

## Promotion of British Values and Prevention of Radicalisation Policy



**This policy should be read in conjunction with the PSHEEE, RSE and SMSC policy, where detailed information about SMSC education at SHHS can be found.**

UPDATED BY	DATE OF ISSUE	NEXT REVIEW DATE
Senior Deputy Head, Pastoral	August 2022	July 2023

This policy applies to all pupils and staff at South Hampstead High 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 its pupils, and to actively 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.

British values are promoted through the curriculum, through assemblies, through co-curricular activities, and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of the school, which includes the cultivation of a happy, respectful and kind community where girls can be themselves.

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 for public institutions and services in England;
- further understanding, 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;
- 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.

Below are examples of the ways in which the school seeks to embed these fundamental values and to prevent radicalisation:

### **Democracy**

Junior School:

Girls are introduced to the principles of democracy through the History and PHSE curriculums. It is also covered in assemblies. Girls in KS2 are given direct experience of democracy in electing their School Council rep. All girls in the Junior school were involved in a mock election at the same time as the General Election.

Senior School:

The principle of Democracy is explored in subjects such as Philosophy & Religion and History. Examples of this are the module on Magna Carta in Year 7 History, the History IGCSE International Relations

modules which compare Democracy with Communism and the module on government intervention in the economy in Sixth Form Economics. There is a discreet module on Democracy and Participation as part of A Level Government and Politics, and these principles are more widely explored throughout this course. It is also a key topic in the assembly programme, the Sixth Form *Great Ideas* programme and in form time sessions. The practice is embraced by pupils in the process of electing peers to the School Council, in the selection of the Head Girl Team and also in the school's mock elections, which take place at the same time as national elections.

### **The rule of law**

Junior School:

Clear rules and expectations for girls in the Junior School are laid down in the Junior School Behaviour policy. Every class has their own class rules and all pupils are expected to abide by the Golden Rules. Key rules are displayed in every classroom and also in the pupil's homework diaries. The importance of following rules is explained to the girls in assemblies as well as in class time. They are helped to understand why we have rules and the importance of following them.

Senior School:

The school is governed by rules and the School Values that pupils are made aware of through induction, assemblies, in their homework diaries and in documents such as the *ICT Acceptable Use Agreement*. Pupils are taught that the rule of law demands that decisions are made according to law rather than for arbitrary reasons and that no individuals are above the law. The rule of law is explored in the curriculum through the PSHEE programme (Launchpad and Perspectives), the Philosophy & Religion syllabus and the History syllabus. For example this topic is also examined in the Year 7 History module on Magna Carta. In A Level, Government and Politics students learn about the judiciary and the Human Rights Act, and how laws are framed by parliament. Laws relevant to life beyond the classroom are explored through Launchpad and Perspectives lessons (eg. drugs, consent, driving, etc.) All staff, parents and pupils, when they join the school and as they progress through the school, are made aware of the safeguarding policy and procedures. 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.

### **Individual liberty**

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. Topics are also delivered within the curriculum that focus on this area, such as the Year 8 module in English on Gothic fiction which explores the tensions between individual desires and societal morals. 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 PSHEE lessons and talks from external speakers.

### **Mutual respect**

Junior School:

All members of the Junior School Community are expected to display mutual respect to each other. This is promoted and encouraged through the Golden Rules which are displayed in each classroom and

are reinforced in assemblies as well as in class time. In addition, girls are encouraged to abide by THINK (Is it thoughtful, honest, inspiring, necessary or kind if not don't say it). Assemblies in the Autumn Term focus on the Golden Rules and THINK. Girls are also encouraged to express their opinions and views in a number of ways including during class discussions, debates, House and School Council discussions.

Senior School:

Respect is central to the ethos of our 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 School Values promote this:

**T**houghtfulness

**O**pen-heartedness

**R**espect

**C**ourage

**H**elpfulness

There are assemblies on the themes highlighted in the Values. Pupils are strongly encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions. This encouragement is evident in form time activities, public speaking and debating events and competitions (internal and external) and extra-curricular discussion groups such as FemSoc and Pride, the LGBT discussion group run by pupils.

### **Tolerance and respect for 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. The topic of cultural identity is covered in Modern Foreign Language modules eg Sixth Form MFL modules on Immigration and Integration. In History in Year 8, students study the Reformation and how religious toleration (or not) has manifested historically. The topic is also covered extensively in the Philosophy & Religion syllabus as well as the Launchpad and Perspectives programmes.

