PDET

British Values & Prevention of Radicalisation and Extremism Policy

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in the *Appendix*. (*For a copy of the policy for a specific academy which includes the Appendix – see individual academy websites).*

Date	Revision & Amendment Details	By Whom
November 2020	Approved	Education Committee
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1. Background

This policy is part of Peterborough Diocese Education Trust's (the Trust) commitment to keeping children safe. Since the 'Education and Inspections Act 2006', schools / academies 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.

Trusts and the academies within them have an important part to play in both educating pupils about extremism and recognising when they start to become radicalised. In March 2015, statutory duties were placed on schools / academies as part of the Counter Terrorism and Security Act (2015) which means schools / academies must work to prevent children being drawn into extremism.

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

The Trust is committed to providing a secure environment for pupils, where pupils feel safe and are kept safe. All adults within the Trust recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. It is the individual responsibility of every member of staff to read, understand and implement this policy, together with their responsibilities as outlined in the following Trust / academy policies / documents:

- *Whistleblowing Policy*
- *Staff Code of Conduct*
- *Safeguarding Policy*
- Part 1 and Annex A of the latest edition of "Keeping Children Safe in Education"
- *Behaviour Policy;* and
- *Acceptable Use Policy*.

2. Ethos

In our Trust, we ensure that through our distinctive Christian vision, our values, and through a broad, balanced and diverse curriculum and highly effective teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Academy Governance Committees (AGCs) at our academies help ensure that this ethos is reflected and implemented effectively in the academy's policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

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

Pupils who attend our academies have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others – *see Behaviour Policy.*

There is no place for extremist views of any kind in our Trust whether from internal sources (pupils, staff, Directors or governors) or external sources (academy community, external agencies or individuals). Our pupils see our academies as safe places where they can explore all issues safely and where our teachers encourage and facilitate this; we have a duty to ensure this happens. We recognise that if we fail to challenge extremist views we are failing to protect our pupils.

In our academies, we will actively challenge pupils, staff or parents / carers expressing opinions contrary to Fundamental/British Values, including those expressing 'extremist' views.

3. Statutory Duties

The duty to prevent pupils being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- The latest edition of Keeping Children Safe in Education
- Prevent Duty Guidance (2023)
- Working Together to Safeguard Children (2023)

4. Related Policies

- *Acceptable Use Policy (AUP)*
- *Behaviour Policy*
- *Collective Worship Policy*
- *Equality Information and Objectives*
- *Personal, Social and Health Education (PSHE) Policy*
- *RE Policy*
- *Relationships, Sex and Health Education Policy*
- *Safeguarding Policy*
- *Spiritual, Moral, Social, Cultural (SMSC) Policy*
- *Staff Code of Conduct*
- *Health & Safety Policy*
- *Whistleblowing Policy*

5. Assessing the Academy Level of Risk

Each academy within the Trust has assessed their level of risk of radicalisation and extremism and the academy specific information in this respect can be found in the Appendix attached to this Policy (the *Appendix*).

6. Definitions

Extremism is defined as the holding of extreme political or religious views. In the 2015 Counter-Extremism Strategy , it is defined 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"*.

The Prevent Duty, (statutory guidance issued under the Counter Terrorism and Security Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "*due regard to the need to prevent people from being drawn into terrorism*".

The Trust has a **zero tolerance** approach to extremist behaviour for all academy community members. We rely on our strong Christian values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

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

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

In each of our academies, British / Fundamental Values are reinforced regularly. For details of how in specific academies **– see the *Appendix***.

7. Roles and Responsibilities

Role of the Academy Governance Committee (AGC)

It is the role of the AGC to help ensure that the academy meets its statutory duties with regard to preventing radicalisation and the AGC will liaise with the Headteacher and other staff about issues to do with protecting pupils from radicalisation.

