CANBURY SCHOOL

PREVENT AND UPHOLDING BRITISH VALUES POLICY

Last Review Date:	**June 2026**
Policy Owner:	**W Rush**
Next Review Date:	**June 2027**

Introduction

This policy ensures compliance with:

- The Education (Independent School Standards) Regulations 2014 (as amended)
- The Independent School Standards: Guidance for Independent Schools - April 2026
- DfE Promoting fundamental British values as part of SMSC in schools

The government set out its definition of British values in the Revised Prevent Duty Guidance (Updated June 2023) and Counter-Extremism Strategy (October 2015). At Canbury School these values are reinforced regularly and in the following ways.

These values are taught explicitly through:

1. Personal, Social and Health Education (PSHE);

We also teach British values through planning and delivering a broad and balanced curriculum.

The school takes opportunities to actively promote British values through our assemblies and whole school systems and structures, such as electing and running a successful School Council and house captain/vice team.

We also actively promote British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

Actively promoting British values also means challenging students, staff or families expressing opinions contrary to fundamental British values, including 'extremist' views.

At Canbury School we uphold and teach students the British values which are defined as:

1. Democracy;
2. Rule of law;
3. Individual liberty;
4. Mutual respect;
5. Tolerance of those with different faiths and beliefs.

Democracy

Democracy is an important value at our school. Students have the opportunity to have their voices heard through our School Council. The elections of members of the School Council are based on student votes. The students and staff are also invited to cast their vote for head students and house/vice captains. The students have worked together and agreed on a set of codes which we at Canbury School actively work and live by; this is our 'Canbury Code'. This code is available in each classroom and is actively used by students and staff to influence others' behaviour.

The rule of law

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Visits from authorities such as the Police and Government are regular parts of our assembly/PHSE and help reinforce this message.

Individual liberty

Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment.

As a school, we educate and provide boundaries for our students to make choices safely, through the provision of a safe environment, a planned curriculum and an empowering education.

Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our online safety teaching and PSHE lessons.

Students are given the freedom to make choices, e.g. signing up for lunchtime clubs or even starting their own ones.

Mutual respect

Respect is one of the core values in our school. This can be seen and felt in the ethos of the school. The students know and understand that it is expected and that it's imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.

The core value of respect at Canbury School underpins our work every day, both in and out of the classroom. Students and staff alike, including visitors, are challenged if they are disrespectful in any way.

Tolerance of those with different faiths and beliefs

This is achieved through enhancing students' understanding and their place in a culturally diverse society, and by giving them opportunities to experience such diversity in our local community. Assemblies and discussions involving prejudices and prejudice based bullying have been followed and supported by learning in PSHE.

We encourage students to research and discover differences between themselves and students from other countries.

Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015) in the exercise of their functions, to have "due regard" to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of our safeguarding approach at Canbury.

Extremism - is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

Extremism in all its forms has no place at Canbury, as exposure to both extremist materials and influences is detrimental to the development of young people. Extremists of all kinds aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice.

Education serves as a vital safeguard against extremist narratives by equipping our students with the critical thinking skills, historical context, and balanced judgment required to challenge divisive ideologies in a secure learning environment.

At Canbury the Prevent Duty is furthered by:

1. Raising awareness of the issue of radicalisation with staff so that those who work with young people at Canbury appreciate that they are a front line strategy, and act accordingly. This is done through staff training, which is delivered and revisited at appropriate times through the year as opportunities arise. Canbury staff appreciate how positive relationships created within school can remedy the factors that create the environment for dangers of radicalisation. All staff undergo Prevent strategy CPD upon arrival. Pastoral staff will specifically monitor students under their care and curriculum leaders will ensure that opportunities for combating radicalisation should be taken when they arise directly in lessons, and indirectly all the time in making sure no student is marginalised or excluded from activities or learning.
2. Raising student awareness through the curriculum, where a clear understanding of history/ religion/tradition promotes an appropriate understanding of the origins of movements such as Nazism and promoting an understanding of Islam and other world religions based on peaceful messages and intent. The curriculum is designed to encourage students to want to be part of an inclusive society, and the importance of Citizenship is stressed as students are encouraged through learning to strengthen their sense of belonging. Subjects will, when applicable, foster an understanding of what terrorism is and how it occurs.
3. Creating an inclusive school, which appreciates the importance of SMSC (Spiritual, Moral, Social and Cultural) and delivers it though a shared curriculum for all, encouraging full participation in a broad and balanced curriculum, including the Pastoral care, which celebrates the diversity of the school community and aims to make students feel valued and included. Canbury school is introducing a celebration of diversity week in the first half term.
4. Celebrating success for all. The reward system celebrates and rewards achievement and effort, is open to all students and monitored for inclusivity by the Assistant Head Pastoral.
5. Responding to concerns. All concerns raised by staff, students or families are investigated as safeguarding issues according to the school safeguarding protocol and policy. Feedback is given to reporting staff/students/families and issues regarding further investigation are reported to the LA Prevent team for discussion and further action as appropriate.
6. Robust Safeguarding protocols and procedures. These are audited annually by SLT and Governors.
7. Canbury aims to create a culture where all staff and students feel empowered and enabled to raise concerns no matter how small in an atmosphere of support and openness. Canbury is fully committed to safeguarding and promoting the welfare of all its students. As a school, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Canbury all staff are expected to uphold and promote the fundamental principles of British values.
8. The school's network connection utilises an active IT security infrastructure that blocks and logs attempts to access inappropriate, extremist, or radicalized content. In compliance with the DfE filtering and monitoring standards, all system alerts are automatically routed to the Designated Safeguarding Lead (DSL) for immediate internal triage and risk analysis. The DSL, rather than an automated technical rule, will evaluate the context of the search attempt, distinguishing between accidental access, academic curiosity, or intentional radicalized engagement. Where a genuine vulnerability or radicalization risk is confirmed, the DSL will activate the internal safeguarding protocol and manage formal multi-agency referrals to the local authority Prevent team or Channel panel as legally required.

9. Promoting resistance. Canbury's curriculum and extra-curriculum builds in resilience/independence/broader activities, and participation is encouraged and facilitated by school bursary/discounted fees/options to pay by instalment where appropriate so that it is open to all as far as possible.

Tackling extremism at Canbury

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. At Canbury, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and dealt with in line with the relevant policies on student behaviour or staff conduct.

As part of wider safeguarding responsibilities, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection and report using the Canbury Safeguarding procedures as set out in the Child Safeguarding Policy and Procedures document.

All staff, at Canbury School, should be aware of the following:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Other local schools, local authority services, and police reports of issues affecting their students
- Students 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, sexuality, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views.

We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches young people may experience elsewhere may make it harder for them to challenge or question these radical influences. We will strive to ensure that our support and approaches will help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will provide staff training to ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

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 also work with local partners, families and communities in our efforts to ensure Canbury students understand and embrace our local context and values in challenging extremist views, and to assist in the broadening of young people's experiences and horizons.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities, and where we believe a student is being directly affected by extremist materials or influences we will refer the student through the normal safeguarding reporting process for help and support.

Use of External Agencies and Speakers

External agencies and visiting speakers are warmly welcomed to enrich our students' educational experiences. However, to secure absolute compliance with Independent School Standard 5(d) and the Prevent Duty, the school implements a strict, mandatory vetting protocol. Before any external individual or organisation is permitted to address students, they must be formally authorised by the DSL and Head. This process requires a formal risk assessment, an online background check of the speaker's public profile, and a pre-rehearsal agreement regarding presentation content to ensure it does not undermine fundamental British values or promote partisan political viewpoints. A comprehensive visiting speaker log is maintained centrally to preserve this audit trail.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools and colleges to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Further Guidance

DfE Prevent duty guidance: Guidance for specified authorities in England and Wales(June 2023)

DfE Keeping children safe in education (September 2025)

Appendix 1

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the 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.

3. There is no such 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.

4. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.