Emerson Park Academy

PREVENTING RADICALISATION POLICY

Reviewed: September 2026

Next Review: September 2027

Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when students start to become radicalised. 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.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ethos

At Emerson Park Academy we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

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

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

Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

Related Policies and Procedures

- Acceptable Use Policy for Staff
- Acceptable Use Policy for Students
- Anti-Bullying Policy
- Anti-Cyber Bullying Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy
- Complaints Procedure
- Equality Policy
- Lettings' Policy
- Managing Allegations Against Staff Policy
- Online Safety Policy
- Personal, Social and Health Education (PSHE) Policy
- Safer Recruitment Policy
- Sex and Relationships Education Policy
- Social Media Policy
- Special Educational Needs Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Trips and Visits Policy
- Visitors Policy
- Whistle-blowing Policy

Definitions

Extremism is defined in the 2011 Prevent strategy as 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities

Role of the Academy Directors

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

The Academy Directors body has a nominated person who will liaise with the Head Teacher and other staff about issues to do with protecting children from radicalisation.

Role of the Head Teacher

It is the role of the Head Teacher to:

- 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

Role of Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead PREVENT

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or 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
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

Role of staff

It is the role of staff to understand the issues of radicalisation and be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Curriculum

We are committed to ensuring that our students 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. In addition there are many opportunities for students to develop critical thinking skills. This enables students to know what the appropriate and healthy choices are when faced with making decisions.

We aim to support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

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 in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

While the school enforces a strict no-phone policy during school hours, staff are expected to remain vigilant regarding students' phone use immediately before and after the school day and act accordingly if any concerns arise.

The Acceptable Use Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.

Pupils and staff know how to report internet content that is inappropriate or of concern.

Staff Training

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in safeguarding briefings.

Safer Recruitment

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 (2026).* Vetting and barring checks are undertaken on relevant people, including governors, volunteers and contractors on site.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. 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 children with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Head Teacher.

‘No platform for extremists’

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated DSL or the Deputy DSL using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the DSL in liaison with the Head Teacher will make a referral to the appropriate body.

Monitoring and Review

This policy will be monitored by the Academy Directors annually by receiving a report from the Assistant Head Teacher with responsibility for Community Cohesion.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

Signed (Head Teacher) .....

Signed (Chair of Directors) .....

Date .....

Art

Prevent duty in Art at EPA
Staff at Emerson Park Academy have a moral responsibility to the safeguarding and prevent duty. In line with Emerson Park Academy's prevent duty policy the Art department staff;

- have undertaken training in the Prevent Duty as identified by their leaders and managers including the principal
- are aware of when it is appropriate to refer concerns about students, learners or colleagues to the Prevent officer, usually the provider's safeguarding officer
- exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into their practice.

British Values and the Art curriculum
Art at its very core embraces the fundamental of the British values of democracy, the rule of law, Individual liberty mutual respect and tolerance of different faiths and beliefs. The Art department promotes equality through provision of a diverse and inclusive Art curriculum that endeavours to build confidence in all our learners irrespective of their ability and ethnic background. The department also promotes mutual respect and community cohesions through appreciation of art and artists from all cultures around the world including our immediate surroundings. This in turn allows students especially at KS4 the freedom for self-expression as well as the choice to choose a starting point, theme or subject in their creative journeys. At KS3 students also learn about art from other cultures which

promotes understanding and appreciation of other culture's art and artists. This in turn promotes community cohesion and tolerance. The Art department fully embraces and actively supports the academy's core ethos of providing a broad and inclusive curriculum while making sure that it fulfils its role on the wider school curriculum of embracing and providing an Art curriculum that addresses the core fundamental principles of the British values of democracy, the rule of law, Individual liberty mutual respect and tolerance of different faiths and beliefs as well the recently more important; prevent radicalisation strategy.

Art students as critical thinkers

Visual arts (as well as other arts) are an excellent discipline that build and employ critical thinking skills; creating a work of art does involve deep conceptual and interpretational thinking. Art students do translate critical thinking and take it a step further by converting their ideas, views and thoughts into visual expressions of art forms. This does involve critical thinking skills of the highest order. Invariable art students have the opportunities through the Art curriculum to make informed choices when creating art based on themes such as war, the environment, other cultures, and the economy et cetera. Through question and answer sessions students and staff discuss and challenge stereo types. This enables learner to better access art as a subject through discussion but also to build resilience when dealing with difficult subject matter. These opportunities are deliberately infused in the Art curriculum to give students a choice of creative freedom and visual self-expression this in turn allows for tolerance and respect for others around them.