Role of the Headteacher

It is the role of the Headteacher to:

- Ensure that staff have appropriate training related to preventing radicalisation and extremism
- Ensure that the academy and its staff respond to preventing radicalisation and extremism on a day-to-day basis
- Ensure that the academy's curriculum addresses the issues involved in radicalisation and extremism
- Ensure that staff conduct is consistent with preventing radicalisation and extremism.

Role of the Designated Safeguarding Lead (DSL)

It is the role of the DSL in each academy to:

- Access Prevent training and disseminate learning to staff
- Ensure that staff understand the issues of radicalisation and extremism, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. (All staff should receive training and regular updates (this can be from an internal or external trainer or through online training)
- Receive safeguarding concerns about pupils 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 and extremism
- Support staff who may have to refer concerns
- Liaise with partners, including the local authority and the police
- Report to the Central Executive Team and AGC on these matters.

Role of Staff

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

The Trust is fully committed to safeguarding and promoting the welfare of all its pupils. As a Trust, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the principles of British / Fundamental Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of the academy, such as in their homes or community groups, especially where pupils have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Other schools / academies, local authority services, and police reports of issues affecting pupils in other schools / academies or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or "hate" terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or anti-British views.

8. Curriculum

We are committed to ensuring that our pupils 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 and critical thinkers who are open to new experiences and are tolerant of others. Our curriculum promotes respect and diversity. Pupils are encouraged to express themselves through discussions, debates and consultations. The RE, RSHE, PSHE, Citizenship, Online-Safety and SMSC provision is embedded across the curriculum, and underpins the ethos of our academies. Pupils learn about all major faiths and some key worldviews and visit places of worship wherever possible. They are also taught about how to stay safe when using the internet in all areas of the curriculum.

Whilst our curriculum will enable pupils to become well-rounded individuals, we recognise the importance of resilience in preventing pupils being drawn into extremist ways of thinking. 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 all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches pupils may experience elsewhere may make it harder for them to challenge or question these radical influences.

The way in which the individual academy's curriculum prevents pupils from becoming radicalised is set out in **the *Appendix.***

These values support the development of the whole pupil as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the academy's core values alongside the British / Fundamental Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Approaches

For details of approaches used in a specific academy – **see the *Appendix.***

9. Internet Safety

The internet provides pupils 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 academies block inappropriate content, including extremist content.

For further details of what individual academies do in relation to filtering – **see the *Appendix.***

Where staff, pupils or visitors find unblocked extremist content they must report it immediately to the Designated Safeguarding Lead (DSL).

We are aware that pupils have access to unfiltered internet when using their mobile phones and staff must be alert to the need for vigilance when pupils are using their phones or talking about unmonitored use of the internet.

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

10. Staff Training

Staff are 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. All staff complete the Channel online training every 3-4 years and are updated as necessary by the DSL and in weekly staff meetings.

11. Safer Recruitment

We ensure that the staff we appoint to our academies are suitable. Our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of the latest edition of *Keeping Children Safe in Education.* Vetting and barring checks are undertaken on relevant people, including Directors, governors and volunteers.

The arrangements for recruiting all staff, permanent and volunteers, to our academies will follow safer recruitment best practice in education settings guidelines, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that a single central record of such vetting checks is completed and maintained. We will be alert to the possibility that persons may seek to gain positions within our academies so as to unduly influence an academy's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

12. Visitors

Visitors to our academies are made aware of our policy and procedures on Safeguarding / Child Protection and of procedures on arrival at the academies and are given information about what to do if they are concerned about any aspect of child welfare or about the behaviour of adults.

13. Use of External Speakers

We encourage the use of external agencies or speakers at our academies to enrich the experiences of our pupils. Visitors who are invited to speak to pupils will be informed about this policy and relevant vetting checks will be undertaken. 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 opposition to, the Trust's / academy's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the academy curriculum so we need to ensure that this work is of benefit to pupils. Each academy will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the Trust / academy and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by the academy to ensure that they are effective.

Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present.

Staff must not invite speakers into any academy without first obtaining permission from the Headteacher.