Assemblies and events such as Culture Week allow pupils to appreciate different faiths and practices, and this is supported by the programmes of study in P&R, History and PSHEE. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways- including trips abroad.

All pupils in Year 7 study a short course in Philosophy with the Headmistress. In this course, students consider what it means to be 'good' and consider the nature of ethical dilemmas. At this early stage in their secondary education, pupils are encouraged to engage in debate and have respect for the principle that many of the big questions in life can be considered from a variety of perspectives.

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

This is implicit in the values described above.

There is no place in the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views, such as when a national election is taking place and a mock election is taking place in school. 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 the terrorist ideology, and learn how to challenge these ideas.

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

(Details of the ways in which topics relating to the Promotion of British Values and the Prevention of Radicalisation are covered in lessons at SHHS are included in the Appendix A at the end of this document.)

### **Assessing the risk of radicalisation**

The school assesses the risk of radicalisation regularly in a variety of ways. It works with its local Prevent Coordinator and with other partners such as Camden Police and Channel in order to ensure that the risk is assessed and reassessed as issues may arise. Factors considered in the risk assessment procedure include:

- ensuring details are kept up to date for the local *Prevent* officer,
- reviewing school records and pupil information kept on file to establish whether there are individual pupils, members of staff or groups who may be susceptible to radicalisation.
- assessing the vulnerability of individual pupils, members of staff or groups and their potential risk to others
- ensuring staff are trained and clear on the procedures to follow if they suspect that pupils are vulnerable to radicalisation or extremism.

### **Staff Training**

Staff are trained in how to promote British Values and prevent radicalisation at school, in their conduct towards pupils, in their teaching and in how to embed these into the academic and pastoral curriculum. Staff are trained to be vigilant for signs of potential radicalisation, such as:

- Spending time in the company of suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Change in friendships and/or friendship groups.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person

## Referring Concerns

The school act promptly to investigate concerns raised about either a pupil or a member of staff who appears either to be acting against the promotion of British Values or who may be at risk of radicalisation. Individual concerns are discussed initially with the school's Designated Safeguarding Lead Teacher. The Designated Safeguarding Lead Teacher will then investigate the concern and assess the level of risk. If the level is risk is deemed as requiring further action, the Designated Safeguarding Lead will then discuss the concern with the local *Prevent* officer and follow further guidance for intervention or support of that pupil as is advised / required.

## Maintaining Records

The school keeps records of all training sessions to staff and all concerns about pupils and staff that have been raised. There is also evidence of the ways in which British Values are promoted in records of assemblies delivered, form time activity schedules, the PSHEE Syllabus and in the Schemes of Work of academic departments.

## Contact details

Head

Vicky Bingham  
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Designated Safeguarding Lead (Senior School)

Zoë Brass  
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Designated Safeguarding Lead (Junior School & EYFS)

Caroline Spencer  
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Local Prevent Officer

Albert Simango  
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## Sources of guidance for this document:

CSCB Safeguarding children and young people from radicalisation and extremism: guidance for the children's workforce; 2016

HM Gov't Channel Duty Guidance 2015

HM Gov't Revised Prevent Duty Guidance 2015

## Appendix A: Exploration of relevant topics through curricula in the Senior School

British values & prevention of radicalisation in PSHEE:

<b>Year 7</b>	Understanding the British Empire	What is it and why do people want to come to Britain? Look at specific 'waves' of immigration e.g Windrush, Jews in WW2
	Diversity	What can we learn from one another? Cultural differences looking at rituals, routines and habits
	Refugees and Asylum seekers	Talk from the Red Cross. Introduction of the terminology and a look at how lives are affected
<b>Year 8</b>	Discrimination	Basic principles of discrimination and the different types that are experienced Case studies of 5 teens who have stood up against it Terminology used
	Protected Characteristics	What they are and the principles of equality What happens if you aren't treated equally, how easy it is to prove, is it always right?
<b>Year 9</b>	Racism	Avenues of racism and discrimination Systemic/Institutional/white privilege How to respond to racist or discriminatory behaviour Victim/Bystander/Perpetrator self-check
<b>Year 10</b>	Sexism	The gender pay gap
	Racism	Black Lives Matter and other past movements Specific case studies, recent and historic Positive discrimination and the law
	An easier life?	Is life always easier for refugees and asylum seekers? What are the processes they have to go through?
	Extremism and Radicalisation	Prevent speaker followed by a lesson looking at particular recent case studies
<b>Year 11</b>	Systemic Racism	How have the laws changed and progressed in the US. Why is there systemic racism? Is the UK racist? Can white people experience racism.

