

**TORFIELD AND SAXON**  
**MOUNT ACADEMY**  
**TRUST**

**Federation Policy on**  
**Promoting British**  
**Values and Preparation**  
**for Life in Modern**  
**Britain**

**Date of Policy: February 2019 Review date: May 2021**

## **1. Introduction**

The curriculums in each of our schools promote the spiritual, moral, social and cultural development of our pupils and prepare them for the opportunities, responsibilities and experiences of later life. We have a responsibility to encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We ensure that prejudiced political views are not promoted in the teaching of any subject in the school. Where political issues are brought to the attention of the pupils, staff will offer a balanced presentation of opposing views.

We also need to reflect upon and appropriately respond to counter terrorism guidance such as the DfE guidance 'Learning together to be safe' (DfE 2008) and 'The Prevent Duty advice for schools' (DfE 2015).

[https://www.education.gov.uk/consultations/downloadableDocs/17132\\_DIUS\\_Learning\\_Be\\_Safe.pdf](https://www.education.gov.uk/consultations/downloadableDocs/17132_DIUS_Learning_Be_Safe.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

This guidance sets out how schools can contribute to preventing violent extremism through:

- ✓ a **curriculum** which is adapted to recognise local needs, challenge extremist narratives and promote human rights
- ✓ **teaching and learning** strategies which explore controversial issues in a way which promotes critical analysis and pro-social values
- ✓ the use of **external programmes or groups** to support learning while ensuring that the input supports the school goals and values

Further information is provided in the Government's 'Prevent Strategy' (HM Government 2011) and the guide '[The use of social media for online radicalisation](#)' (DfE 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/440450/How\\_social\\_media\\_is\\_used\\_to\\_encourage\\_travel\\_to\\_Syria\\_and\\_Iraq.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf)

We work in partnership with the local community, the local authority and where appropriate, the Police to ensure that our pupils are appropriately informed and protected.

*'Through our ethos and curriculum our school can show our pupils how different communities can be united by common experiences and values.'*

## **2. Teaching, learning and curriculum**

We will ensure that we will teach about and promote:

### **Democracy**

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Encourage pupils to become involved in decision-making processes and ensure they are listened to
- Help pupils to express their views
- Model how perceived injustice can be peacefully challenged

### **Rule of Law**

- Have school rules and expectations that are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils respect the law and the basis on which it was made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum

### **Individual Liberty**

- Support pupils to develop their self-knowledge, self-esteem and self confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model 'freedom of speech' through encouraging and facilitating pupil participation, while ensuring protection of vulnerable pupils
- Challenge stereotypes
- Implement a strong anti-bullying culture

### **Respect and tolerance**

- Promote respect for individual differences
- Help pupils acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender, sexuality and differences of family situations, such as looked after children and young carers.

### **3. Torfield School Curriculum and strategies:**

Specific examples from Torfield School which follows the DfE guidance 'Learning together to be safe' 2008 and also promoting fundamental British Values as part of SMSC in schools Nov 2014 include:

The Torfield PSHE curriculum covers democracy, the rule of law, individual liberty and mutual respect, and tolerance.

The Torfield RE and geography curricula cover mutual respect, and tolerance of those with different faiths and beliefs.

The creative arts, including English, art and music curricula, teach respect for creativity in different faiths and beliefs.

#### **Teaching and Learning strategies**

The PSHE and citizenship curriculum is helpful in promoting values of respect and tolerance, sometimes using aspects of the SEAL (social and emotional aspects of learning) curriculum.

Torfield School Council procedures promote the knowledge, skills and attitudes described above particularly democracy and participation. This is specifically referred to in the process of establishing the school council through elections annually.

The Behaviour Policy provides strategies to teach children positive values and attitudes which promote respect and tolerance, reinforced with smiley faces, certificates and reward prizes- a system to support financial learning. Incidents of disrespect and lack of tolerance result in a range of sanctions to reinforce the teaching of positive attitudes. Positive participation is encouraged and rewarded.

#### **Trips and visitors to school**

The planned programme of Spiritual, Moral, Social and Cultural ('SMSC') events / assemblies provide monthly experiences and opportunities for pupils and staff to participate in activities which promote respect, tolerance, and individual liberty.

Educational visits are planned and resourced to include visits to a range of cultural and religious buildings and places.

Multicultural visitors to the school take place as part of curriculum learning and promoting understanding and tolerance.

The regular training of staff in e-safety and the inclusion of e-safety awareness in computing lessons promotes an understanding of potential risk from social media.

### **3a Saxon Mount School Curriculum and strategies:**

The RE, English, Citizenship, Art, Music and Drama curricula focuses on tolerance and respect for world religions and the history of the struggle for equality and civil rights.