14. Whistleblowing

Where there are concerns of extremism or radicalisation, pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. (Please refer to the *Whistleblowing Policy*).

Although serious incidents involving radicalisation may not have occurred at any academy to date, it is important for us to be constantly vigilant and remain fully informed about the issues, which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation / extremism "could not happen here" and to refer any concerns to the DSL. Details as to who the DSL is in a specific academy can be found in the *Appendix.*

The NSPCC National Whistleblowing Helpline is - **0800 028 0285** – this line is available from 8:00 AM to 8:00 PM, Monday to Friday and E-mail is help@nspcc.org.uk.

15. 'No platform for extremists'

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

16. Signs of Vulnerability

There are no known definitive indicators that a pupil 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.

17. 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 the academy
- 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 other
- Verbalising anti-Western or anti-British views
- Advocating violence towards others.

18. Referral Process

Staff and visitors to the academies must refer all concerns about pupils who show signs of vulnerability or radicalisation. They must be passed to the DSL using the usual methods for reporting other safeguarding concerns. The DSL will record on MyConcern.

When there are significant concerns about a pupil, the DSL, will make a referral to the appropriate body.

19. Monitoring Arrangements

This policy will be monitored by the AGC at least annually by receiving a report from the DSL .

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

APPENDIX 1

Academy specific information

Name of Academy: Peakirk cum Glinton Primary Academy

Name of Headteacher: Craig Kendall

Name of Designated Safeguarding Lead (DSL): Craig Kendall

Risk assessment

At Peakirk cum Glinton Primary Academy, we have assessed the level of risk of radicalisation and extremism to be ***medium*****.** Our judgement has been made after discussion with the Prevent Officer / local Police, review of our IT systems and National thresholds.

British / Fundamental Values

We reinforce these in the following way:

Democracy

Pupils are actively encouraged to have a voice and share their views and opinions regularly. We promote democratic values by providing opportunities for children to contribute to decision-making and play an active role in school life.
Our Faith Council is a key example of pupil leadership. Children who wish to join are invited to apply for the role and take part in an interview process conducted by current Faith Council members. This enables pupils to experience a fair selection process, develop leadership skills and take responsibility for representing the views of their peers. The Faith Council meets regularly to discuss ideas, support school initiatives and contribute to the spiritual life of the school community.
Pupils also have opportunities to take on leadership responsibilities through roles such as Play Leaders and participation in Eco Club. These groups empower children to identify areas for improvement, suggest solutions and make a positive contribution to the school environment and the wellbeing of others.
Children's views are actively sought through pupil voice activities, questionnaires, discussions and curriculum evaluations. Pupils are encouraged to share their opinions about their learning and wider school life, and their feedback is used to help shape future developments and improvements.
Democracy is further promoted through charitable work. Pupils are involved in selecting charities to support and often help to organise fundraising events. This gives children first-hand experience of expressing preferences, considering the views of others and making collective decisions for the benefit of the wider community.
Within classrooms, pupils contribute to the development of class rules and expectations at the beginning of each academic year. This helps children understand that everyone has a voice, whilst also recognising the importance of shared responsibility and mutual respect.

Through these experiences, pupils learn the importance of participation, representation, fairness, accountability and respecting differing viewpoints, preparing them to become active and responsible citizens in modern Britain.

The Rule of Law

The importance of rules and laws is consistently reinforced throughout school life, including within classrooms, collective worship, assemblies and through the behaviour curriculum. Pupils are taught that rules and laws help to keep people safe, protect individual rights and ensure that everyone is treated fairly.

Our school behaviour expectations and values provide a clear framework for conduct and are applied consistently across the school. Children contribute to the creation of their class rules at the beginning of each academic year, helping them to understand the importance of shared expectations, personal responsibility and accountability. Pupils learn that actions have consequences and that making positive choices helps to create a safe, happy and productive learning environment.

