

## BRITISH VALUES AND PREVENTING RADICALISATION AT KING’S ELY

All schools have a duty to actively promote the fundamental British values, as defined by government, of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the ‘Prevent’ strategy in 2011.

Extremists are targeting impressionable young people through social media and the internet in order to influence their minds in much the same way that sexual predators operate online. Their message can have a powerful impact on someone who is young, possibly unsure of their path in life, and may lack confidence. In light of recent terrorist attacks, the government has increased its pressure on schools to demonstrate that active promotion of British values is taking place.

Such values underpin all that we do at King’s Ely. In our PSHE programmes, our cathedral services and assemblies we discuss these issues; in our daily interactions we demonstrate and endeavour to live these values. In embracing mutual respect and tolerance of those with different faiths and beliefs we offer quiet spaces for reflection and private prayer for those who do not come from a Christian background.

We enjoy the privilege of an international community and we believe that our inclusive approach and honest, open relationships are the most effective weapons against radicalisation.

<b>Cross reference against policies</b>	
<b>Curriculum Policy</b>	At King’s Ely, the curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Additionally, the curriculum promotes equality of opportunity, and the acceptance of others (paying particular regard to the protected characteristics as set out in the Equality Act 2010).
<b>Digital Use Policy</b>	New technologies can put young people at risk, both within and outside of the school. Some of the dangers they may face include the risk of being subject to ‘grooming’ by those with whom they make contact on the internet. As it is impossible to eliminate risks completely, it is therefore essential to build students’ resilience so that they have the confidence and skills to face and deal with any potential dangers. Additionally, the school aims to provide the necessary safeguards to help ensure that those responsible have done everything that could reasonably be expected of them to manage and reduce these risks.  The internet may be used responsibly to research assigned classroom

	<p>projects or for school business and email is to be used for constructive correspondence only. To this end, users may not visit internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to: promotion of any kind of discrimination; promotion of racial or religious hatred; any other information which may be offensive or breaches the integrity of the ethos of the school or brings the school into disrepute.</p>
<p><b>Safeguarding (including Child Protection) Policy</b></p>	<p>Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children and, to this end, King's Ely fully recognises its responsibilities in this area.</p> <p>We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. The school will therefore:</p> <ul style="list-style-type: none"> <li>➤ establish and maintain an ethos where pupils feel secure. Pupils will be able to discuss problems knowing that they will be listened to and in anticipation of receiving help and assistance;</li> <li>➤ ensure pupils know that there are adults in the school, including a team of school counsellors, who they can approach if they are worried or in difficulty;</li> <li>➤ include in the school's curriculum programme, activities and opportunities for PSHE which equip pupils with the skills they need to stay safe from abuse and to know to whom to turn for help.</li> </ul> <p>Through its policies, procedures and training, King's Ely undertakes to ensure every member of staff (paid and unpaid) and every governor:</p> <ul style="list-style-type: none"> <li>➤ knows the name of the designated person(s) responsible for child protection and their role;</li> <li>➤ knows that they have an individual responsibility for referring child protection concerns to the designated person responsible for child protection or directly to children's social care services.</li> </ul>
<p><b>Equal Opportunities and Diversity Policy</b></p>	<p>It is the school's policy to accept and celebrate diversity; any form of intolerance is counterproductive and unacceptable. The school is therefore committed to building an environment in which:</p> <ul style="list-style-type: none"> <li>➤ all members of the school community are treated with dignity and respect;</li> <li>➤ diversity is valued;</li> <li>➤ stereotypes are questioned;</li> <li>➤ bias, bigotry and prejudice (behaviour which leads, for example, to</li> </ul>