The Art curriculum and inclusion

The Art department strives to provide an all-inclusive curriculum that ensures that all students are catered for irrespective of ability and ethnic background. The curriculum provided in art is broader and varied and includes a range of art disciplines such as, ceramics/ pottery, drawing, painting, numerous forms of printing and including screen printing. This provision will continue to be updated in the future in order to accommodate new media and techniques. This approach ensures all students are accessing the art curriculum as well as building on their confidence and enjoying their lessons.

Business Communication, Information Technology & Computer Science

"The faculty will address this aspect by incorporating e-Safety and SMSC themes into the KS3 Computing Curriculum.

Through engaging case studies and projects in KS3 Computing classes, we will educate students about the risks associated with social media and encourage them to develop their own perspectives. Students will critically analyse and question the "bias" and "trustworthiness" of information, while also learning about tolerance and the importance of respecting others within the school, local, and national communities.

Important messages will be conveyed during lessons to increase awareness, identify civic responsibilities, alert individuals to potential dangers, and provide guidance on appropriate actions. Students will receive advice on how to prevent, document, and report incidents or behaviours that exhibit signs of radicalization or extremism, ensuring the safety of themselves and others.

Our objective is to empower young individuals to become responsible citizens who unite for the sake of national security and community cohesion. Through discussions and group activities, we will equip students with the ability to recognize signs that promote extremism or employ propaganda to foster

prejudice and hatred. This way, they can take the necessary steps to either ignore, report, or challenge views that protect the community from harm.

Considering that the messages may evoke emotional concern, it is important to exercise discretion and consider the sensitivity of the information provided to students. Furthermore, we will emphasize that dealing with violent extremism is not a novel occurrence, as history has witnessed various groups willing to resort to violence to achieve their goals. The lessons will inherently provide informative and relevant insights, educating learners about a genuine issue of national security."

Cultural Studies

In order to fulfil the Prevent duty, it is essential that Cultural Studies staff are able to identify students who may be vulnerable to radicalisation, and know what to do when they are identified. EPA has clear procedures in place for protecting students at risk – we contact our DSL via CPOMS or Deputy DSL and if appropriate in person.

We also build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

Our lessons provide a safe space in which our students can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Cultural Studies addresses issues relevant issues to radicalisation and extremism in years 7 – 11 through its core curriculum. We look at issues of tolerance and respect, child and human rights and government and politics. We encourage students to understand the importance of democracy and the role of pressure groups in society. We pose challenging questions about controversial issues to encourage and develop critical thinking. We use current affairs news stories to illustrate issues such as the role of pressure groups in society. Students study diversity in the local community and investigate their understanding of their own and others' identity. Holocaust Memorial Day is a feature of our work; we produce a form activity for all students on this issue and on Black History Month, which is also a relevant issue in tackling race, prejudice and racism. We look at the work of Amnesty International as an example of an organisation that tackles human rights issues.

We study the role of the media and encourage students to look critically at what is written, the intended audience and political bias of television and printed media. We look at how social network sites promote radicalisation and how this should be challenged.

One of the objectives on our power points has the statement –' to understand life in modern Britain', and this symbol has been chosen to give a visual representation of this objective.

Cultural Studies promotes British Values by looking at what it means to be British. We look at social change in Britain by focusing on the law. We investigate how gay rights in Britain have developed and embrace the concept of diversity in the U.K. Students study the six major world religions which are a part of multi-faith Britain. The values of tolerance, respect and diversity are central to our work.

Design Technology

The Design and Technology Faculty feels that it has a responsibility to safeguard our children against radicalisation and extremism. In order to ensure that we fulfil this duty, our Faculty looks at each

individual we teach, and listen to conversations that may take place. We look at student's behaviour and attitude when working with others, to see if there are any negative changes. If we feel that any student is at risk of radicalisation and extremism then we pass this information on to the DSL or Deputy DSL immediately.

The Technology Faculty ensures that we are continually supporting our students by giving them the opportunity to challenge and understand British Values. These values are covered throughout Key stage 3 & 4, both in and out of lesson time.