British values & prevention of radicalisation in academic subjects:

<b>Year Group</b>	<b>Topic (subject)</b>
7	Roman citizenship & the role of women in society (Latin)
	Slavery and Freedom (Latin)
	Roman slavery (Latin)
	Attitudes towards women throughout history, inc: <ul style="list-style-type: none"> <li>Mary I and Elizabeth I</li> <li>Suffragettes in the 20<sup>th</sup> century (History)</li> </ul>
	Development of law, limits on absolute power and the role of the rule of law as a restraint on kings – Magna Carta (History)
	Politics and international affairs (History)
	Festivals and Places of Worship across many traditions and their significance (P&R)
	Philosophy Module (Looks at Free Will, Good v Evil & Moral Decision Making) (P&R)
	The Story of Ruth in the Old Testament (P&R)
8	Roman and British education systems (Latin)

	Roman politics and elections (Latin)
	Arrival of the Romans in Britain – multiculturalism, trade and immigration (Latin)
	Revolt of Boudica (Latin)
	Codes of Conduct and Values (P&R)
	Development of law, limits on absolute power and the importance of the rule of law as a restraint on kings – The English Civil War (History)
	Religious toleration (or lack thereof) historically, and religious pluralism during the Reformation (History)
	How the British parliamentary system works (History)
	Politics and international affairs (History)
9	Racism (T&R)
	Genocide (T&R)
	Prejudice (T&R)
	Women in Religion (T&R)
	Multicultural society in Roman Alexandria: trade (Latin)
	Contrasting religious beliefs (Latin)
	Multiculturalism in Roman Britain (Latin)
	Attitudes towards women throughout history, inc: <ul style="list-style-type: none"> <li>• Mary I and Elizabeth I</li> <li>• Suffragettes in the 20<sup>th</sup> century (History)</li> </ul>
	Slavery in the British Empire and abolitionism (History).
	Women getting the right to vote (History)
	Non-democratic systems and the pressure for reform – Russian Revolution (History)
	Politics and international affairs (History)
	Financial History, eg. Wall Street Crash (History)
10 & 11	Crime & Punishment (P&R)
	Gender Roles (P&R)
	Religion, Science and Humanism (P&R)
	Ethics & The Law (P&R)
	The Environment (P&R)
	Roman army (Latin)
	Judeo-Roman conflict (Latin)
	Non-democratic systems and the pressure for reform – Nazi Germany, Soviet control of Eastern Europe and collapse of Soviet Union (History)
	Human Rights – Nazi Germany (History)
	Politics and international affairs (History)
	Democracy, law and human rights – ‘Macbeth’ (English)
	Democracy, law and human rights – ‘A View From The Bridge’ (English)
12	Nuclear weapons (P&R)
	Examine Britain as a Christian Country versus A Multi Faith Country (P&R)
	Ethical Decision Making (P&R)
	Trade in the British Empire (History)
	Politics and international affairs (History)
	Freedom of expressions and media (French)
	Politics and international affairs (French)
13	Trade in the British Empire (History)
	Politics and international affairs (History)
	John Hick – Religious Pluralism (P&R)
	Politics and international affairs (French)
	Classical perceptions of gender and sexuality (Classical Civilisation)



