

CITIZENSHIP AND THE PROMOTION OF BRITISH VALUES POLICY

Updated July 2022

Under the Education Act all schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Such a curriculum promotes the spiritual, moral, cultural, mental, and physical development of the pupils and prepares them for the opportunities, responsibilities, and experiences of British society. In addition, in accordance with the regulation's amendment (Independent School Standards 2010) as part of the wider curriculum, we 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. This includes promoting the principles that:

- 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 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 democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The teaching of citizenship and the promoting of fundamental British values is not just the reserve of the PSHE or Period X program or through Climb Time, but is integral to the implicit and explicit teaching and learning of every department within Shrewsbury High School. The British Values curriculum map at Seniors, Juniors and in EYFS can be seen as part of all departmental schemes of work and includes numerous examples of activity and emphasis throughout the school.

Throughout the curriculum the school seeks to embed the following values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths
- Awareness raising on racial injustice and inequality.

As part of the wider extracurricular provision and activities the pupils are also given an opportunity to engage in mock elections, hustings for House captains, community service, and House debating competitions, public speaking and LAMDA competitions and many other activities that promote and explore British values. We have a range of visiting speakers which visit the school as part of our program for students.



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In addition to these guidelines in 2015 The Counter Terrorism and Security Act included guidelines for schools on the Prevention of Radicalisation and the need to protect and prevent pupils being drawn into terrorism. All Shrewsbury High School staff complete online training as they join the school.

How do we recognise the indicators of vulnerability to radicalisation?

There is no single route to radicalisation or is there such a 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. Teenagers can often find a need to challenge authority and it is therefore hard to determine the factors that influence ideologies.

www.educateagainsthate.com has a very useful section directed towards teachers and includes the following extract. The list of behaviours below is intended as a guide. As a teacher you will be well placed to recognise when changes to a girl’s behaviour feel out of character. You should have confidence in your professional judgment if something feels wrong.

Attitudes and opinions

- Argumentativeness or aggression, and an unwillingness to listen to/consider points of view which contradict their own.
- Refusal to engage with, or being abusive to, peers who are different to themselves. This could include race, religion, gender or sexuality.
- Susceptibility to conspiracy theories and a feeling of persecution

Changes in behaviour and peer group

- Distancing themselves from friends and peer groups, both online and offline
- Recent conversion to a new religion
- A significant change of appearance/clothing and/or behaviour
- Rejection of activities they used to enjoy.

Secrecy

- Excessive time spent online or on mobile phones, and secretiveness or reluctance to discuss what they are doing.
- Changes in online identity, including social media profile image or name. Some will even have two parallel online profiles, one their ‘normal’ or old self, the other an extremist identity, often in another name.

Support for extremist ideologies and groups

- Expressions of sympathy with the ideology of extremist groups or justification of their action
- Expressions of sympathy or understanding for other young people who have joined or attempted to join these groups.



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- Accessing extremist material online, including violent extremist websites, especially those with a social networking element (e.g., Facebook, Twitter)
- Possessing or accessing other forms of extremist literature
- Being in contact with extremist recruiters
- Joining or seeking to join extremist organisations.

The above also forms part of our wider **Safeguarding policy, strategy, and procedures.**

Further detailed guidance can be found in the **Shrewsbury High School: Prevent strategy briefing paper** which outlines the referral process and information on vulnerability and risk factors and risk assessment in the Shrewsbury area.

The GDST Undivided Charter for Action should also be referenced with this policy.

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