



Promoting British Values 2016-17



“The children here are so very proud of their school. They know that they are valued and they learn to give value to others. They step up to the mark of aspiration and it is clear that they relish challenge and participation.”

Dr. Wendy Daley- IQM Flagship School Report February 2016

PROMOTING BRITISH VALUES AT BRIDGEWATER PRIMARY SCHOOL 2016-17

INTRODUCTION

As a school we strive to meet the requirements set out in section 78 of the Education Act 2002 to promote the spiritual, moral, social and cultural (SMSC) development of our pupils at Bridgewater. Our school ethos ensures that we build and strengthen strong and effective relationships throughout the school, and provide relevant activities both in and beyond the classroom to ensure our pupils' SMSC development and understanding of British values.

We encourage all members of our school community to regard people of all faiths, races and cultures with respect and tolerance. At Bridgewater we promote the fundamental British values of:

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

The government set out its definition of British values in the 2011 Prevent Strategy and these values have been a particular focus this year as part of our School Transformation Plan (STP) and within the Change-maker Improvement Team of 2015-16 and 2016-17. Bridgewater school is committed to upholding these values which makes our communities successful and enable our children to develop into responsible, tolerant, respectful and caring future citizens.

"Aspiration, inspiration and ambition are unequivocal leadership messages for the entire community." (IQM, 2014)

Democracy

"Working together to build better futures is the reality here." (IQM, 2014)

The understanding of democracy is well embedded within the school, with Pupil Voice and mutual respect at the heart of the school. We ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as our School Council and Eco-Council whose members are voted for by the pupils. We have a School Prime Minister who upholds the ethos and vision of the school and shares this with their peers and other members of the school community. Each year the children decide upon their class rules with their teacher and agree how these are to be implemented children in our school in a fair and measured way. Pupils have had the opportunity to meet local MP's and to question them about their policies

and practices. As appropriate, the history of democracy is reflected through the themes, for example, the Greeks. Pupils have the opportunity to have their voices heard through our Circle Time sessions and PSHE, as well as our School Council. Our school behaviour policy sets out expected behaviour, including the 5 School Rules and 5 steps associated with them, which apply to all children equally, within our positive, supportive and democratic community atmosphere. This is consistent through all aspects of school life and also shared with parents, carers and children from Early Years to Year 6.

The Rule of Law

“Children undertake a variety of roles and responsibilities within the school... There is determined commitment to ensure skill building in order to build the capacity for personal independence and responsibility.” (IQM, 2014)

The importance of laws, whether they apply to the class, the school, or the country, are consistently shared and reinforced at Bridgewater Primary School. It is expected that pupils should understand that while different people may sometimes hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its laws. To support this we teach our pupils to understand the value and reasons behind laws, to understand that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. The 5 School Rules and 5 corresponding “Steps” help children understand the relationship between actions and consequences. Visits from authorities such as our local PCSOs and the Fire Service are a regular part of our calendar events and help reinforce this message. PCSOs are regularly available on the school site to support parents and our local community and introduce themselves and their role on prospective parents’ evenings.

Children are taught to keep themselves safe online, how to recognise potential dangers and how to report them. We also seek to work with parents in partnership in this, to ensure that children are safe at home and at school. They are also expected and to show the same respect to others online as they would in a face-to-face situation. They are taught to understand that there are rules which apply to the internet, as there are in other areas of their lives. The British Values week (6th-10th June 2016) explored with children their own personal accountability in upholding these laws and how they impact on all areas of their lives, for example, through responsibility for online behaviour.

As a school we encourage our children to share their opinions and provide a safe and trusted environment in which this can take place. However, we will challenge opinions or behaviours in school that we feel are extreme or undermine the respect that we hold for all people in our community. The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. As members of our school community

we seek to provide, at all times, a good example to our children, including any online activities. Our Adult Code of Conduct evidences the commitment of all our staff members to this standard.

Individual Liberty

“Pupils are empowered to make choices but to also accept the responsibility for impact and outcome.” (IQM, 2014)

“Children have clear and responsible remits for involvement in the many aspects of life here.” (IQM,2016)

As a school we provide a safe and supportive environment in which pupils are actively encouraged to make informed choices, within the understanding of the school rules which keep everyone safe. This empowering approach is achieved by educating children to know and understand their rights and personal freedoms within defined boundaries. They are supported in their learning to understand themselves as learners (metacognition) and to challenge themselves to take the next step. We encourage a growth mind-set in which children come to understand that their abilities can be developed through dedication and hard work. This helps us to create a love of learning and a resilience that is essential for life as well as for the challenges of education. Children come to understand that they each have a unique potential and that they are responsible, alongside the adults that support their learning, to work hard to be the best that they can be.