We are proud to claim that the Design and Technology Faculty is comfortable with challenging extremist and radical views if they arise. We are happy to hold debate on topics that could be deemed awkward so that students have a chance to challenge their own views and perceptions of life in a safe and diplomatic situation. Our subjects are based on critical thinking, so the challenge of an individual's idea is a common occurrence. Each student is given a chance to decide, develop and evaluate all work that is produced. Students are also encouraged to be critical of each other's work so that they can make better decisions about products and their design, together.

Drama

Within the Key Stage 3 Drama curriculum students are offered space for exploration of different themes within a safe, secure and nurturing environment. Students are introduced to Drama through the 4Cs: Concentration, Cooperation, Communication and Consideration. This exploration promotes and supports a culture of tolerance and inclusion. Students write in character, thinking about the range of emotions that are felt from different perspectives.

It is our duty to safeguard our children against radicalisation and extremism. In order to ensure that we fulfil this duty, the Drama department: listens to students as they discuss and create their performances; is conscious of changes in students' moods and the way they present themselves; is conscious of the topics that students want to explore through their drama; is attentive to the way in which students interact with others and participate in lessons. If the Drama department identifies students who are at risk of radicalisation and extremism these concerns are immediately passed to the DSL or Deputy DSL.

The Drama department ensures that within all areas of classroom and extra-curricular work, there is opportunity for dialogue and discussion. Critical thinking skills are developed and British Values are used to enable students to explore and engage with healthy responses to world situations.

Throughout Key Stage 4 students follow a rigorous curriculum in which themes of bullying, social media influence on modern culture and the rise in gang culture are explored.

Therefore across both key stages and within extra-curricular activities there is opportunity for an open forum of discussion that enables teachers raise awareness of radical and extreme viewpoints that need to be addressed by the appropriate channels.

English

As a subject, English allows students to explore British values and heritage through our understanding, analysis and evaluation of contemporary and heritage writers and their breadth of work. As a faculty,

we have a passion for English literature and English language and aim to share that love, of our subject and culture, with our students. Furthermore, as a subject that also relates to speaking and listening, we endeavour to make our pupils confident and resilient and enable them to express their opinions in a number of forums. For example, we encourage pupils to express their opinions about the subject, curriculum and teaching in 'Student Voice' meetings and we implement changes to the curriculum accordingly.

Our curriculum is designed to promote critical thinking. We ask students to question implicit and explicit meanings of texts, characters and themes. Additionally, students are asked to explore the idea of bias and the writer's craft; this allows students to question the motivation of the writer and put the texts into context. This year, we have introduced a question matrix and students are encouraged to discuss their thoughts and ideas in depth, using a range of forums including class debate or drama activities. The ability to question peoples' motivation should help students if they find themselves being targeted by an extreme organisation.

Context is also an important part of the English curriculum and, as the new GCSE has a greater focus on British literature, pupils read texts by: William Shakespeare, Charles Dickens; Lewis Carroll, Ted Hughes; Percy Shelley; William Blake; Wilfred Owen and Willy Russell. As a result, we ensure that students understand the British values from many periods of history. These writers have very clear messages and we consider what they are saying and many different ways they can be interpreted, again linking to critical thinking.
When reading texts, we explore the choices that characters make and discuss peer pressure and risk, when appropriate. In our classrooms, we create a safe environment where students feel listened to and included. We regularly encourage students to share their feelings and empathise – both verbally and in their writing. If any concerns arrive, related to any child protection issue, we report them.

Students learn about the conflicts of the past, in our poetry units, and when reading texts related to war and conflict. We encourage them to understand both sides of the conflict and discuss issues such as indoctrination, when reading texts that include references to this issue. Students learn about the Industrial Revolution, poverty and morality when reading 'A Christmas Carol.' We also take opportunities when reading texts, such as 'A Christmas Carol,' to discuss religious and democratic references. For example, when the Ghost of Christmas Present defends the church and explains that people sometimes use religion to defend or hide their immoral behaviour. We also encourage students to think about their own culture and language, in a unit called 'Language across time.'

After receiving training about extremism and radicalisation, we are all aware of the reporting procedure. Furthermore, we have a heightened awareness of how to identify students who seem excluded or isolated from their peers, society and our subject. If we have any concerns we report them immediately to our DSL, who will pass this information on to the appropriate bodies.

Geography

It is our duty to safeguard our children against radicalisation and extremism. In order to ensure that we fulfil this duty, the Geography department: listens to students as they discuss issues and present their opinions; is conscious of changes in students' moods and the way they present themselves; is conscious of the topics that students want to explore through their geography lessons; is attentive to the way in which students interact with others and participate in lessons. If the Geography department identifies students who are at risk of radicalisation and extremism these concerns are immediately passed to the DSL or deputies.

