

BRITISH VALUES

The government defined "Fundamental British Values" in the 2011 Prevent Strategy, which are democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values have been reiterated by the government in subsequent years to be promoted by all schools in the UK.

The Department of Education recently reinforced the need; ***"to create and enforce a clear and rigorous expectation on all schools to promote thefundamental British values of***

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

At The Meadows Primary School these values are regularly promoted and reinforced. This booklet helps to explain how we promote British values throughout our work with the children in our care.

Carpe Diem

DEMOCRACY

At The Meadows, all members of the school community are actively encouraged to have a voice and share their views and opinions regularly.

The school has had a **School Council** for many years with democratically elected representatives for each class throughout the school. The whole process mirrors that of a real election. Children nominate either themselves or another child to stand for election as a class candidate. Children prepare speeches to tell their classmates why they think they would make a good School Councillor. Many nominees produce campaign posters and leaflets to persuade their peers to vote for them.

On **School Council Election Day**, all children within each class vote for one girl and one boy representative and post their votes into the official ballot boxes. The count is made and election results are announced in a special assembly. School Councillors then meet approximately once a month with the Headteacher and also Governor Representatives, on occasions, to help reach decisions that directly affect children within the school.

Circle Groups. These groups, which are led by school councillors, meet together regularly with a special agenda. The agenda usually covers current events and/ or issues for debate and discussion. Feedback from each group is collected by the Year leaders lwho summarise each group's feedback and send this to the Headteacher.

Each school year, a pair of **House Captains** (one boy and one girl) are elected through a voting process by the Year 6 cohort to serve as the leaders of each of our four school House Groups: Green Pumas, Yellow Leopards, Blue Jaguars and Red Cheetahs.

Visits and Visitors are used to help inform children about the democratic process that exists within Britain. School Councillors have previously visited Oswestry Town Council's Council Chamber and met with the Mayoress.

THE RULE OF LAW

The importance of rules is consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies. Children are taught why we have rules and laws; that they govern and protect us, and the responsibilities that this involves. They are also reminded of the consequences when rules or laws are broken.



The **laws of the country** are explored in many different ways throughout the school. Our Early Years children are visited by serving Police Officers during their 'People who help us' Learning Journey. In lower Key Stage 2, the children undertake a topic called 'Commit the Crime, Do the Time!', about crime and punishment over time, visiting an authentic Pentonville style prison; Ruthin Gaol.

Children also take part in a number of Road Safety initiatives such as Bikeability training and 'Stepping Out' pedestrian awareness training, which teach children more about **the rules of the road** and how to keep themselves safe.

All lunchtime supervisors have been trained to use a **'restorative justice'** approach when dealing with incidents that occur at playtimes. This involves children putting things right and making up for things they have done wrong.

Throughout the school, children follow out three simple rules, **be ready to learn, be respectful to all, be safe**. Through our reward system, children are rewarded with dojos when following school rules. For those children who consistently follow the rules for the majority of the time, they are rewarded at the end of the ½ term with a behaviour recognition badge.

In conjunction with the NSPCC's Schools Service, children in upper Key Stage 2 are helped to gain an age-appropriate awareness of what constitutes abuse so that they are more aware of how to keep themselves safe and what to do if they feel something is not right.

INDIVIDUAL LIBERTY/FREEDOM



At The Meadows we actively encourage children to make their own decisions and choices within our clear and consistent boundaries. Children are encouraged to know, understand and exercise their rights and **personal freedoms** and helped to use these safely. Whether it be through a choice of learning challenge, how they choose to record or present their learning, whether or not they wish to participate in a variety of extra-curricular events and opportunities, all children are given the freedom to make their own choices and decisions.

During whole school assemblies, human rights issues are explored and debated, for example when events such as Martin Luther King Day occur.

Freedom of speech and expression is fundamentally promoted and respected and the school endeavours to provide opportunities for children to speak and express themselves freely. Circle groups provide an opportunity for every child's voice to be heard and children are taught to value and respect the opinions of others through these meetings and through more detailed discussion and debate during Personal, Health and Social Emotional (PHSE) lessons.

The school regularly holds talent contests where children are free to express themselves through any performance they choose, whether it be gymnastics, music, dance of song.