Through the curriculum, pupils develop an understanding of the role of laws within British society and the responsibilities that come with living in a community. They learn that laws apply equally to everyone and are designed to protect citizens and promote fairness.

Opportunities to reinforce the rule of law are provided through collective worship, PSHE lessons, online safety education and visits from members of the wider community, such as the police, fire service and other public services where appropriate. These experiences help pupils understand how laws and rules operate at both school and societal level.

Pupils are encouraged to resolve disagreements respectfully, reflect on their choices and understand the impact their behaviour can have on others. Through restorative conversations and consistent expectations, children learn the importance of honesty, responsibility and making amends when mistakes are made.

By promoting clear boundaries, fairness and responsibility, we help pupils develop an appreciation of the Rule of Law and understand its importance in maintaining a safe, respectful and inclusive society.

Individual Liberty

At our school, pupils are encouraged to develop independence, confidence and responsibility within a safe, supportive and inclusive environment. We believe that children should be given opportunities to make choices, express their views and take increasing responsibility for their learning and behaviour.

Pupils are encouraged to understand and exercise their rights and freedoms whilst recognising the importance of respecting the rights of others. Through our PSHE curriculum, Relationships Education, Online Safety lessons and collective worship, children learn how to make informed choices, stay safe and seek support when needed.

Across the curriculum, pupils are provided with opportunities to make decisions about their learning, contribute ideas during lessons and participate in a wide range of enrichment activities. Through Forest School, children are encouraged to take managed risks, solve problems, develop resilience and make independent decisions in a safe outdoor environment. These experiences help pupils build confidence, self-esteem and a sense of personal responsibility.

Pupils are encouraged to develop leadership skills and express their views through groups such as the Faith Council, Eco Club and Play Leaders. Through these opportunities, children can make a meaningful contribution to school life whilst developing confidence in sharing their own ideas and opinions.
We are proud of our welcoming and inclusive school community. Children who join the school mid-year are supported to settle quickly and successfully into school life. Existing pupils demonstrate our values by helping new children form friendships, understand routines and feel a sense of belonging. This creates an environment where every child feels valued, respected and able to develop as an individual.
We foster a culture where pupils feel safe to be themselves, celebrate their uniqueness and develop their own talents and interests. Through clear expectations, positive relationships and a nurturing environment, children learn to make responsible choices and become confident, independent members of the school community.
By promoting Individual Liberty, we help pupils to develop the knowledge, understanding and confidence needed to make positive choices and contribute successfully to life in modern Britain.

Mutual Respect

Mutual respect is at the heart of our school values of Friendship, Respect, Trust, Compassion, Peace and Harmony, and Forgiveness. These values underpin all aspects of school life and help to create a welcoming, inclusive and supportive community where every individual is valued and respected.
Pupils are taught that their actions and behaviours have an impact on both their own rights and the rights of others. Through daily interactions, collective worship, PSHE, Religious Education and the wider curriculum, children learn to treat others with kindness, courtesy and consideration, regardless of differences in age, background, ability, beliefs or experiences.
Positive relationships between pupils, staff, governors, families and the wider community are actively promoted. Respectful behaviour is modelled by adults and reinforced through our behaviour expectations and restorative approaches. Pupils are encouraged to listen carefully to others, value different opinions and resolve disagreements peacefully and respectfully.
Our values are demonstrated particularly strongly in the way pupils welcome and support children who join the school throughout the year. New pupils are helped to settle quickly, build friendships and become fully involved in school life, ensuring that everyone feels included, safe and valued.
Through opportunities such as Forest School, collaborative learning, team sports, pupil leadership roles, educational visits and charitable events, children learn to work together, celebrate each other's successes and appreciate the contributions that every individual brings to the school community.
All members of the school community are expected to treat one another with respect. By promoting our values of Friendship, Respect, Trust, Compassion, Peace and Harmony, and Forgiveness, we help pupils develop the empathy, understanding and social responsibility needed to thrive in modern Britain.

