

Packwood

Part of the Shrewsbury
School Family



British Values and the Policy on Prevention of Extremism and Radicalisation

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Signed: James Pitt, Chair of Governors	

British Values

This policy can be made available in large print or other accessible format if required.
This policy will be reviewed on an annual basis.

The Department of Education have recently 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 2024 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At Packwood these values are reinforced regularly and in the following ways:

Democracy

At Packwood 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. The School Council is chaired by the Head of Juniors and the Head of Seniors. Each form, from the main school, elects a representative in a secret ballot. New representatives are elected twice a year. At the meetings the representatives present ideas and opinions gathered from their classmates and listen to and comment on those presented by the other representatives. Propositions are discussed and conclusions reached at the meetings. Proposals which have been agreed will be passed to the Head. Minutes of the meeting are circulated.

Boarders' Speak is a council made up of the Year 8 boarding captains. The meetings are chaired by the House Parents and take place once a term. At the meetings, the captains present ideas and comment on the boarding experience. The ideas are recorded and passed to the Head.

House meetings take place termly and are an opportunity for children to raise concerns or offer suggestions for ways of improving school life.

The Head has regular meetings with the Heads of School and Form 8 pupils who can put forward suggestions to improve school life.

Regular debates take place either as a whole school activity or as part of English lessons. A wide range of motions are debated.

At the end of each term the children complete a self-report form which provides them with the opportunity to share their views of their learning at Packwood and suggest ways in which the school could be improved further.

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. Our schools rules, rewards and sanctions which are displayed in all classrooms, referred to regularly and consistently upheld are a practical example of this.

Visits from authorities such as the Police and Fire Service help reinforce this message.

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. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. 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.

Mutual Respect

At Packwood mutual respect is at the heart of our values. 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.

Tolerance of Those of Different Faiths and Beliefs

Packwood is situated in an area which is not culturally diverse, therefore we place a great emphasis on promoting diversity with the children. This is addressed through our TPR and PSHE teaching. The children visit different places of worship and learn about the beliefs and practices of people of the following world faiths: Judaism; Islam and Hinduism. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. The school supports a charity in Cambodia and there are termly assemblies about the children and adults that are supported by the work of ISF.

At Packwood we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.

Policy on preventing Extremism and Radicalisation

Introduction

This 'Preventing Extremism and Radicalisation Policy' is part of our commitment to keeping children safe. All staff working Packwood Haugh School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students or not.

When operating this policy, Packwood Haugh School uses the following Governmental definition of extremism which is:

'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'.

In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. The full Government Prevent Strategy can be viewed at [Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/303671/prevent-duty-guidance-guidance-for-specified-authorities-in-england-and-wales.pdf)

This policy draws on both statutory and non-statutory guidance:

Statutory Duties

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2024)
- Prevent Duty Guidance (2015 updated 2024)
- Working together to Safeguard Children (2018 updated 2023)

Non-statutory Guidance

- [The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303671/prevent-duty-guidance-guidance-for-specified-authorities-in-england-and-wales.pdf)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained school (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Other related policies within school

- Acceptable Use Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Personal, Social and Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff code of conduct
- Teaching and Learning Policy
- Visitors Policy
- Whistle-blowing Policy

At Packwood School 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 policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

Definition of Extremism (Taken from Keeping Children Safe in Education 2025)

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Roles and responsibilities

Role of the Governing Body

It is the role of the Governing Body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

Role of the Head

It is the Head's role to:

- Ensure that the schools 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
- Report to the governing body on these matters

Role of Designated Safeguarding Lead

It is the role of the safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability of radicalisation and know how to refer their concerns
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Making referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and police
- Offer support and advice to staff

Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise signs of vulnerability or radicalisation and know to refer concerns to the designated lead promptly.

Curriculum and teaching approaches

We will ensure that all of our teaching approaches helps our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience may make it harder for them to challenge or question these radical influences. In our school this will be achieved primarily through PSHE; assemblies, the curriculum; outside speakers; celebration days; visits; charity support; the School Council, Boarders' Speak and monitors meetings.

We will be flexible to adapt our teaching approaches, as appropriate, so as to address specific issues as to become even more relevant to the current issues of extremism and radicalisation.

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 the promotion of the Packwood Way and The Acorns Way which is reinforced in PSHE lessons, form time and assemblies.

At Packwood Haugh School we 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 pupils to respect one another and to respect and tolerate difference, especially those of a different faith or not 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.

IT

At Packwood Haugh School we will ensure that children are safe from terrorist and extremist material when accessing the internet in school by having secure filters which will block inappropriate content. Pupils and staff are aware of the procedures in school for reporting any concerns relating to inappropriate content found on the internet.

Pupils and staff are asked to sign the Acceptable User Agreement annually to confirm that they understand what is acceptable.

Staff training

Statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The designated lead, Sue Rigby has attended a Workshop to Raise Awareness of Prevent (WRAP) on September 28th 2015 and will ensure that the key messages are filtered down to all staff. All staff complete the Prevent e-learning course every three years. SLT complete the referral course in addition.

Working in partnership

We will work in partnership with local partners, families and communities in our efforts to raise awareness of radicalisation and supporting us with implementing the Prevent Duty.

Packwood Haugh School will engage effectively with parents/families to assist and advise of support mechanisms if concern is raised.

The school will ensure that safeguarding arrangements take into account the policies and procedures of Shropshire Safeguarding Community Partnership

Use of external agencies and speakers

At Packwood Haugh School we encourage the use of external agencies or speakers to enrich the experiences of our pupils. We will ensure that any visitor coming into the school has been 'checked' appropriately in accordance with Keeping Children Safe in Education 2024. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the schools values and ethos.

Referral process

If a member of staff has a concern about a particular pupil/s they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead as set out in the Child Protection policy.

[National Prevent referral form \(shropshiresafeguardingcommunitypartnership.co.uk\)](https://shropshiresafeguardingcommunitypartnership.co.uk) – Takes you to the Prevent referral form for Shropshire.

Monitoring and review

This policy will be reviewed annually by the Governing body but may need to be adapted as and when new guidance or policy is released.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The Head will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

Appendix: Recognising the indicators of vulnerability to radicalisation

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the student/pupil distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing family friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal circumstances – migration; local community tensions; and events affecting the student/pupils country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special educational needs – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Taken from St Francis Catholic –Preventing Extremism and Radicalisation Policy December 2014