



Walford Nursery & Primary School

The Promotion of British Values Statement

Date	Review Date	Leader
June 2022	June 2023	Louise George Emma Hanham

The Promotion of British Values

The British Government believes that, *'British society is founded on fundamental values and principles, which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by Law. There is no place in British society for extremism or intolerance.'*

In November 2014, the Department for Education published guidance on promoting British values in schools to ensure young people leave education prepared for life in modern Britain.

Walford Nursery & Primary School has a duty to 'actively promote' the fundamental British values first set out by the Government in the 'Prevent' strategy (2014):

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs.

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Until now, there has been a requirement to 'respect' these values, but as a result of recent changes, schools must have a clear strategy for embedding these values and show how the school's work with pupils has been effective in doing so.

The children will develop:

- an understanding of how citizens can influence decision-making through the democratic process;
- an understanding that the freedom to hold other faiths and beliefs is protected in law;
- an acceptance that people having different faiths or beliefs to oneself (or even having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.

Examples of actions schools take to promote British values include:

- inclusion in appropriate parts of the curriculum (as appropriate for the age of pupils), material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensuring all pupils within school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as, a School Council whose members are voted for by the pupils;
- using opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to debate points of view;
- considering the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

Promoting British values at Walford Nursery & Primary School:

We agree with the Department for Education's definition of British values:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs.

Pupils will encounter these principles every day within school through our promotion of spiritual, moral, social and cultural understanding.

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Listed below, are some examples of how we promote these values within our school community:

Democracy

Pupil voice is significant in regards to life at school. Our pupil elected School Council plays a strong role throughout the school. They are elected by their class peers and are involved in making decisions to make our school a better place to learn.

Pupil questionnaires and interviews are also conducted throughout the year so that the children have a say in how the school improves. We know that the formation of the School Council along with Sports Crew, Eco-Council, Apple Ambassadors, Reading Ambassadors, Science Ambassadors, E-Safety Leaders and Road Safety Leaders and the active participation of all of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

The rule of law

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules will be consistently reinforced through assemblies and throughout our curriculum. Frequent class discussion across the curriculum helps children to understand the reasons behind the rules and the consequences if they are broken. We provide regular opportunities to debate and discuss the reasons for laws so that children can recognise the importance of these for their own protection. Throughout the year, we welcome visits from members of the wider community including police, our local MP, the fire brigade, paramedics and many more. We believe that clear explanations and real-life stories emphasise the importance of the rule of law for our pupils.

Individual liberty

We invest a great deal of time in creating a positive culture in our school, so that children can learn and grow in a safe environment where choices and freedoms are encouraged. In lessons, we encourage children to choose the task that will challenge them, giving them more freedom to determine their own learning. In addition, we offer a range of clubs which pupils have the freedom to choose from, based on their interests and talents. At school, we believe that valuing choice and freedom in daily life will develop the value for individual liberty as the children embark upon their adult lives.

Mutual respect

Mutual respect is at the core of our school life and is modelled by all staff. The children learn to treat each other and staff with the upmost respect. This is evident when walking around the school and in the classrooms.

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Respect is valued highly at Walford and underpins our Mission Statement & Values. The children learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through all teaching and learning environments.

Mutual respect is embraced throughout the curriculum by providing the opportunity for pupils to express their views in a safe environment in line with our school Mission Statement, 'Learning and Enjoyment... Every Child, Every Opportunity, Every Day!'

Tolerance of those of different faiths and beliefs

At Walford, we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We believe strongly that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

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Further Information

Extremist Views

The school will not tolerate extremist views and this will be dealt with by liaison with the appropriate bodies.

The school is aware of the need to be vigilant when it comes to extreme attitudes or behaviour of any kind and appropriate actions will be taken accordingly. All staff are trained in the Prevent Duty. Our overriding aim is to teach children to be resilient to such attitudes which involves pupils being taught how to ask probing questions and make informed judgements.

Political Matters

From time to time, political matters will be raised by pupils or others. Our school policy is that political matters can be discussed with pupils in a balanced, non-biased manner.