## Appendix B: Prevent Duty Risk Assessment and Action Plan

PREVENT Vulnerability/Risk Area	Actions to be taken / in place to mitigate or address risk	Owner	When
<p><b>Staff not having sufficient awareness of Prevent and the risk of radicalisation</b></p> <p>Do the following have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> <li>• Board of Governors</li> <li>• SLT</li> <li>• Staff</li> <li>• School pupils</li> <li>• Safeguarding team</li> </ul>	<p>All staff sign Appendix 1 (Agreement to work in accordance with GDST Safeguarding Strategy) or B4b (Record of Safeguarding Training – simplified) from GDST in conjunction with safeguarding documents including the SHHS Safeguarding and Child Protection Policy, Part A of the GDST Safeguarding Policies and Procedures, 2018 and KCSE 2018 Part 1 – Signed documents are logged.</p> <p>Inset whole staff training from ZB on awareness and procedures in regards to Prevent and safeguarding.</p> <p>Zoë Brass, DSL, has completed full Safe Recruitment training.</p> <p>Pupils know, and are regularly reminded, that they can refer to members of staff if they have any concerns. This message is reinforced to pupils through PSHEE, form tutor time, assemblies and 'Whom should I speak to' posters around the school.</p>	<p>ZB/JB</p>	<p>Autumn 2022</p> <p>September 2018</p> <p>Ongoing</p>
<p><b>Procedures not being in place to address concerns as they arise</b></p> <ol style="list-style-type: none"> <li>1. Is there active engagement from the school's Governors, SLT, managers and leaders?</li> <li>2. Does the school have an identified single point of contact in relation to Prevent?</li> <li>3. Does the school engage with the Camden Prevent Co-ordinator and Local Authority Police Prevent Leads?</li> </ol>	<ol style="list-style-type: none"> <li>1. Yes - Governors and SLT provided with safeguarding briefings by DH Pastoral; these include issues related to Prevent if applicable.</li> <li>2. The Prevent Lead is the Designated Safeguarding Lead, Zoë Brass. She is responsible for oversight of the Prevent Action Plan and update to SLT. The Deputy Head in the Junior school is DSL in Junior School is also trained and liaises with the DSL in Senior school.</li> <li>3. When necessary, the Prevent Lead would liaise with the Camden Prevent Officer. The contact details are included in the SHHS Safeguarding and Child Protection Policy and at the end of this policy (above).</li> </ol>	<p>ZB</p> <p>ZB</p> <p>ZB</p>	<p>Governors Termly meetings</p> <p>Weekly SLT meetings</p>

<b>PREVENT Vulnerability/Risk Area</b>	<b>Actions to be taken / in place to mitigate or address risk</b>	<b>Owner</b>	<b>When</b>
			Ongoing
<p><b>Students developing extreme views</b></p> <p>What action is taken to reinforce and exemplify British Values in the education and culture of SHHS?</p> <p>What action is taken to challenge extremist ideas and help students to understanding the risks of being drawn in by such ideas?</p>	<p>South Hampstead is known for its diverse and cosmopolitan community. Over sixty languages are spoken at home and pupils regularly come into contact with those of different faiths and cultural backgrounds. This is celebrated as a great strength of our community.</p> <p>The speaker programme, PSHEE Programme, as well as courses such as History and Philosophy &amp; Religion curriculum ensures that pupils are used to debating important political, religious and cultural issues in a spirit of open debate and enquiry. Assemblies regularly celebrate diversity and healthy debate.</p> <p>Specific modules in PSHEE cover topics such as refugees, diversity, discrimination, and human rights.</p>	<p>ZB, GC, HoY team, HoDs</p>	<p>Ongoing</p>
<p><b>Pupils needing pastoral support being vulnerable to recruitment</b></p> <p>Are there adequate arrangements and resources in place to provide pastoral care and support?</p>	<p>Pastoral care is a great strength of SHHS. Pastoral care is administered through form groups and led by the HoY team and the DH Pastoral. Monitoring is a regular feature of all interactions with pupils and issues are raised by any staff who observe anything concerning. There is a very open and communicative culture in the school in this regard. Form tutors keep a close eye on their tutees and liaise with subject staff when necessary to get a fuller picture or to spread information about specific support needed for individual pupils. All pupils are assigned a tutor who has regular one-to-one catch up chats with that student to check on their welfare and progress within school. Form tutors liaise with their Head of Year and the DH Pastoral when concerns merit further investigation or discussion and parents are always involved as much as possible, to ensure the best possible joined-up effort to support any pupil who is struggling.</p> <p>PSHEE, assemblies and form times often have a focus of resilience or mental health. The aim is educate and empower students to recognise signs and symptoms of issues, either in themselves or their friends, so that these can be</p>	<p>ZB, all staff</p>	<p>Ongoing</p>

