendment to the Education (Independent School Standards) (England) Regulations 2010 Wimbledon High School will ‘actively promote’ the fundamental British values of:

* Democracy
* Freedom
* Toleration
* Multiculturalism
* Respect for the rule of law
* Respect for equal rights
* Belief in personal and social responsibility
* Respect for British institutions

British values are promoted through the curriculum within the PSHE programme, assemblies and other activities (such as regular debating, Magna Carta Day and the KS3 Mock Election), and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of the school.

In promoting these values the school will not promote the partisan teaching of any subject and where political issues are discussed the school will ensure that our pupils are offered a balanced presentation of opposing viewpoints.

The school’s curriculum is designed to:

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

The examples below give a flavour of how the school seeks to embed these fundamental values.

**Democracy**

The principle of democracy is explored in subjects such as RS, Ancient Greek and History, in PSHE and in assemblies.

The practice is encountered by pupils in the process of electing peers to the school’s council, and in the selection of the Sixth Form Committee.

**The rule of law**

The school is governed by rules that pupils are made aware of through induction, assemblies, and in documents such as the ICT Acceptable Use Agreement. All staff, parents and pupils, when they join the school, are made aware of the safeguarding policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken. The development of the Positive Behaviour Strategy (Rewards and Sanctions) has been underpinned using these principles.

The rule of law is explored in various subjects in the curriculum, particularly History (please see the audit of the curriculum, undertaken in February to April 2015) and the PSHE and tutor programmes.

**Individual liberty**

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The school seeks to create the conditions within which pupils can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through e-safety and PSHE lessons.

Pupils are encouraged to develop, reflect on and articulate their own viewpoints. They are given the freedom to make choices in subject options and co-curricular programmes. In their teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively, such as the pupil-led WimTalks, the student magazine: *Unconquered Peaks* and pupil leadership of clubs.

We promote the possibility for all stakeholders to ask questions and challenge the status quo appropriately through the Parents Forum, Sports Development Committee, the Best Companies Survey, the Staff Consultative Committee and Head’s Breakfasts.

**Mutual respect**

Respect is central to the ethos of the school, and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. The school seeks to develop mutual respect throughout the curriculum, and the code of conduct promotes the values of respect and responsibility.

Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others’ opinions.

Feedback from School Council via pupil representatives is taken very seriously. Commitment to charity fundraising, Enrichment activities, the Shine Project and ISSP encourage girls and staff to recognise their responsibility to diverse communities.

**Tolerance of those of different faiths and beliefs**

Pupils are given the opportunity to explore and understand their place in the UK’s culturally diverse society, and they are given the opportunity to experience diversity within the school community.

Assemblies allow pupils to appreciate different faiths and practices, and this is supported by the programmes of study in RS, History and PSHE. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways – including trips abroad.

**The role of the school in the prevention of political indoctrination**

This is implicit in the values described above.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views.

The school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

If any pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

1. **The National Prevent Strategy**

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain authorities (including schools), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. [[1]](#footnote-1)

This duty is part of the Prevent Strategy (2011).

The Prevent strategy recognises the link between terrorist groups and terrorism and extremist ideology. Some people who join terrorist groups have been previously radicalised by them. Extremism is defined as: “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. We also include within our definition of extremism calls for the death of members of our armed forces.” [[2]](#footnote-2)

The strategy deals with ‘all forms of terrorism and non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views with terrorists can then exploit’. It also makes clear ‘that preventing people becoming terrorists or supporting terrorism requires challenge to extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups. And the strategy also means intervening to stop people moving from extremist (albeit legal) groups into terrorist related activity.’ [[3]](#footnote-3)

Wimbledon High School supports the Home Office Prevent strategy to combat radicalisation and terrorism. This strategy can be defined in terms of the 4Ps:

* **Protect** - to strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce their 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 becoming 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 one to which schools and those who work with young people in a wider setting such as Youth workers or Social Services can contribute.

We are ‘subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which suspects exploit. Schools should be safe places in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent strategy should not limit discussion of these issues. School should be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.’ (64)[[4]](#footnote-4)

This strategy is supported at Wimbledon High School in the following ways:

1. **Action Plan**

**Below are the steps that Wimbledon High School has taken to comply with the Prevent Strategy.**

1. **Raising Awareness of the issue of radicalisation with staff and the governing body** so that those who work with young people at Wimbledon High School appreciate that they are a front line strategy, and act accordingly. All Staff will receive appropriate training to give them confidence to identify children at risk and so that they know where to go for further support. Training for new staff will be given in conjunction with usual safeguarding training.

**Progress: on-going.**

* Designated Safeguarding Lead to attend Prevent Training given by the GDST on 22nd September 2015
* WRAP training scheduled for all staff and the Chair of Governors on 8th October 2015, to be given by the Merton Prevent officer.

1. **Raising student awareness through the curriculum.** This will be addressed both discreetly within certain curriculum areas 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 world religions based on peaceful messages and intent. In addition, awareness will be raised explicitly within the School’s PSHE Programme.

**Progress: on-going.**

* Fundamental British Values have been audited and the PSHE programme has been reviewed. It will be subject to ongoing review and amendment in the light of the audit.
* From September 2015 specific units of work will be augmented to ensure cover the following topics are embedded within the programme:
	+ Internet and Digital Awareness
	+ Stereotyping and the Media
	+ Persuasion and Influence
	+ Conspiracy Theories
	+ Extremism
1. **Creating an inclusive school**, which appreciates the importance of SMSC (Spiritual, Moral, Social and Cultural) and delivers it though a shared curriculum for all, encouraging full participation in a broad and balanced curriculum, including the Pastoral curriculum, which celebrates the diversity of the school community and aims to make students feel valued and included.

**Progress: Complete.**

1. **Responding to concerns**. Concerns raised by staff or other students are investigated as Safeguarding issues according to the school safeguarding protocol and policy. As such, the Safeguarding Officer now assumes the additional responsibilities for Prevent and acts as a single point of contact. The school will maintain records of any concerns raised and action taken in line with existing safeguarding procedures.

**Progress: Complete.**

1. **Robust Safeguarding protocols and procedures**. Wimbledon High School is fully committed to safeguarding and promoting the welfare of all its students. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. Channel assesses vulnerability using a consistently applied vulnerability framework built around three dimensions. The three dimensions are:
	* **Engagement** with group, cause or ideology;
	* **Intent** to cause harm; and
	* **Capability** to cause harm.

Therefore as part of wider safeguarding responsibilities staff will be alert to and report using the following Safeguarding protocol:

1. 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
2. Graffiti symbols, writing or art work promoting extremist messages or images
3. Students accessing extremist material online, including through social networking sites
4. Parental reports of changes in behaviour, friendship or actions and requests for assistance
5. Other local schools, local authority services, and police reports of issues affecting their students
6. Learners voicing opinions drawn from extremist ideologies and narratives
7. Use of extremist or ‘hate’ terms to exclude others or incite violence
8. 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
9. Attempts to impose extremist views or practices on others
10. Anti-Western or Anti-British views

**Progress: on-going**

* Protocol to be communicated to all staff in September 2015.
1. **Clear channels of communication for passing on concerns**. Any concerns should be referred to the school safeguarding officer. They will then act in the following way:

**Is somebody at immediate risk of harm?**

Call 999

**Do you suspect that somebody may pose a risk to national or international security?**

Call 999 if the threat is immediate, otherwise, call the confidential anti-terrorist hotline: 0800 789 321

**Do you suspect that somebody in Merton is at risk of radicalisation?**

Radicalisation is a **safeguarding** matter. Speak to the school’s safeguarding lead. They will refer the case to the Multi-Agency Safeguarding Hub (MASH). MASH will then initiate the Merton Prevent procedure (called ‘Channel’) which Wimbledon High School supports and recognises that concerns passed on to them will be dealt with appropriately.

**Progress: on-going**

* Procedure to be embedded with existing safeguarding procedures.
* Contact has been made with the Merton Prevent Co-ordinator June 2015.
* Local context risk assessments will be sought.
1. **Internet monitoring.** Wimbledon High School uses Websense screening which applies pre-defined rules to screen and filter all internet traffic coming through the school’s networks.   Websites with radicalised content are filtered out through this system. In addition, Websense monitors all requests to external websites from within the school’s network, including access to radical sites. Students found wanting to access sites with radicalised content will be referred through the Merton Prevent referral process to Channel.

**Progress: on-going**

* ICT are currently investigating what reports can be run to monitor attempts to access sites with radicalised content.
1. **Use of External Agencies and Speakers**

External agencies or speakers can enrich the experiences of our students, however we will endeavour to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to these values.

**Progress: on-going**

* Speakers will need to be assessed on a case by case basis.
* Risk assessment (Appendix One) to be agreed by SLT.
1. **Risk Assessment**

|  |  |  |
| --- | --- | --- |
| **Risk** | **Mitigation** | **Level of Risk** |
| The local context: have there been local cases of radicalisation or movement to areas of conflict?  | Information from Merton necessary. | Unknown. |
| The Parent Body* Have parents expressed concerns about vulnerability to radicalisation?
* Is there any concern about parents expressing extremist views?
 | No | Low |
| The pupil body: * Is there any evidence of pupils expressing extremist views?
* Using the published 'Prevent' guidance criteria, are there concerns about the vulnerability of any particular pupils or groups of pupils?
 | No | Low |
| The staff: * Are members of staff clear on their obligation to challenge extremist views?
* Is there any concern about staff expressing extremist views?
 | All staff are being trained specifically in Prevent procedures on October 8th. Safeguarding Training at the start of term will also reference the Prevent agenda.No. | Low. |

**Progress: on-going**

**Appendix i: Risk Assessment for External Speakers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity  | Y/N | Date | Signature  | Comments  |
| Are all staff vetted by completing DBS Checks  |  |  |  |  |
| Is there an agreed action plan is in place that assessed the level of risk on a new member of staff who undertake high risk activities (such as Tutorials and Residential trips) whilst DBS certificate is pending. |  |  |  |  |
| References received and checked  |  |  |  |  |
| Are all staff familiar with the school’s Safeguarding procedures and Executive Summary  |  |  |  |  |
| All staff understand what is meant by the terms radicalisation and extremism  |  |  |  |  |
| All speakers screened and vetted by staff  |  |  |  |  |
| Members of staff are present at all time when guest speaker are with students  |  |  |  |  |

Checklist External speaker /guest

|  |  |  |  |
| --- | --- | --- | --- |
| Staff name  |  | Line Manager  |  |
| Session Title |  | Date of Session |  |
| Aim of the session  |  | Guest Speaker |  |
| Name and Address of organisation |  | Name and Address of Organisation Confirmed  | Yes  | No  | Location of information  |
| Resources to be used  |  | Resources received in advance of event  | Date:  | Contents checked and suitable | Yes  | No  |
| If no actions taken:  |
| Confirmation sent including the following statement:“On arrival, you will be asked to sign in and in doing so, you will be agreeing to comply with our Safeguarding and Prevent procedures which are linked here.” | Yes | No |
| Approval of speaker to be signed off by Line Manager |
| Tutor name of staff present during session  |

References:

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf>

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf>

1. https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/417943/Prevent\_Duty\_Guidance\_England\_Wales.pdf P2 [↑](#footnote-ref-1)
2. Ibid. P7 [↑](#footnote-ref-2)
3. Ibid. P8 [↑](#footnote-ref-3)
4. Ibid. P64 [↑](#footnote-ref-4)