Tolerance of Those of Different Faiths and Beliefs

Although our local community may not reflect the full cultural and religious diversity of modern Britain, we believe it is important that pupils develop an understanding of, and respect for, people from all faiths, cultures and backgrounds so that they are well prepared for life beyond primary school.
As a Church school, we are committed to fostering understanding, respect and acceptance of people of all faiths, beliefs and backgrounds. Guided by our values of **Friendship, Respect, Trust,**

Compassion, Peace and Harmony, and Forgiveness, we encourage pupils to recognise and appreciate the diversity that exists within modern Britain and the wider world.
Through our Religious Education curriculum, pupils learn about Christianity as a living faith whilst also developing knowledge and understanding of a range of other world religions and worldviews. By the time they leave our school, pupils will have studied the beliefs, traditions and practices associated with **Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism**, helping them to develop respect for people whose beliefs and lifestyles may differ from their own.
Opportunities to promote understanding and tolerance are provided through Religious Education, PSHE, collective worship and wider curriculum experiences. Pupils are encouraged to ask questions, discuss beliefs respectfully and reflect on their own values and experiences in an environment where differing viewpoints are welcomed and respected.
Where possible, members of different faith communities are invited to share their beliefs and experiences with pupils, and visits to places of worship are incorporated into the curriculum to provide first-hand experiences of different faith traditions. These opportunities help children deepen their understanding of diverse communities and challenge stereotypes and misconceptions.
Our school community welcomes families from all backgrounds, faiths and cultures. We actively promote inclusion and ensure that all pupils feel valued, respected and able to participate fully in school life. Pupils are taught that while people may hold different beliefs and opinions, everyone should be treated with dignity, kindness and respect.
Through these experiences, pupils develop the knowledge, understanding and empathy needed to thrive in a diverse society and to become respectful and responsible citizens in modern Britain.

Curriculum

Our curriculum plays a vital role in preventing pupils from becoming vulnerable to radicalisation and extremism by promoting the values, knowledge, skills and attitudes needed to participate positively in modern British society. Through a broad, balanced and inclusive curriculum, pupils are encouraged to think critically, ask questions, challenge stereotypes and develop respect for differing viewpoints.
Spiritual, Moral, Social and Cultural (SMSC) development is embedded throughout the curriculum and helps pupils to develop self-awareness, empathy, resilience and an understanding of the diverse world in which they live. Children are encouraged to reflect on their own beliefs and values whilst developing respect for the beliefs, values and traditions of others.
Through Religious Education, PSHE, collective worship and our wider curriculum, pupils learn about democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These experiences help pupils to understand the importance of equality, inclusion and respect and prepare them well for life in modern Britain.
Our curriculum develops pupils' resilience, confidence and self-esteem, enabling them to recognise potential risks and make informed decisions. Through Online Safety education, pupils learn how to stay safe online, evaluate information critically, identify misinformation and understand how to seek help if they encounter concerning content or behaviour.
The curriculum actively promotes community cohesion by helping pupils understand their role within the school, local community and wider world. Opportunities such as charitable fundraising, community projects, pupil leadership roles, educational visits, Forest School, collective worship and links with the local church enable pupils to develop a sense of belonging, responsibility and service to others.
Across all subjects, pupils are encouraged to think independently, express their views respectfully, listen to alternative perspectives and support their opinions with evidence. This develops the critical thinking skills that help protect children from manipulation, discrimination and extremist ideologies.

Our values of **Friendship, Respect, Trust, Compassion, Peace and Harmony, and Forgiveness** are woven throughout the curriculum and daily life of the school. Together, these help create a culture where every pupil feels safe, valued and included, reducing vulnerability to extremist influences and promoting positive citizenship.
Through the curriculum and wider opportunities provided by the school, pupils develop the knowledge, understanding, resilience and moral awareness necessary to thrive in a diverse society and to make positive contributions to their communities.