Expectations around tolerance, fairness and non-discrimination are made clear to pupils

All pupils have the right to express religious and political beliefs, but those views (political) which contain factual inaccuracies (e.g Holocaust denial etc....) must be challenged

Challenges to pupils' views are always dealt with sensitively and in the context that they may be repeating those of adults around them and need a broader picture to develop their own views and not just repeat the views of significant adults in their lives

Opportunities to celebrate the individual religious and cultural heritage of pupils are taken- with pupils taking the lead if possible

Pupils take part in experiential celebrations of world religions festivals in RE lessons

Saxon Mount School Council procedures promote the knowledge, skills and attitudes described above particularly democracy and participation. This is specifically referred to in the process of establishing the school council through elections annually.

KS4 Vocational Courses provide a direct vehicle for pupils to develop their self-esteem, self-knowledge and confidence. They encourage participation in the world of work and the wider community.

Sports Leaders Award – gives pupils self-belief and gives them a huge amount of confidence and self-worth as it enables them to deliver activities to their peers or younger children. It extends their knowledge of different activities and encourages them to adhere to the laws of the game. They experience different roles within sport including taking on the role as an official and as leader of a session.

The Behaviour Policy provides strategies to teach children positive values and attitudes which promote respect and tolerance, reinforced with rewards,

certificates and incentives, using a merits points system to support financial learning. Incidents of disrespect and lack of tolerance result in a range of sanctions to reinforce the teaching of positive attitudes. Positive participation is encouraged and rewarded.

#### **4. Managing Extremism**

In highlighting the methods we will use in preventing and managing issues of extremism we focus on two separate groups of people; staff and visitors and also the pupils themselves.

##### **Staff and Visitors**

All staff are expected to uphold the relevant professional standards linked to their jobs, these all expect staff to work with everyone regardless of race, religion, social class, sexuality, marital status, disability, employment history etc... This is the minimum expectation of all staff but the wider expectations are identified below:

- All staff have the freedom to express a religious belief or none, but not to the denigration or exclusion of other beliefs
- Staff are expected to discuss political views in a factual way and not express their own views, or to criticise the views of beliefs of others
- Staff are expected to challenge any prejudicial acts or beliefs that run counter to our ethos, but should not criticise the holders of these views publically unless in exceptional circumstances
- Staff should challenge any views that are prejudicial and factually inaccurate, this should be done in a non-confrontation way. There is no moral aspect, merely the issue of factual inaccuracy
- Lessons/Assemblies/Tutor Time are not the appropriate forum for expressing personal opinions related to religious or cultural issues. There should be a discussion of relevant political and social issues, but these should always identify all sides to the argument
- Staff are entitled to belong to religious or political groups, but any membership of groups prohibited by the DFE or by law may result in disciplinary action
- Visitors will receive a visitors' guide which will outline health and safety instructions, but also expectations of visitors in terms of fostering our sense of tolerance and fairness.
- Members of the governing body will be expected to uphold all the standards expected of staff

## Pupils

- Pupils have to uphold the general expectations of the School, they are expected to show respect to all pupils and adults they come in to contact with and the cultures and beliefs of all pupils and adults they come in to contact with
- Expectations around tolerance, fairness and non-discrimination are made clear to pupils
- All pupils have, and are encouraged to exercise, the right to express their individual religious and political beliefs. Staff will support pupils to ensure that their views are being expressed in line with the values and ethos of the School, and to address any misconceptions or factual inaccuracies a pupil may have. Where a staff member is concerned that a pupil's views may be influenced by an inappropriate source this will be recorded on the appropriate concern form.
- Opportunities to celebrate the individual religious and cultural heritage of pupils should be taken- with pupils taking the lead if possible
- Where discriminatory language is used there should always be challenge and support offered, ensuring all pupils are working within a factual framework.

## Recording and Reporting Extremism

In managing extremism it is essential that we have an understanding of what we mean; mainstream religious or political views that do not match our own are not examples of extremist views. Views which espouse a position that runs contrary to our national laws, espouse violence or prejudice can be considered as extremist, and should be managed appropriately.

Incidents of prejudicial language/expression of extremist views should be recorded on the appropriate concern form, and the relevant staff informed: Head of School, Assistant Headteachers, Senior teachers and DSL as appropriate.

Any members of staff or governors demonstrating extremist behaviour should be reported to the Head of School or Executive Headteacher who is responsible for involving personnel support and other agencies if required. In the case of the member of staff being the Head of School, reporting is to be to the Executive Headteacher.

Any information regarding extremist groups or views should be shared with relevant agencies. This includes use of social media to express views. If the individual has expressed views or described actions that may be considered to constitute a criminal act or a future criminal act then the Police must be informed.

## **5. Responsibilities**

All staff have a clear responsibility to manage and challenge extremist views. It is the specific responsibility of individual members of the team to carry out specific roles as laid out in the policy document.

## **6. Related Policies**

This policy will underpin a high proportion of our policies but is most closely linked to:

Teaching and Learning

Safeguarding

Behaviour and Discipline

Equal Opportunities