<b>PREVENT Vulnerability/Risk Area</b>	<b>Actions to be taken / in place to mitigate or address risk</b>	<b>Owner</b>	<b>When</b>
	addressed as early as possible. Resources are also shared with pupils, such as external agencies who offer support for specific or generalised difficulties (eg. Childline.)		
<b>Visiting speakers presenting extremist views</b>  Is there an effective policy/framework for vetting visiting speakers and monitoring their presentation to pupils?	All staff must carry out research on any speaker invited into school. A 'Visiting Speaker Pre-Check' form is completed in each case, outlining the measures taken to vet the speaker's credentials. These are filed by the DH Pastoral. Staff always accompany visiting speakers and are given the authority to interrupt a speaker if their views are offensive or extreme.	ZB, all staff	Ongoing
<b>Pupils accessing dangerous material online</b>  1. Does the school have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?  2. Does the school employ filtering/firewall systems to prevent staff/pupils/visitors from accessing extremist websites and material?  3. Does this also include the use of using their own devices via Wi-Fi?  4. Are parents included in efforts to prevent students from accessing or engaging with dangerous material online?	<p>PSHEE, assemblies and form times are used for ongoing digital safety education for pupils. Younger pupils are guided through the process of keeping themselves safe online and older pupils are reminded and updated about the constantly changing landscape of risks and mitigating measures.</p> <p>1. All pupils and staff are aware of our acceptable use agreement and sign to agree to adhere to its content.</p> <p>2. Our firewall is effective, monitored and maintained regularly both in school and centrally, by Trust Office. ZB reviews the 'Weekly Safeguarding Report' which outlines any attempts to access banned websites or concerning web searches. These are followed up where needed.</p> <p>3. Yes</p> <p>4. Yes. Parent talks are arranged, with external speakers, to offer expert advice on how to help students stay safe online at home as well as in school. Updates are sent to parents when issues arise, such as new apps or worrying trends in online use.</p>	<p>IT director</p> <p>DSL, IT director</p> <p>DSL, IT director</p> <p>DSL / AH digital strategy/ IT director</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

<b>PREVENT Vulnerability/Risk Area</b>	<b>Actions to be taken / in place to mitigate or address risk</b>	<b>Owner</b>	<b>When</b>
<p><b>Clubs or societies forming within school which promote extremist views</b></p> <p>1. Does the school have prayer facilities?</p> <p>2. Are there good governance and management procedures in place in respect of activities and space in these facilities?</p> <p>3. Are student clubs monitored and activities vetted?</p>	<p>1. No, but a room is made available on request during Ramadan</p> <p>2. Yes, these areas would be monitored as part of normal lunch time supervision.</p> <p>3. All student clubs have a lead teacher who oversees activities &amp; advises on whether plans are appropriate. Any events planned are vetted by the Co-Curricular coordinator or the lead teacher for the specific club. Discussions or activities of concern would be challenged and, if necessary, stopped.</p>	<p>DH Pastoral</p> <p>DH Pastoral</p> <p>DH Co-curricular</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p><b>Someone coming onto site, unannounced, to spread extremist views or recruit students</b></p> <p>Are there efficient arrangements in place to manage access to the school by visitors and non-pupils/staff?</p>	<p>There is only one entry point to the school building and this is monitored by all times by reception staff. Visitors are required to sign in and to wear visitor's ID (red lanyard). Visitors are accompanied by a member of staff at all times. Reception staff challenge anyone seeking to enter the building without the necessary pre-checks.</p>	<p>DFO, DSL, Events Manager, Head's PA</p>	<p>Ongoing</p>
<p><b>Volunteers or subcontracted staff spreading extremist views or recruiting pupils</b></p> <p>Does awareness training extend to sub-contracted staff and volunteers?</p>	<p>Training for sub-contracted staff is vetting by the DFO and DH Pastoral. All and all furnished with Safeguarding documents and sign the GDST Safeguarding Policies and Procedures Appendix B4b.</p> <p>Any volunteers working with pupils are either accompanied at all times by a staff member or are fully vetted and trained to the same standard as members of staff.</p>	<p>DFO, DSL, Events Manager, Head's PA</p>	<p>Ongoing</p>
<p><b>Terrorist or other critical event in school</b></p>	<p>The Disaster Recovery Plan sets out the procedures and roles in such an emergency. 'Stay Put' and 'Lock Down' procedures as well as emergency evacuation procedures are</p>	<p>SLT</p>	<p>Ongoing</p>

<b>PREVENT Vulnerability/Risk Area</b>	<b>Actions to be taken / in place to mitigate or address risk</b>	<b>Owner</b>	<b>When</b>
Does the school have a critical incident management plan which is capable of dealing with terrorist related issues?	all practiced regularly. The DFO and SLT review the plans annually and at any point that an issue is brought to light or an experience at another school can be learned from.		