	<p>racism and homophobia) are wholeheartedly rejected.</p> <p>King's Ely is proud of its Christian tradition and its close links with the Cathedral over many centuries; however, we do not select for entry on the basis of religious belief, and we welcome pupils of all faiths. Although the School is pleased to accept pupils with other religious faiths, all members of the school are expected to attend services, unless parents request otherwise. Religious Studies is a core subject and other religious faiths will be studied as part of the course of study. The ethos of the School has a firm foundation in Christian attitudes and values.</p> <p>The school makes use of assemblies, PSHE, RE, Drama, English and other lessons to:</p> <ul style="list-style-type: none"> <li>➤ promote tolerance of each other and respect for each other's position within the school community;</li> <li>➤ promote positive images and role models to avoid prejudice and raise awareness of related issues;</li> <li>➤ foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures;</li> <li>➤ understand why and how we will deal with offensive language and behaviour;</li> <li>➤ understand why we will deal with any incidents promptly and in a sensitive manner.</li> </ul>
<p><b>Boarding Principles and Practice at King's Ely</b></p>	<p>The boarding community at King's Ely is a varied and diverse one. There are significant numbers of UK and overseas boarders. Students have many different backgrounds and needs, and it is the stated aim at King's Ely to be able to treat all boarders as individuals and provide an environment in which all may flourish. Boarding at King's Ely is based on the following principles:</p> <ul style="list-style-type: none"> <li>➤ The development of the whole person, physically, spiritually, intellectually, morally, socially and emotionally in an atmosphere of positive encouragement.</li> <li>➤ Mutual respect and the right to be treated as an individual.</li> <li>➤ The right of the individual to not suffer any form of abuse.</li> <li>➤ An equality of opportunities.</li> <li>➤ The right to privacy.</li> <li>➤ Supportive links with parents and guardians.</li> </ul>
<p><b>Behaviour Policy</b></p>	<p>King's Ely encourages pupils to adopt the highest standards of behaviour, principles and standards. We aim to promote trust and mutual respect for everyone and we believe that good relations, good manners and a secure learning environment play a crucial part in the educational and social development of our pupils. To this end, the rewards and sanctions</p>

	<p>that support our behaviour management and discipline are organised in such a way as to act as encouragement to all pupils and, therefore, rely heavily on rewarding the positive aspects of academic and personal development. For any individual pupils where staff may require structure in order to support the modification of inappropriate behaviour, there are a range of sanctions available.</p>
<p><b>Social Respect (Anti Bullying) Policy &amp; Strategy</b></p>	<p>King’s Ely aims to promote the value of respecting others and their differences by maintaining a culture in which all in the school community can be themselves and develop confidence, self-esteem and tolerance. The school sets out to enable all pupils to recognise their own talents and to help them realise their potential; similarly the school seeks to meet the educational and pastoral needs of all pupils by ensuring a secure setting in which they will feel valued and respected.</p> <p>We aim to establish an ethos of respect and mutual tolerance. Ours is a diverse community, with pupils from a variety of cultural, social, religious and ethnic backgrounds, who have different learning styles and abilities. Each and every pupil has the right to be safe and happy in school and to be protected if he or she is feeling vulnerable.</p> <p>King’s Ely does not tolerate bullying, harassment, victimisation or discrimination of any kind; respect for others is expected at all times.</p> <p>Some bullying behaviour by pupils is linked to deeper issues. Understanding the emotional health and well-being of these pupils is key to selecting the right strategies and to engaging the right external support where this is needed</p> <p>Bullying related to race, religion or culture includes racist or faith-based bullying. Political and social issues can also be a factor in bullying and harassment.</p> <p>Bullying can only be stopped through a combination of prevention and response. At King’s Ely we take measures and develop appropriate strategies to prevent bullying and to deal effectively with bullying should it arise, in order that pupils feel safe and do not identify bullying as a problem in the School. For example:</p> <ul style="list-style-type: none"> <li>➤ We offer guidance on the safe use of social networking sites and we expect all students to adhere to the policy for E-Safety. We have also produced and circulated two E-Safety Guides: one aimed at pupils and the other for parents and guardians. Certain sites are blocked by our filtering system and our IT Department can monitor pupils’ use and the school may impose sanctions for the misuse, or</li> </ul>

