



Langford Primary School

British Values Policy

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Author	Seamus Gibbons

LANGFORD PRIMARY SCHOOL

Promoting British Values

Our 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, customs and expectations. There is no place in British society for extremism or intolerance.'

The values we support are not unique to Britain and are shared by many people in the world represented by the diverse families at Langford.

We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and these are embedded within our curriculum. These values are found in our own school values identified by our academy trust as respect, confidence, ambition, creativity, determination and enthusiasm. Our 'Langford in Harmony' school rules also support a school, which is kind and caring to one another.

We plan assemblies and lessons, particularly in PSHE/Philosophy and RE, to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect. The topics and lessons in the school's curriculum are designed carefully and planned by teachers to provide a rich learning experience that will have a positive impact on pupils' spiritual, moral, social and cultural development. Whilst focusing on all children developing good skills in English and Maths and all subjects, we ensure they experience extra-curricular clubs such as music, a variety of sports, the arts and outdoor learning. Visits are planned linking with the class topic to provide children with further understanding of the world they live in. We also link with other schools to take part in singing and sporting events. Competitions provide the opportunity for children to meet other children from different schools whilst experiencing the process of decision making and understanding rules and fairness.

As well as promoting British values we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views and principles. All staff have received Prevent training from the local authority lead.

Overview

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Langford. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Patron Saints Days and celebrations at Christmas. We also value and commemorate national events such as Remembrance Day.

Further, children learn about being part of Britain from different perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically: Our rivers, coasts and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:

- its coasts, rivers and mountains
- where Britain is in relation to the rest of Europe and other countries in the world

Historically: Key moments in British history are studied in the topics such as “London”, and “Britain Since 1930s”. We also take pride in studying our local area.

British values

Democracy

Democracy is embedded in the school. Pupils are listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils. The democratically elected School Council provides a more formal platform for class representatives to raise issues and suggest fundraising ideas. The older children also act as playground friends and lunchtime monitors helping younger children.

Parents’ opinions are welcomed at Langford through methods such as questionnaires, feedback at parents’ evenings and liaison with the Friends of Langford parents’ society.

The rule of law

The whole school was involved in creating our ‘Langford in Harmony’ school rules, empowering the children to understand the importance of rules. The importance of law, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days; when dealing with behaviour and through school assemblies. In order to help children understand how society cannot operate without a set of laws, we teach them how our school rules create an ordered, fair and safe place in which to learn. The class rules are agreed by the

children and are displayed in classrooms. We help children to distinguish right from wrong and adopt restorative justice approaches to resolve conflicts.

The school has a clearly structured behaviour policy which all stakeholders understand and follow. We have a Year 6 behaviour policy which is a pupil led panel which meets with children to set targets to support their behaviour. Visits from the police to talk to the children encourage pupils to understand that the law protects us and is essential for our well-being and safety.

Individual liberty

Our children have the opportunity to make individual choices and express opinions that develop their character and self-belief. However, they are encouraged to develop these qualities in the context of the rights and needs of other members of our school community. We model freedom of speech through pupil participation in class in the context of a safe, fair, supportive and ordered learning environment. We discuss and challenge stereotypes and implement a strong anti-bullying culture.

Pupils have key roles and responsibilities in school e.g. members of the behaviour panel; playground buddies etc. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and philosophy lessons. Whether it is through choice of challenge, of how they record, choose their lunch options, of participation in extra-curricular clubs and opportunities etc., pupils are given the freedom to make choices.

Mutual respect and tolerance of those with different faiths and beliefs

Respect is one of the core values. Children are encouraged to respect themselves and to respect individual differences. This is a fundamental principle that is put into practice in the classroom, around school, in the playground and in assemblies. We are lucky to have a diverse school community encompassing different languages, backgrounds and faiths. We help our children to acquire an understanding of, and respect for their own and other cultures and ways of life. We celebrate the languages spoken by some children in the school and the festivals celebrated by some of our families, visit different places of worship and welcome visitors who can widen our children's horizons even further. Our philosophy lessons encourage regular discussions and debate, this encourages our pupils to respect the views and beliefs of others.

We follow Hammersmith and Fulham's agreed RE syllabus, which provides a broad and balanced education on a range of faiths, religions and cultures.

Extremism

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 fully trained by the local authority prevention lead. Workshops are provided annually to pupils in years 5 and 6 to develop their understanding of radicalisation. Our overriding aim is to teach children to be resilient to such attitudes. This involves pupils being

taught how to ask probing questions and make sound judgements for themselves about what is right and wrong.

Further links:

Departmental advice on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) development.

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

Departmental advice for schools and child care providers on The Prevent Duty

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf