

Godstone Primary and Nursery School



British Values Policy

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REVIEWED BY: Headteacher

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British Values

Promotion of British values

At Godstone Primary and Nursery School we recognise not only the importance of allowing children to flourish academically but we also embrace our wider role in preparing them for their adult life beyond the formal examined curriculum. Part of our role in that preparation is ensuring that we promote and reinforce British values to our children.

The government set out its definition of British values in the 2011 Prevent Strategy and considered them to be democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At this school these values are reinforced in a pervasive manner and permeate the school community.

The examples that follow are an indication of some of the many ways we seek to embed British values at this school and should be seen as an indication of our approach rather than an exhaustive list.

Democracy

At Godstone Primary and Nursery School the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community, for instance, elections being held for our school council. The principle of democracy – every one being listened too - is explored during lesson time and assemblies.

The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. At Godstone Primary and Nursery School they are referred to as 'rules'. Children are taught the value and reasons behind the rules, that they govern and protect us, the responsibilities that this involves and the consequences when rules are broken.

Individual Liberty

Within Godstone Primary and Nursery School children are actively encouraged to make independent choices, knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for children to make choices safely, through the provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety in Computing.

Mutual respect

Respect is at the core of our school ethos and is modelled by children and staff alike. The school promotes respect for others and this is reiterated through our classroom and learning environments. In line with our commitment to democracy pupils Godstone Primary and Nursery School are always able to voice their opinions and we foster an environment where children are safe to disagree with each other. Mutual respect is embraced throughout the curriculum from the concept of 'fair play' in PE to Team Houses which promote mutual respect between pupils across different year groups within the school.

Tolerance of those of different faiths and beliefs

This is achieved through equipping children with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community. Additionally, pupils are actively encouraged to share their faith and beliefs within the school. Our RE curriculum provides a broad and balanced education on a range of faiths, religions and cultures.

Should you feel that the school is not meeting this requirement, you should contact the school office and request to express your concerns with the Headteacher. Likewise, if you feel that anyone working at the school is undermining these values you should report this to the Headteacher.

The 'Prevent' duty 2015

1. The 'Prevent' agenda is part of the government's counter terrorism strategy known as CONTEST. There are four strands to CONTEST of which Prevent is one. The other three are Pursue, Protect and Prepare.
2. The Counter Terrorism and Security Act 2015, places a duty on a range of bodies when carrying out their functions, to have due regard to the need to prevent people from being drawn into terrorism. The 'Prevent' duty came into effect on 01/07/2015.
3. From a primary school's point of view, the concept is simple; it is about keeping children safe from harm. Therefore the 'Prevent' duty should be firmly embedded into the school's wider safeguarding framework of responsibilities and activities, adopting a proportionate and local approach, with due regard to local circumstances. This should also include staff training and partnership working with other agencies, such as the LA and police. This builds capability, resilience and capacity through training and awareness tools, implementing robust safeguarding policies on anti-bullying and e – safety, wider partnership working with other schools, safeguarding teams, police and social services.

4. The work to implement the 'prevent' duty should take place in the context of the school's existing duty to promote fundamental British values of: Democracy Rule of law Individual liberty Mutual respect and tolerance of different faiths and beliefs

These shared values, regardless of religion or background, can provide the anchor for identity. School's whole ethos and approach should be based on the shared values strategic narrative. Godstone Primary and Nursery School can demonstrate this through implementation of robust safeguarding policies and activities. The Governing Body is vital in helping shape the school community to be active and engaged citizens, capable of fulfilling their potential, by providing appropriate support and challenge to the Head teacher (SL) and the SLT.

5. Under S78 Education Act 2002, schools have a duty for the spiritual, moral, social and cultural development of pupils. Through ensuring SMSC development, Godstone Primary and Nursery School can demonstrate they are actively promoting fundamental British values. Response should be proportionate and appropriate to local circumstances.

6. Personal, Social and Health Education (PSHE) and Citizenship can be an effective way of providing pupils with time to explore sensitive or controversial issues, equipping them with the knowledge and skills to understand and manage difficult situations. It can also help to developing pupils' resilience, determination, self-esteem and confidence and assist pupils in weighing up evidence, to debate, make reasoned arguments, through critical thinking.

So the 'Prevent' duty can be delivered in a variety of ways depending on local requirements and assessment of potential risk.

7. Existing school activities support the 'Prevent' duty, such as specific risk assessments, robust safeguarding policies, safeguarding arrangements which take into account policies and procedures of local Safeguarding Children Board, Staff training to build knowledge and confidence to identify risk and robust on line safety policies. An understanding of different perspectives, faiths and beliefs plays an important role in having constructive discussions on such a sensitive topic. Godstone Primary and Nursery School provides a safe environment where sensitive topics can be discussed in an age appropriate way, with appropriate learning outcomes.

8. Summary Godstone Primary and Nursery School can discharge it's 'Prevent' duty by raising awareness of 'Prevent', provide appropriate information on the 'Prevent' duty via website, enable pupils to make a positive contribution and safeguard children. This is being achieved through ensuring appropriate safeguarding systems are in place; promotion of community cohesion, equalities and well-being; robust anti-bullying policies in place; real whole school focus and Governing Body focus on improving attainment; promotion of wider skills development through critical thinking; encouragement of active citizenship and pupil voice and building strong links with families and community groups. The Safeguarding Audit review provides the evidence base for confirming that Godstone Primary and Nursery School is

delivering on the 'Prevent' duty through existing activity , processes and procedures, in an age appropriate manner, having due regard to local circumstances