	<p>attempted misuse of the internet;</p> <ul style="list-style-type: none"> <li>➤ We place restrictions upon the use of mobile phones and other electronic devices during the school day;</li> <li>➤ In boarding houses, Staff are always on duty at times when pupils are not in class. There are strong teams of tutors supporting the HsMs and the Matrons. We encourage close contact between the HsMs and parents/guardians and would always make contact if we were worried about a student's well-being. Details of where pupils can seek help, such as confidential helplines and websites connecting to external specialists, are displayed in all houses and pupils have access to telephones enabling them to call for support in private.</li> </ul>
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## **For information - Issues covered in PSHE Programmes**

### **Reception, Year 1 and Year 2**

The school makes use of the Cambridgeshire Primary Personal Development programme for teaching PSHE and Citizenship at Foundation and Key Stage 1. Sometimes we teach PSHE and Citizenship as a discrete subject. On other occasions, we reinforce PSHE and Citizenship topics through teaching in other subjects such as geography or science to ensure that it is relevant and meaningful to the children, Also, as there is an overlap between the programme of study for religious education and the aims of PSHE and Citizenship, we deliver some of the PSHE and Citizenship curriculum through our religious education lessons. At other times, as situations occur, teachers use circle time to deal with incidents such as inappropriate behaviour in the playground. The programme covers four key themes:

- Myself and My Relationships
- Healthy and Safer Lifestyles
- Financial Capability
- Citizenship

The PSHE scheme of work for each year group is as follows;

#### **Foundation:**

- Beginning and Belonging
- Family and Friends (including anti-bullying)
- My Emotions
- Identities and Diversity
- Me and My World
- My Body and Growing Up
- Keeping Safe (including Drug Education)
- Healthy Lifestyles

### **Year 1:**

- Beginning and Belonging
- Diversity and Communities
- Sex and Relationships Education
- Safety Contexts
- Managing Risk
- My Emotions
- Working Together

### **Year 2:**

- Rights, Rules and Responsibilities
- Anti-bullying
- Family and Friends
- Financial Capability
- Sex and Relationship Education
- Drug Education
- Personal Safety
- Managing Change

### **From Yr 5 to yr 8**

Celebrating Variety

Prejudice

Identity

Who is in our Community?

How we value each other

What can cause problems in communities

Communities and identities

Racism

+ bullying with all years which will include respecting others

RS dept research different cultural beliefs

### **In Year 9**

**PD/PSHE** covers emotional wellbeing (with specific topics including self esteem, self-respect, respecting others, positive behaviour, responding to bullying, cyber bullying and eSafety)

**RS** covers stereotypes, prejudice and discrimination (with specific topics including responses to racism, nonviolent protest and scapegoating) and the holocaust (with specific topics including anti-Semitism and responses to the holocaust both during it and afterwards)

**In Year 10**

**PD/PSHE** covers personal safety (with specific topics including awareness, de-escalation and conflict management) and relationship education (with specific topics including what we look for, who we relate to, homophobia and other form of irrational hatred or mistrust)

**RS** covers religion and community cohesion (with specific topics including government action to promote community cohesion, the UK as a multi-ethnic society, the UK as a multi-faith society)

**In Year 11**

**PD/PSHE** covers politics (with specific topics including single-issue politics and extreme politics)

**RS** covers another religion (with specific topics including its attitudes to war and peace and crime and punishment)

Resources for Pastoral Time for Years 9-11 include items relating to world events (the most recent being introductory videos about Boko Haram, ISIS and the relationship between ISIS and al-Qaeda, in order to open up discussion within tutor groups) and items reinforcing topics such as eSafety, anti-bullying and so forth.

## **APPENDIX ONE: KING'S ELY EYFS - BRITISH VALUES**

At King's Ely in the Early Years Foundation Stage, teaching British values means providing a curriculum which actively promotes the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Teaching the children these British values is embedded in our Early Years curriculum and practice. Britain has undergone rapid economic and social change in the last few decades and we live in an increasingly diverse society. We endeavour to teach our children that it is possible to live together peacefully, each of them a valuable part of our multicultural world.

Here are some of the ways British Values are actively promoted in the EYFS at King's Ely.