Children at our school understand how their personal actions contribute to their personal safety. They learn about safety through PE, E-safety and PSHE lessons. We ensure that children know how and to who to go to if they have any concerns about safety or their personal well-being at our school. We run a daily Nurture Lunch, in which members of staff volunteer to give their lunchtimes to meet and share lunch with children who may need additional support as well as dedicated nurture provision through “The Bridge”, an area of our school that allows children chance to receive additional and targeted support to meet their social, emotional and mental health needs (SEMH), including a reflection area, which can also be used for personal prayer.

Through our provision of Spiritual, Moral, Social and Cultural (SMSC) education members of our school develop their self-knowledge, self-esteem and self-confidence. They are encouraged to accept responsibility for their behaviour, to show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. They understand and practise tolerance, respect and harmony between themselves, whatever their cultural background, heritage, faith or ethnicity. We encourage weekly reflection times and a personal reflection journal so children get chance to record these opportunities and how they develop their understanding of themselves as future citizens.

Mutual Respect

“Respect is mutually reflected in the pupils’ work and in the staff’s responses.” (IQM, 2014)

At Bridgewater Primary School we work together to create a happy, secure environment in which each child can flourish. Children are taught to value and respect one another and to care for the health safety and well-being of others. Our Bridgewater Values help deepen our children’s understanding of the concepts of respect, co-operation, honesty and support and pupils are part of lesson discussions related to what this means and how it is shown in lessons and in the wider school and community. Peer feedback is an example of respectful, collaborative learning and takes place throughout the school.

Nurture is an integral part of our inclusive school, children are encouraged to respect each other and their different needs. This was acknowledged by Dr Wendy Daley in the IQM review of 2016, “Nurture is at the heart of practice here and is an equitable right for all.”

In 2016-17 we are looking forward to developing the children’s skills of empathy, co-operation and understanding through developing new pupil leaders as “Bridge Builders.” Through these new pupil ambassadors we aim to strengthen social, emotional and mental health provision within the school, recognising the different and individual needs of children, whilst retaining an ethos that includes and respects everyone.

Classes are twinned throughout the school and these groups of children are encouraged to support each other at break-times, lunchtimes and in class assemblies, as well as taking part in twinning activities throughout the year.

We have a planned programme for Collective Worship of a broadly Christian nature, whilst respecting all those members of our community who hold alternative or no beliefs. During Assemblies and Acts of Collective Worship our school values are reinforced and revisited. Other faiths are celebrated at key points in their year, for example, the children are involved in the Diwali parade.

Our values are also recognised throughout the school day, including break and lunchtimes. Adults throughout the school model, demonstrate and promote respect for others, as do older children who have suitable age-related tasks and responsibilities, such as Bridgewater Buddies, Young Leaders and Bridgewater Ambassadors. The importance of this is reiterated through our school rules, as well as our high expectations for behaviour.

Tolerance of those of Different Faiths and Beliefs

“Children evidence a real sense of care for and of each otherSocial cohesion is a vibrant energy in this school with significant impact on pupil learning.” (IQM, 2014)

Bridgewater Primary School is a growing school community. The Inclusion Quality Mark 2014 noted that we are developing “an extended in-take community” and that this “has driven a positive and forward reaching endeavour to create a socially cohesive community.” We place a great emphasis on providing our children with opportunities to discover, to learn about and to celebrate a variety of different faiths and cultures.

Collective worship supports our values and respect for each other. Any behaviour which is contrary to this is recorded, followed up and monitored. The Equality Duty is reviewed annually and published on our website. Members of different faiths or religions are welcomed into school to share their knowledge and practices to enhance understanding and learning. Children also visit places of worship that are important to those of different faiths. Whilst we welcome the views of others throughout the school community, we are committed to challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, which lack respect and tolerance or display extremist ideas.

The Prevent Duty

The Counter Terrorism and Security Act (CTSA) 2015 came into force this February. Under section 26 of the Act, schools have a duty to “have due regard to the need to prevent people from being drawn into terrorism.” The Prevent Duty Guidance details the activities schools are expected to demonstrate to comply. These include reviewing risk assessments, ensuring visitors to our school do not share extremist views, supporting online safety and ensuring members of our school community understand our complaints and whistleblowing procedures. We aim to work in partnership with other agencies in this, including the Local Safeguarding Children Board. We are committed to staff training and providing pastoral care and welfare support to stakeholders, as well as monitoring the systems and protocols in place to ensure online safety.

The Prevent agenda aims to challenge extremist ideology where it exists primarily through education, dialogue, debate, mentoring and by supporting critical thinking. Bridgewater’s action plan shares the school’s commitment and actions towards this duty. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues, it is about safeguarding our children and helping them to develop the knowledge and skills to be able to challenge extremist arguments and to feel safe and respected in their school and home community.

All quotes in italics are written by Dr. Wendy Daley and taken from the Inclusion Quality Mark (IQM) assessment report of Bridgewater Primary School for Flagship status, February 2014, and annual reviews in 2015 and 2016. A summary is available on the website and the full text by request from the School Office.