The Geography department ensures that within all areas of classroom and extra-curricular work, there is opportunity for dialogue and discussion. Critical thinking skills are developed and British Values are used to enable students to explore and engage with healthy responses to world situations.

Within the Key Stage 3 Geography curriculum students are offered space for exploration of different themes within a safe, secure and nurturing environment. In year 7 students are introduced to Geography learning about fantastic places all over the world, they can explore the British Values in their catchment project and are encouraged to reflect on their own personal geographies. In year 8 students cover the topics of money and globalisation/Americanisation and their impact on people and society. They write in characters, thinking about the range of emotions that are felt from different perspectives. It also encourages critical thinking skills, requiring students to think outside their own ideas and emotions and engage with the emotions and motivations of others, whilst considering the impact that these emotions and actions have and the far-reaching nature of the consequences. In year 9 students explore the topic of sustainable development, inequalities and their impacts on peoples' actions.

Throughout Key Stage 4 students follow a rigorous curriculum in which themes of ignorance, race, equality, tolerance and religion are all explored with open dialogue. In particular the students are required to cover the topic of ethnic segregation and they research the segregation within the different London boroughs.

Across both key stages and within extra-curricular activities there is opportunity for an open forum of discussion that enables teachers to raise awareness of radical and extreme viewpoints that need to be addressed by the appropriate channels.

History

In the History department we believe that it is our duty to safeguard our children against radicalisation and extremism. In order to do this we ensure that our curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. If the History department identifies students who are at risk of radicalisation and extremism these concerns are immediately passed on to the DSL or deputies.

We provide a curriculum that promotes active learning and develops critical personal thinking skills. The department's focus on active learning and questioning enables students to explore social and emotional aspects of learning throughout the curriculum.

As part of the History curriculum students are encouraged to appreciate and uphold the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. Students study topics such as the Slave Trade, Immigration into Britain, and the Civil Rights Movement in America. We ensure that during the teaching of these topics there is opportunity for an open forum of discussion that enables teachers to dispel the 'myths' that some students may have but also to challenge any radical and extreme viewpoints that may be raised.

Maths

In the Maths Faculty we are aware of our Prevent Duty and will refer any safeguarding concerns regarding radicalisation and extremism to the DSL or deputies. In addition, the Maths Faculty staff are vigilant during lessons and will deal with any extremist or racist comments that are made, ensuring that we log them onto the on-line reporting system (CPOMS) and sanction accordingly.

We are aware of the need to promote the British Values of: the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We will take opportunities during lesson time to refer to these values explicitly therefore reinforcing the Emerson Park community ethos across the school. For example under the rule of Democracy we consider why there is taxation when we use this issue for learning. We also consider how statistics can be used to manipulate. Under the Rule of Law we consider consumer protection and interest rates. In Individual Liberty we consider personal finance. For Mutual Respect and Tolerance we consider mathematical ideas from a variety of cultures e.g. Pythagoras and Chinese methods.

In the Maths Faculty we also promote the use of critical thinking skills to enable the students to become independent thinkers and learners.

Media Studies

It is our duty to safeguard our children against radicalisation and extremism. In order to ensure that we fulfil this duty, the Media Studies department: listens to students as they discuss and create their media texts; is conscious of changes in students' moods and the way they present themselves; is conscious of the topics that students want to explore through both discussion and in their production work and is attentive to the way in which students interact with others and participate in lessons. If the Media Studies department identifies students who are at risk of radicalisation and extremism these concerns are immediately passed to the DSL or, if not immediately available, their proxy in line with the school's child protection procedures.

The Media Studies department ensures that within all areas of classroom activities, and both written and extra-curricular work, there is an opportunity for dialogue and discussion. Critical thinking skills are continually encouraged and developed and the values held dear by the British people are used to enable students to explore and engage in healthy responses to local, national and global situations of import.

Throughout the Key Stage 4 GCSE Media Studies course students follow a rigorous curriculum in which there are opportunities for ignorance, race, equality, tolerance and religion to be explored with open dialogue. Students also look at the influence the media exerts over society and both the positive and negative impact that this can have. Where possible misrepresentation in the media is addressed and how negative societal change can insight violence.

Opportunities for an open forum of discussion are always sought, that enables both teachers and students to raise awareness of radical and extreme viewpoints that need to be addressed by the appropriate channels.

