

Beech Hill Community Primary School

Statement of British Values and the Prevention of Radicalisation

Reviewed by: M McCarthy

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Aims

At Beech Hill Community Primary School, we endeavour to develop children's ideas and ways of working that enable them to make sense of the world in which they live through appreciation of other cultures and using and applying cross curricular skills. We live in an increasingly diverse society where children need to acquire the knowledge, skills and attitudes to prepare them for life in the 21st century and to become good citizens of the future.

The Department of Education have reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."* The Government set out its definition of British values in the 2011 Prevent Strategy. Beech Hill Primary School are addressing this in the following ways-

British Values

Democracy

At Beech Hill, democracy is taken very seriously. Children are actively encouraged to have a voice and share their views and opinions regularly. Our active school council is one such example. Every September we have an election week when the candidates for class representatives on the school council pitch their election manifesto to the rest of their class and each child votes for their chosen candidate. This fair voting process is familiar to the children as it is also used for the election of job roles within the classroom and for the election of Year 6 head pupils and house captains where the candidates read their manifesto to the whole school, each class votes and the results are announced in a special assembly. The children love this process and have great respect for the outcomes. The school council representatives then meet and take the ideas from the meeting back to their classes for discussion. The topic of democracy and the democratic process is visited regularly through assemblies and PSHCE lessons.

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 the school day, as well as when dealing with behaviour and through school assemblies. Children are taught the value 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 help reinforce this message. The five golden rules of the school were written by the children and are displayed in all communal areas.

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Individual Liberty

Within school, children are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to take risks and make choices safely. . At Beech Hill, personal reflection is also included in all lessons through the use of self-assessment when children think about what their next step is and how they could achieve it. Whether it be through choice of learning challenge, how they record their learning, participation in one of our extra-curricular clubs and opportunities, children are given the freedom to make choices and make decisions. Through their Rights Respecting Schools work, children learn that their individual liberty is a right that as defined in the Convention on the Rights of the Child and they are taught the importance of supporting the rights of others.

Mutual Respect

Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. Weekly assemblies, made up of mixed age classes, focus on discussing issues at school and give children a chance to get to know each other throughout school. Daily assemblies take place focusing on a different value each half term. This promotes different values to enable the children to value themselves and each other. Every year, each child contributes their ideas to the composition of their own class promises every year. This sets positive ground rules for classroom conduct and establishes the standards of behaviour children can expect from each other over the year ahead. Each half term we focus on a language other than English and native speakers lead an assembly to teach other children basic words and phrases. They take us on a virtual tour of their country of origin and share their experiences of their cultural experiences. The Articles of the Convention on the Rights of the Child are used as regular themes for assemblies as children learn to respect their own rights and the rights of others.

Tolerance of Those of Different Faiths and Beliefs

Children are taught that freedom of thought, belief and religion is a fundamental right enshrined in law. Assemblies are regularly planned to address difference either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this by fostering understanding about the importance of tolerance in everyday life. RE lessons are designed to help the children learn about religions as well as **from** religion. We promote an effective partnership with parents and the wider community through place of worship trips that are organised during the year to support and complement the work in school and to promote links with the local community. Within school, we use children's experiences of religious festivals such as Easter, Diwali, and Chinese New Year etc. to develop their religious thinking. During lessons, each year group will learn about and experience several religious festivals. The curriculum includes whole school celebrations such as Christmas.

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Preventing Radicalisation and Extremism

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 or religious views.

Aims

The preventing radicalisation policy is part of our commitment to keeping our pupils safe. Safeguarding children from all risks of harm is a priority of a school and protecting them from extremism is one aspect of that. Beech Hill Primary School is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

Statutory duties:

The duty to prevent children and young people radicalised is set out in the following documents:

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2025)
- Prevent Duty Guidance (2024)
- Working Together to Safeguard Children (2023)

Roles and Responsibilities

Role of the Governors

It is the role of the Governors to ensure that Beech Hill Community Primary School meets its statutory duties with regard to preventing radicalisation.

Role of the Head teacher

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis.
- ensure that the school's curriculum addresses the issues involved in radicalisation.
- ensure that staff conduct is consistent with preventing radicalisation.

The Headteacher reviews and sets out the topics for discussion in class and whole school assemblies ensuring that British values and topics/stories surrounding a wide range of issues are revisited regularly. Prevent duty training for all staff has also been undertaken.

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Role of Designated Safeguarding Lead

- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concern.
- receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation.
- make referrals to appropriate agencies with regard to concerns about radicalisation.
- liaise with partners, including the local authority and the police.

Role of staff

It is the role of staff to understand the issues of radicalisation that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. All members of staff at Beech Hill Community Primary have undertaken up-to-date Prevent Duty training.

Reporting concerns

The following procedures apply colleagues and will be covered by training to enable staff to understand their role and responsibility. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is at risk of, or being, radicalised.

It is the responsibility of all staff to report and record their concerns using school safeguarding protocols, however, any member of staff can make a referral if they have concerns that a child may be at risk. It is very important that staff report and record their concerns – ‘absolute proof’ that the child is at risk is not required. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember for taking action are:

Report the concern to the DSL as soon as possible and certainly by the end of the day;

- Do not start your own investigation;
- Complete a timely and accurate record of the concern using CPOMS
- The DSL will liaise with the DFE Counter Extremism Coordinator to establish the risk and whether a referral to Channel is necessary. At this stage it may be deemed that support is more appropriate within the setting.

Where a child or vulnerable adult is thought to be in need or at risk of significant harm or where investigations need to be carried out a referral to Social Services will be made in line with safeguarding procedures.

Channel Panel

Channel Panel is a multi-agency process, much like safeguarding adults/children, where partner agencies share expertise and resources to create a bespoke support package for vulnerable individuals.

The Police Channel procedure is a partnership focused structure and is about supporting those most at risk of being drawn into violent extremism and diverting

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people away from potential threat at an early stage - which prevents them from being drawn into criminal activity. Partnership involvement ensures that vulnerable individuals have access to a wide range of support from diversionary activities through to providing access to specific services such as education, housing and employment. Each multi-agency panel varies according to local circumstances but partners (who are all signed up to an Information Sharing Protocol) can include: Statutory partners such as education, NHS, probation, housing, social care and the police service.

We will engage in the Channel process as necessary and will contact the Prevent contact should it have any concerns about a student, member of staff, Governor or visitor.

Curriculum

At Beech Hill, we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. The discussion of controversial and challenging topics is not avoided during lessons, however the emphasis is upon equipping children with the knowledge and skills to understand and manage difficult situations. PSHE and RE can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at our school blocks inappropriate content, including extremist content. The e-safety and internet user policy refers to preventing radicalisation and related extremist content. All children have had E-safety lessons and presented their learning to their parents in special assemblies. Pupils and staff know how to report internet content that is inappropriate or of concern.

Staff Training

Staff have been given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This training is repeated regularly to ensure that staff members are up to date with any changes in national or local policies and protocols.

Safer Recruitment

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We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education 2025. DBS checks are carried out in accordance to up to date guidance on persons having regular unsupervised access to children.

Visitors

We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. Staff must not invite speakers into schools without first obtaining permission from the Head teacher.