MUTUAL RESPECT AND TOLERANCE OF OTHERS

Treating all members of the school community with mutual respect is at the heart of our school's core values.



Tolerance of Those of Different Faiths and Beliefs

The Meadows Primary School is situated in an area which is not culturally diverse, so we therefore place great importance on **promoting diversity** with our children wherever possible.

Whole school assemblies regularly **explore stories and celebrations** from a variety of faiths andcultures to promote greater understanding amongst our children.

Visitors from different faiths are also invited into school to talk to the children. Most recently, we have welcomed visitors who have spoken about Sikhism and Judaism. This year, we are also looking forward to welcoming visitors from the Buddhist and Muslim faiths. Children in Reception also learn about Chinese culture and beliefs, including the celebration of Chinese New Year.

Wherever possible we also take part in local **community faith events** such asEid celebrations at the local Community Centre.

Our **RE and PSHE teaching** help to extend and reinforce children's understanding of different faiths and beliefs. Each year the children explore a world faith alongside their learning about Christianity. By the time they leave The Meadows, all children have learnt about the beliefs and practices of people of the following world faiths; Judaism, Sikhism, Hinduism, Buddhism and Islam.

International events such as the Olympics or the football world cup are used to learn more about the culture and faiths of different countries around the world aswell as reinforcing and celebrating what it means to be British.

Through our Kapow RSE and PSHE curriculum, children develop an understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance. Pupils learn how to express their views respectfully, make informed choices, understand rights and responsibilities, and appreciate the importance of rules in keeping people safe. The curriculum also promotes respect for diversity, different families, beliefs and cultures, helping children to become responsible, confident and active members of modern British society.

This learning is woven throughout units on families and relationships, health and wellbeing, safety, citizenship and economic wellbeing, ensuring children develop the knowledge, skills and attitudes needed to thrive in a diverse and inclusive community.

We will actively challenge children, staff or parents expressing opinions that are contrary to fundamental British Values. This includes those expressing 'extremist'views.

PREVENTING RADICALISATION AND EXTREMISM

- ***Radicalisation*** *is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.*

- ***Extremism*** *is defined as the holding of extreme political or religious views.*

Prevent Strategy & British Values:

What is the Prevent strategy?
Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes.

The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, religious extremists and other causes.

How does the Prevent strategy apply to schools?
From July 2015, all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

At The Meadows Primary, we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

What does this mean in practice?
Many of the things we already do at The Meadows Primary to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:
· Exploring other cultures and religions and promoting diversity
· Challenging prejudices and racism
· Developing critical thinking skills and a strong, positive self-identity
· Promoting the spiritual, moral, social and cultural development of pupils, as well as British values

We will also protect children from the risk of radicalisation, for example by using

filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

Different schools will carry out the Prevent duty in different ways, depending on the age of the children and the needs of the community.

The Governing Body of The Meadows is fully committed to safeguarding and promoting the welfare of all its children. It therefore has a **zero-tolerance** approach to extremist behaviour for all school community members and will endeavour to ensure that the children in its care are protected from inappropriate exposure to negative influences.

As a school, we recognise that we have a duty to safeguard our children from harm and that safeguarding against radicalisation is no different from any other form of safeguarding. All staff at the Meadows are expected to uphold and promote the fundamental principles of British values: **democracy, the rule of law, individual liberty and the mutual respect & tolerance of those with different faiths and beliefs.**

- Children are encouraged to learn about and appreciate the fundamental principles of British Values.
- Children are helped to understand the importance of democracy and freedom ofspeech, through the PHSE lessons, whole-school and class assemblies, CircleGroups and through the election of the School Council.
- Children of all ages are taught how to keep themselves safe, in school and out,and particularly when using online technologies.
- Children are encouraged to participate in a number of local community events sothat they appreciate and value others who may not share their faith background.
- Children are encouraged to make positive choices from the time they start school, and are helped to understand the impact and consequences of their actionson others.

THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Children have freedom of expression and are able to take a full and active part in discussions, debates and consultations. Our RE (Religious Education), PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of our school. Children learn about all major faiths through the curriculum, enriched by avariety of visitors of different faiths and visits to places of worship.