Approaches

At Peakirk cum Glinton Primary Academy, we actively promote British Values through our curriculum, collective worship, leadership opportunities and daily interactions.
We achieve this by ensuring that:

- pupils are encouraged to adopt and live out our school values of **Friendship, Respect, Trust, Compassion, Peace and Harmony, and Forgiveness**. These values underpin all aspects of school life and complement the fundamental British Values;
- pupils are provided with opportunities to develop leadership skills and contribute to school life through roles such as the Faith Council, Eco Club and Play Leaders. Through these roles, children learn about responsibility, representation, service and the importance of having a voice within their community;
- pupils are encouraged to express their views and opinions through pupil voice activities, questionnaires, discussions and leadership groups, helping them to understand the importance of democracy and respectful debate;
- pupils are taught how to keep themselves safe, both within school and beyond, including through safeguarding education, Relationships Education, PSHE and Online Safety lessons;
- pupils participate in charitable fundraising and community events, helping them to understand their responsibilities as citizens and to appreciate the diverse communities of which they are a part;
- pupils learn about Christianity and a range of other faiths and worldviews through Religious Education, collective worship and wider curriculum opportunities, fostering respect and understanding for those with different beliefs and backgrounds;
- pupils' wellbeing, confidence, independence and resilience are developed through our planned curriculum and enrichment opportunities, including Forest School, educational visits, extra-curricular clubs and leadership responsibilities;
- pupils are supported to make positive choices from an early age and understand that their actions have consequences for themselves and others;
- pupils are encouraged to resolve disagreements respectfully, show empathy towards others and demonstrate the values of kindness, forgiveness and mutual respect in their everyday interactions;
- pupils are welcomed into a caring and inclusive community where all individuals are valued. This is reflected in the way children support new pupils joining the school throughout the year, helping them to settle quickly, build friendships and feel a strong sense of belonging.

Through these approaches, we aim to develop confident, respectful and responsible young people who are well prepared for life in modern Britain.

Internet Safety

Filtering

The school recognises that effective filtering and monitoring systems are an important part of safeguarding pupils from harmful, inappropriate and potentially extremist online content.
Internet access is filtered and monitored through Securly, helping to ensure that pupils are protected from accessing unsuitable material whilst using school technology and networks. Filtering systems are designed to block content that is inappropriate, harmful or illegal and to support the safeguarding of all pupils.
Online activity and alerts are monitored regularly by designated staff. Any concerns identified through filtering or monitoring systems are reviewed promptly and, where appropriate, acted upon in accordance with the school's safeguarding procedures.
All safeguarding concerns relating to online activity are recorded using MyConcern. The Designated Safeguarding Lead (DSL) and safeguarding team monitor incidents, actions taken and outcomes to ensure that concerns are addressed effectively and appropriate support is provided where necessary.
The school regularly reviews filtering and monitoring arrangements and takes steps to strengthen protections where new risks are identified or where previously accessible content is found to be unsuitable.
Pupils are taught how to keep themselves safe online through the Computing curriculum, PSHE, Relationships Education, collective worship and dedicated online safety learning. They are encouraged to think critically about information they encounter online, understand the risks associated with digital technologies and know how to report concerns to a trusted adult.
Through effective filtering, monitoring, education and safeguarding procedures, the school seeks to create a safe online environment in which pupils can learn, communicate and explore responsibly.

Prevent Duty
As part of our safeguarding responsibilities, staff remain vigilant to the risk of radicalisation and extremism. Our filtering and monitoring systems help reduce the likelihood of pupils accessing extremist material online, while our curriculum promotes critical thinking, resilience, mutual respect and the fundamental British Values that help pupils recognise and challenge harmful influences.

List of Policies referred to in this Policy

- Whistleblowing Policy
- Staff Code of Conduct
- Safeguarding Policy
- Behaviour Policy
- Acceptable Use Policy
- Collective Worship Policy
- Equality Information and Objectives
- PSHE Policy
- RSHE Policy
- RE Policy
- SMSC Policy
- Health & Safety.