Modern Foreign Languages

All staff in MFL will report any comments made by students regarding radicalisation and extremism that suggest they are at risk to the designated DSL or deputies. In addition should the students make comments that concern a member of staff then they will be challenged in the lesson.

In MFL students are encouraged to be global citizens and see other countries around the world. We discuss migration and the topic of 'ex-pats.' We also use many cultural references to films and books

that are in a foreign language. The culture, customs and traditions of target countries are explored and we work with native speakers.

In terms of the British Value we develop skills of learning how to justify opinions and be respectful to the opinions of others. We impress upon the students that everyone's opinions are valued and we implement classroom boundaries challenging those who disrupt. In MFL students have the freedom to express themselves in their target language and we foster creativity working through problems together. However, when views and opinions expressed are inappropriate they are challenged.

For Democracy students are taught to justify their opinions, they are also encouraged to learn respect and patience when listening to peers. Under The Rule of Law, classroom boundaries are set and everyone's opinions are valued. For Individual Liberty, MFL fosters a creative working environment, whereby students can express their thoughts in their target language. For Mutual Respect and Tolerance, MFL works with native speakers of French and Spanish and a variety of countries that use those languages are explored from a cultural point of view.

Critical thinking skills are developed in the MFL Faculty in a variety of ways for example by using group work and having activities that involve problem solving.

Music

Schools in England are required by law to teach a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental and physical development and prepares them for life's opportunities, responsibilities and experiences. We must also promote community cohesion. Music is a perfect vehicle to help deliver and teach these values and ensure we can also give experiences which promote responsibility and exposure to other cultures and experiences.

In Music, due diligence is given to the Prevent Duty by reporting concerns to the DSL / DSL Deputies. Should any comments be overheard by the teachers or made to the teachers, they are passed on immediately.

Students frequently work in groups and solve problems together to build critical thinking skills. This practical element of Music is prevalent in every lesson.

Regarding British Values, for Mutual Respect and Tolerance, the Music of different cultures is learnt about and celebrated. For Individual Liberty, students are taught how to compose their own Music in various styles and cultures. For the Rule of Law, students must abide by the strict guidelines and code of conduct necessary in the music room areas. In terms of Democracy, students have to work together as a team to produce Music.

Pastoral Team

As safeguarding is at the heart of the pastoral system, due diligence to the Prevent Duty is of paramount importance. Any concerns about Radicalisation or Extremism are passed at once to the DSL / Deputies.

In terms of building resilience in students, all students are encouraged to problem solve by considering their own issues. Students are taught to reflect on their actions and how their actions have affected others. The Pastoral Team also encourage students to communicate clearly and accurately with one

another and to collaborate with others. In addition students are asked to take part in restorative conversations when necessary.

Restorative conversations also play a part of the Pastoral Team's commitment to British Values. Students are allowed to the opportunity to voice their opinions and get their opinions heard. For Rule of Law students have to adhere to the school's Behaviour Code of Conduct. Students that do not follow the Code of Conduct must expect a sanction. This may be a detention or a report card for more serious concerns. In addition students are given the opportunity to meet with the school's Police Officer when appropriate. Individual Liberty is addressed by way of students feeling empowered to have their say. Students are also given leadership opportunities to develop their personal skillset. Mutual Respect and Tolerance is addressed in a variety of ways by the Pastoral Team. Students are taught to have empathy with one another and consider how their words and actions may affect others. Stereotypical views are challenged and an open mind encouraged.

PE & School Sport

Within PE and School Sport we have to be mindful of key areas so that we safeguard our students from radicalisation. As part of our extra-curricular programme we very rarely use outside coaches. Prior to having access to the school site we ensure that we carry out soft searches using web based programmes such as Google along with following the standard DBS checks followed by the school. In cases where coaches are on site and their DBS is not at an advanced level they are accompanied by a member of staff at all times.

The nature of our subject is practically based and there are several environments (lessons, clubs, visits and trips/sports tours) where students interact with each other and open discussions are formed. If the department identifies students who are at risk of radicalisation and extremism these concerns are immediately passed to the DSL or deputies.

Within PE & School Sport, critical thinking skills are developed and British Values are used to enable students to explore and engage with healthy responses to world situations. This is mainly done progressively as they move through the school in environments such as; Inter House competitions, where students learn how to respect each other and how to follow the rules along with consequences of sanctions if they break them. We endeavour to teach students to respect cultures around the world as we use sports developed in various countries.