### **Democracy**

*As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:*

- Encouraging children to know their views count and their opinions are important e.g. Following the children's interests for topics and activities.
- Encouraging children to make decisions together e.g. When using a group toy such as a train set
- Encouraging children to see their role in the bigger picture – as part of a family, class, group, school, community etc.
- Encouraging children to value each other's views and beliefs and to talk about their feelings. For example when they need help, likes and dislikes, how to organise an activity.
- Providing opportunities for children to vote for choices by a show of hands eg. Which activity to do, which book to read at storytime.
- Encouraging children to complete activities that involve turn taking, sharing, discussion and collaboration, e.g. board games, making models and role play.
- Teaching strategies for turn taking, such as the use of a timer.
- Using group times and circle times to encourage children to take turns, listen to others, and to value and respect the contributions made by others.
- Work together to create an environment where it is 'safe' to make mistakes, share thoughts and ideas, and to explore different options e.g. promoting forgiveness after an argument, trying an activity again, tolerating different views.
- Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- Asking the children what they like and dislike, and what they would like to see more of less of.



## **The Rule of Law**

*As part of the focus on managing feelings and behaviour:*

- Encouraging children to work together to establish rules
- Discussing the need for rules to keep everyone safe and happy (Golden Rules, Carpet Rules)
- Ensuring that all children understand that rules apply to everyone.
- Teaching children to understand their own and other's behaviour and feelings, and the consequences.
- Encouraging and supporting children to learn how to distinguish right from wrong.
- Encouraging children to take turns, share and compromise.
- Teaching children to listen to each other and wait before speaking, how to have a conversation

## **Individual Liberty**

*As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:*

- Encouraging children to develop a positive sense of themselves.
- Providing opportunities for children to develop their self-esteem and confidence in their own abilities e.g. promoting independence, celebrating achievements (cups in Reception, merit certificates, stickers, Wow moments)
- Providing opportunities to take on managed risks, challenges and responsibilities.
- Encouraging children to explore and discuss their feelings, thoughts and ideas.
- Encouraging children to try a range of different activities and opportunities, and to discuss and select their own preferences, following and developing their own interests and ideas.
- Encouraging children to ask questions and trust that their opinions and ideas will be valued and respected.
- Providing activities for all children to engage in, actively challenging gender stereotypes.
- Encouraging children to reflect on their similarities and differences, and appreciate and respect differences.
- Encouraging children to understand that we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.
- In group times we talk about our feelings and plan activities to help children name and recognise them.
- We include planned activities to allow children to develop self knowledge eg All About Me where they can explore how we look, similarities and differences.

- We teach the children about compromise – that some of us believe one thing, some of us believe something totally different, but we can all play together in the same group setting and respect each other.

### **Mutual Respect and Tolerance of Different Faiths and Beliefs**

*As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:*

- Working as a group to create an environment that includes, values and promotes different faiths, cultures, views and races.
- Providing opportunities for children to make links with the wider community e.g. outings to local places, inviting speakers in to school, raising money for charity
- Celebrate and learn about British cultural events such as the Queen's 90<sup>th</sup> birthday.
- Encouraging children to learn about other faiths, cultures, traditions, communities, families and ways of life. E.g. learning about different festivals, different occupations, other countries, other languages.
- Encouraging children to share their experiences with the group, and allowing them to recognise differences and similarities.
- Encouraging children to learn about the world around them e.g. the local community, the world, cultural days, national celebrations.
- Encouraging and explaining the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Promoting diverse attitudes and challenging stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotypes.
- Provide resources which reflect the diversity in the world.
- We teach children about the world around them and use the seasons, weather, food, music, and special days to plan meaningful learning experiences.
- We teach children to be part of their local community and we visit the Library, shops and local attractions.
- We plan to celebrate festivals and mark special days from the world around us.
- We invite parents to volunteer and tell us about Family celebrations, Festivals, Birthdays, Weddings, New Babies, Christenings.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers “*to have due regard to the need to prevent people from being drawn into terrorism*” (the Prevent duty).

Statutory guidance on the duty is available at:

<https://www.gov.uk/government/publications/prevent-duty-guidance>.