Please see Promotion of British Values Audit document below which exemplifies how we promote British values in school and how this links to SMSC policy and practice.

Evaluating the Promotion of British Values - Democracy

Provisions that may help pupils develop an, ‘understanding of how citizens can influence decision- making through the democratic process.’

Eviden ce	Where can we find it?	SMSC Links
1. Elected School Council. 2. School Council Manifestos 3. School elections such as Sports Crew, Eco-Council, Apple Ambassadors, Reading Ambassadors, Science Ambassadors, E-Safety Leaders and Road Safety Leaders 4. Pupil questionnaires – feedback for teachers 5. Whole school assemblies. 6. Curriculum 7. Promotion through displays 8. Anti-Bullying events	1. School Council Record – 2021-2022 Theme: Connectedness 2. Books, planning, website 3. School displays 4. Anti-Bullying Events	Social: acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Social: knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. Social: willingness to participate in a variety of communities and social settings including by volunteering, cooperating well with others and being able to resolve conflicts effectively. Spiritual: use of imagination and creativity in their learning and willingness to reflect on their experiences. Moral: interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

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Evaluating the Promotion of British Values – Rule of Law

Provisions that may help pupils develop an, ‘appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.’

Evidence	Where can we find it?	SMSC Links
1. School Rules – understood and consistently applied. 2. Restorative Practice 3. Risk Assessments for all learning out of school. 4. Child Safeguarding Posters 5. Curriculum 6. Behaviour Policy and procedures 7. Anti-Bullying events	1. Classrooms, communal areas, behaviour policy, website 2. Daily practice 3. Risk Assessment file 4. Displayed in school 5. Books, planning, website 6. Behaviour practice in school 7. Displays throughout school	Moral: to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England. Moral: understanding of the consequences of their behaviour and actions. Social: willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. Social: acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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Evaluating the Promotion of British Values – Individual Liberty

Provisions that may help pupils develop an, ‘understanding that the freedom to choose and hold other faiths and beliefs is protected in law’

Evidence	Where can we find it?	SMSC Links
1. Curriculum 2. Equality policy 3. Assemblies and related work 4. School Council 5. Behaviour Policy 6. Restorative Practice	1. Books / website /planning 2. Classrooms, communal areas, behaviour policy, website 3. Daily practice 4. Assembly 5. School Council File / display 6. Behaviour procedures 7. Pupil Management of behaviour problems 8. Displays throughout school	Spiritual: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values. Spiritual: sense of enjoyment and fascination in learning about themselves, others and the world around them. Social: use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. Social: acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Moral: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Moral: understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

Evaluating the Promotion of British Values - Tolerance

Provisions that may help pupils develop an, ‘acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated.’

Evidence	Where can we find it?	SMSC Links
1. Curriculum 2. Equality policy 3. Assemblies and related work 4. School Council 5. School Rules 6. Restorative Practice 7. Behaviour Policy and procedures	1. Books / website /planning 2. Classrooms, communal areas, behaviour policy, website 3. Daily practice 4. Planning, displays, website 5. School Council book / display 6. School Rules in all classrooms 7. Day to day practice/ discussion with children / staff 8. Behaviour policy and practice 9. Displays throughout school	Spiritual: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values. Cultural: interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. Cultural: willingness to participate in and respond positively to artistic, sporting and cultural opportunities. Social: acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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Evaluating the Promotion of British Values – Mutual Respect

Provisions that may help pupils develop an understanding, ‘of the importance of identifying and combatting discrimination.’

Evidence	Where can we find it?	SMSC Links
1. Curriculum 2. Equality policy 3. Assemblies and related work 4. School Council 5. School Rules 6. Restorative Practice 7. Behaviour Policy and procedures	1. Books / website /planning 2. Classrooms, communal areas, behaviour policy, website 3. Daily practice 4. Planning, displays, website 5. School Council File / display 6. School Rules in all classrooms 7. Day to day practice/ discussion with children / staff 8. Behaviour policy and practice	Cultural: interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. Social: acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.