All activities they follow have elements of challenge both in the mental and physical context to help develop a sense of resilience.

PSHE including Careers Education

In PSHE we have a duty, under the prevent strategy, to identify pupils who may be vulnerable to radicalisation and know what to do when they have been identified. Protecting children from radicalisation is seen as part of our wider safeguarding duties; as such, PSHE teachers will report any concerns to the DSL or deputies.

In PSHE, in line with Government guidance, we also offer opportunities for the pupils to build resilience towards radicalisation, by promoting British Values throughout our schemes of work and by offering the pupils a chance to challenge extremist views, within a safe and supported space.

One of the key elements of PSHE, at KS3 and KS4, is that the pupils explore aspects of what makes a healthy lifestyle and the consequences of making risky choices. Not only does this apply to their

physical health, but we also explore risks to their mental and emotional wellbeing as well. Under this umbrella we tackle a wide range of topics, including but not exclusive to, smoking, drugs, social media, alcohol, personal safety, friendships, family and sex and relationships.

With regard to our specific responsibilities under prevent; to promote British Values and offer the pupils a chance to challenge extremist views and build resilience, we cover the following topics:

1. We explore the dangers of social media in KS3. This allows the pupils to think critically about the media – what messages are portrayed through the media? Is it one sided? Who does it benefit? What is the impact on the audience?
2. We explore issues of stereotyping, discrimination, prejudice and racism. We discuss which groups may be prone to experiencing the above and where these ideas may originate. For example, in the media or from home. We talk about the negative outcomes of these, for individuals and community cohesion.
3. Our classroom routines and expectations in PSHE reinforce British values such as respect, democracy, freedom and tolerance. The pupils will be expected to adhere to the rules of discussion, listen to other pupils' viewpoints; show consideration when putting forward their own views, and foster healthy working relationships with others during group work.
4. We use up to date current issues in our SOWs, to enable the pupils to link the topics we are studying to real world examples. For example, the conflict lesson in year 8. They are given the opportunity to discuss and explore conflict resolution and apply it to a Global context.
5. The pupils, throughout KS3 and KS4, are given the chance to consider how their choices can impact negatively on their health and wellbeing and affect the people around them; their family, friends, work/school colleagues and communities. Exploring these topics we hope can foster an awareness of risk, how to manage risk, take responsibility for their actions, but also to know where to go when things go wrong.

Science
All Science teachers follow the safeguarding procedures necessary in terms of the Prevent Duty. Should any student present as a concern then this information is passed to the DSL or deputies at once.

To build resilience and develop critical thinking skills students have to work in teams and individually to solve problems.

The Science Faculty build British Values into the curriculum in a variety of ways. For example Democracy is addressed through debating controversial issues e.g. Space Exploration should we spend so much money on it. The Rule of Law is considered during lessons surrounding smoking, alcohol and drugs. Controversial laws are also discussed such as cloning and drug trials. Individual Liberty is challenged via consideration of a person's right to smoke, drink alcohol or be obese. A variety of cultures' beliefs are considered for Mutual Respect and Tolerance. For example: Genetics' environment al beliefs and evolution.

Social Science In both Health and Social Care and Citizenship students are given the opportunity to express personal views about topical issues; this enables staff to ensure that inappropriate views are challenged. If these views cause concern that the student is at risk of harm or radicalisation and extremism then they are passed on to the DSL or deputies as a matter of urgency.

British Values are promoted throughout both GCSE courses. In Health and Social Care the exploration of the Care Value Base has a large focus on treating people with respect and tolerance based upon individual needs. It also emphasises the need for people to be treated without prejudice or

discrimination. Students also discuss how a person's religious and cultural background may affect decisions made about lifestyle and health situations.

Special Educational Needs
Due diligence is paid to the Prevent Duty by reporting any comments overheard or received to the DSL or deputies immediately.

Critical thinking skills are developed by challenging students to think about the information they have or are learning about. Students are often asked to work together and resilience is built by encouraging students to persevere and not give up. Students are also involved in setting their own targets in order to empower them to have some control over their progression and development.

In terms of British Values, students are challenged on inappropriate remarks made that may cause offence. Students are asked to reflect and they asked questions such as: where did you get this information from? Can you trust it? Listening and explaining is a key part of the work the SEND team do in school. Students are encouraged to treat each other with respect and follow the school rules.