



## **Developing British Values and Preventing Radicalisation**

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This document aims to summarise how, as a school community, Titus Salt School prepares our pupils and students positively for life in modern Britain, developing “British values” and how we work to prevent radicalisation in a range of areas.

### Upholding and developing British Values

As a community we have determined “British Values” to be:

- **Democracy** – We all have a say and a voice. We create change for the better through democracy.
- **Individual liberty** – We know our human rights and freedoms and exercise our rights and responsibilities in school life and beyond.
- **The rule of law** – We are law abiding citizens. We respect the rules of school and the laws in society. We know the law is for everyone.
- **Mutual respect and tolerance of those with different faiths and beliefs and for those without faith** – Together we are one community through our respect and understanding of one and other.

### As a school we aim to develop and nurture these by:

- Delivering an assembly programme with core ethical values and beliefs at its heart
- Having a pastoral system that ensures all individuals are recognised and an ethos where all pupils, students and staff support each other
- A well-structured Personal, Social, Health and Citizenship Education programme
- A strong Religious Studies and Ethics programme at every Key Stage
- Effective and well-managed School Council enabling pupils and students to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Positive Behaviour System so that pupils and students understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- A rewards system that recognises positive contributions in school and celebrates success
- A reinvigorated School Vision statement and Code of Conduct which is regularly referred to and communicated with students, reiterating that we are a school community built on mutual respect and understanding
- Adopting restorative justice approaches, where possible, to resolve any difficulties between members of our school community
- Having a rigorous commitment to pupil and student safety (for example: Educational Visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures)
- Celebration of the diverse nature of our school community through international menus, Personal Development Days, the Assembly programme, the teaching of World Music and the choice of texts/resources across the curriculum
- An extensive extra-curricular programme (LUDUS) that provides opportunities outside the curriculum to develop individual talent and contribute to school life

In addition, we aim to eliminate the possibility of Radicalisation and through our actions/steps affirm and reinforce core “British Values” of tolerance, respect and the rule of law.

Citizens who feel respected, connected and valued within a community are far less likely to be at risk of radicalisation.

We have defined Radicalisation as, "a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom of choice."

We believe it is when someone feels marginalised or undervalued that there is a greater opportunity for such extremism to be fostered. We aim to prevent the radicalisation of our pupils, students and staff by:

- Celebrating diversity through our curricular content (for example – see our SMSC curriculum audit)
- Providing menu options to meet specific dietary requirements
- Providing opportunities/facilities for personal prayer and reflection during the school day
- Making provision for specific periods of religious observance (such as during the month of Ramadan and Diwali)
- Planning calendared events with consideration of significant periods of religious observance (such as Parents Evenings and Ramadan, for example)
- Providing a Personal, Social, Health and Citizenship education programme that celebrates diversity, challenges stereotypes and addresses issues such as discrimination and prejudice in society as a whole
- Having a school uniform which can be adapted appropriately to meet the requirements of religious dress codes
- Authorising absence appropriately for religious observance
- Ensuring that pupil and student rewards programmes offer rewards that are appropriate to those of all faiths and none
- Making provision for pupils and students who are in periods of religious observance (such as Ramadan) during school visits/residential stays
- Providing Work Experience placements at KS4 and KS5 which offers all pupils and students the opportunity to explore career aspirations and raise expectations
- Monitoring all job applications in our aim for diversity within our staffing
- Ensuring the safer recruitment of our staff
- Ensuring that visitors are appropriately vetted and supervised whilst on site
- Educating students about the protected characteristics detailed within the Equality Act 2010
- Responding rapidly, rigorously and appropriately to any reported incidents of a racist or discriminatory nature, adhering to Local Authority reporting protocols, as required

In summary, our aim is to develop well-rounded, educated and reflective pupils and students who can confidently move forward beyond school and find their place in the world. We want our students to:

- Develop lively, enquiring minds capable of original thought and well-balanced critical argument
- Become confident, independent learners well-equipped for lifelong learning.
- Derive enjoyment from their learning which should extend their intellectual capacity, develop their interest and stimulate their curiosity
- Embrace the many opportunities afforded by developments in information and



## Policy

communication technologies, whilst fully accepting the responsibilities that go with using them properly

- Engage in a broad programme of experiences which enable them to appreciate a range of cultural backgrounds, to understand more about themselves and the world in which they live
- Develop the capacities to make informed, rational and responsible decisions and to work in ways which enhance their self-respect and sensitivity to the needs of others, particularly those less advantaged than themselves
- Show respect for each other and all people working in the school, and to appreciate the diverse talents that contribute to our school community
- To play a full part in creating a caring, supportive school environment
- Develop a range of reasoned beliefs and values and a sympathy and respect for those held by others, which will prepare them to become considerate and responsible citizens
- Display self-discipline and proper regard for authority