

Royal Borough of Kingston upon Thames

Green Lane Primary and Nursery School



Fundamental British Values Policy

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Policy on: Fundamental British Values

The DfE have recently reinforced the need to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- 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 were reiterated in 2014-15.

At Green Lane Primary and Nursery School, British values underpin the school ethos and are reinforced regularly and in the following ways:

Democracy

All staff opinions are valued and adults are encouraged to share their ideas to sustain outstanding practice and to provide a forward looking workforce.

Pupils have opportunities to have their voices heard through pupil questionnaires, pupil conferencing and pupil interviews, PSHE and citizenship activities and class discussions. Pupils are encouraged to share their views about the school. These views are then considered by the staff and pupil ambassadors.

One pupil ambassadors from each class is elected through democratic voting each term. Ambassadors meet every week to discuss ways the school can support the school and local community through fundraising. The pupils in each class vote for their representatives. Pupil ambassador minutes are kept and points raised are discussed with adults. Pupil views are taken into account when charity events and clubs are being considered.

The Rule of Law

Positive behaviour strategies provide clear boundaries and the development of self-discipline.

All pupils are expected to abide by the behaviour code of conduct. (See Behaviour Policy.)

The importance of rules and laws in school, at home and in the wider world are consistently reinforced during the school day, in behaviour management and through school assemblies and visits. We expect our pupils to act as ambassadors of the school and behave inside and outside school in an exemplary manner.

Pupils discuss the reasons behind these rules and the responsibility that they have to abide by the rules by making the right choice.

Pupils understand that rules are made to protect us. All pupils understand that there are consequences for not following the school code of conduct and they know the school sanctions. Planned visits in the Curriculum from the Police and Fire Services reinforce this message and explain the importance of adhering to and the consequences of breaking laws which govern our land.

Individual Liberty

Pupils are encouraged to make choices from the Nursery onwards secure in the knowledge that they are safe. We provide strong boundaries within a safe and secure environment. Pupils are encouraged to voice their opinions and are guided to making safe choices through PSHE, citizenship and E-safety lessons. All pupils are taught e-safety rules to keep them safe on the internet. Older pupils are made aware of the dangers of social networking.

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Pupils are given opportunities to make choices in the classroom and to decide whether they wish to participate in extra-curricular activities and clubs. All school activities and classrooms are inclusive and encourage pupils to be self-disciplined.

Mutual respect.

Our school values:



provide the foundations for an inclusive school.

Reflective time in lessons and assemblies provide opportunities for all to consider their contribution to their own and to the collective well-being of the school.

Pupils learn that their behaviour has an effect on others so all members of the school community are expected to treat each other with respect.

Our staff are from different cultures and faiths and model respect for all.

Our values are reinforced through displays, newsletters, our website, collective worship and in curriculum activities.

Tolerance of different faiths and beliefs

We are a multicultural school and pupils interact with a variety of cultures and backgrounds which enhances their understanding of their place in a culturally diverse society. We provide opportunities for the pupils to follow traditional activities and support local and global charities.

Collective worship, PSHE & Citizenship and RE lessons regularly promote discussion of these issues. Members of different faiths or religions are encouraged to share their knowledge and pupils visit places of worship as part of the curriculum. All pupils know who they can talk to if they have any concerns. The school's objective is to have no bullying or racial incidents and pupils know these will not be tolerated. This enables our pupils to feel secure and happy.

Our staff will actively challenge any pupils, staff or parents expressing opinions contrary to fundamental British Values. We are vigilant to any obsessive attitudes or behaviour which might give cause for concern and will notify appropriate authorities for advice.

This policy should be read alongside the Behaviour Policy, PSHE & Citizenship Policy and Religious Education Policy.

Promoting fundamental British values

A summary of ideas that could be found across the school

Democracy: Making decisions together

- voting on rules
- voting on display
- voting on role-play (EYFS)
- children having input into planning and learning experiences, challenges, what they want to learn about
- teamwork, working together on challenges (Collaboration Kid)
- Pupil ambassadors
- resourcing, allowing children to make choices and decisions

Rule of law: Understanding rules matter

- visual systems
- reminders for making the right choice
- rewarding in teams/whole classes for right decisions
- photographs that celebrate following of rules correctly
- make rules with children - they decide
- PSHE lessons/Key Stage Assemblies
- discuss consequences with children through stories and real life
- link to wider community - police etc
- roles for tidy up time and check listing
- role-play breaking rules (adult or puppets)
- friendship bench
- playground buddies - who reinforce good behaviour (Key Stage 1)

Mutual respect and tolerance: Treat others as you would like to be treated

- explicit teaching - what is a good friend
- conflict can be a teaching tool –restorative justice
- aspirations for self and family
- resources and visitors that challenge stereotypes
- looking after the classroom , growing area or class pet
- support parents with this - modelling
- teaching the cultures and beliefs - based on what the children do and know
- visits to places of worship and visitors from different faiths
- PALS in KS1

Individual liberty: Freedom for all

- choice in classroom layout when appropriate
- choice in resources - layout to allow free choice/helpdesks
- choice in best place to carry out learning
- choice in work presentation
- routines that develop independence - snack bar