

Promoting British Values at Oakfield Primary School

The DfE have highlighted 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 and tolerance of those with different faiths and beliefs.'

The Government set out its definition of British values in 2011 prevent Strategy and these values were reiterated in 2014. At Oakfield these values and principles are promoted by giving our pupils a sense of belonging both in school, the wider community and the country in which they live.

We believe that our pupils should acquire knowledge of both the past and the present which informs them of how British values have been shaped. We ensure our pupils gain a sense of enjoyment and curiosity in learning about themselves, others and the world around them.

DEMOCRACY

Children have many opportunities for their voices to be heard.

Each year the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter.

We have a School Council which meets regularly with the Deputy Head to discuss issues raised from each class. Every child on the school council is voted in by their class. School Council follow democratic processes in running the Council. We seek the children's' views and opinions on a range of school and community issues.

We hold annual elections for Head Girl and Head Boy. Candidates from Year 6 who put themselves forward for election present their election campaign in whole school assembly. Elections are then held with all pupils and staff voting, then election results are announced in assembly. We elect School House/Team Captains and class Buddies.

We teach the children to children to respect public institutions and services. In Years 5 & 6 they learn about democracy through their Ancient Greece topic.

Pupils, parents/carers are consulted through questionnaires on a range of topics.

Children choose and vote for Golden Time activities and treats.

Children take part in the Hampshire Illustrated Book award where they have to vote for their favourite book based on merits (Year 5).

THE RULE OF LAW

The importance of Laws, whether they are 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.

Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Pupils are taught from an early age the rules of the school. These are our Golden Rules. We reinforce these through our class charters, assemblies, school behaviour policy, home school agreement, e-safety talks and everyday life modelled by the staff.

Our school behaviour includes sanctions and rewards and is consistently applied throughout the school.

Pupils have opportunities for debating, learning how to argue and defend ideas and views in literacy lessons.

Through our school assemblies pupils have the opportunity to reflect on right from wrong and consequences.

INDIVIDUAL LIBERTY

Children are expected to take responsibility for their own actions and to understand the consequence their actions might have. Children are actively encouraged to make the right choices. We educate and provide boundaries to enable them to make informed choices safely, through a safe and supportive environment.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through e-Safety and PSHE lessons.

Within the school community all pupils are given the freedom to make choices, this may be through their choice of learning challenge or about their involvement in home learning or the clubs and activities they wish to engage in.

Children have opportunities within their classes and in school to take on responsibilities of being class monitors, librarians, office duty, Junior Road Safety Officers and School Council.

We promote e-Safety and Safeguarding through lessons and activities, including working with other services such as the Police and Fire Service. We welcome shows on

e-safety and cyber bullying from visiting theatre companies such as 'Prazin Hands' Puppets. We provide e-safety training for teachers, children and parents.

Oakfield Primary has a robust anti bullying culture and behaviour and safety policies in place. Each year the school takes part in National Anti-bullying week; School Council organise activities for the children to take part in.

MUTUAL RESPECT

Mutual respect is at the heart of our aims and ethos. Children learn, through discussions in class and whole school assemblies, that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. The first of our Golden rules reads 'We show respect for others'.

Children set up class charters with their teachers, these are based on rights and responsibilities with respect at the forefront.

Children develop respect by participating in community events; taking part in charity fundraising events, collaborating with children from other schools as well as taking part in inter school sporting competitions.

Children show respect when welcoming visitors into our school.

Our RE curriculum teaches respect for other religions.

TOLERANCE OF DIFFERENT FAITHS AND CULTURES

At Oakfield we actively promote diversity through our celebrations of different faiths and cultures. We help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.

Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect.

Within our Oakfield community we nurture and challenge each individual for lifelong learning and citizenship. We prepare our children for the future ensuring that our pupils are 'Ready to Learn for Life'; able to live and work alongside people from all backgrounds and cultures.

Through assemblies, class discussions, Religious Education lessons and PSHE lessons we reinforce messages of tolerance and respect for others. Assemblies address the issue

of diversity through the inclusion of stories and celebrations from a variety of faiths and cultures.

Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. We celebrate cultural differences through assemblies, themed weeks, stories and displays.

At Oakfield we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. Whilst instances contrary to our values are relatively rare, no school can guarantee that there will never be instances which are contrary to our values. Each is treated seriously in line with our policies and expectations.

PREVENT DUTY

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, violent Islamist groups 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. This means we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence.

At Oakfield Primary protecting children from the risk of radicalisation is seen as part of our schools' wider safeguarding duties and is similar to protecting children from other harms (e.g. drugs, neglect, sexual exploitation) whether those come from within their family or are the product of outside influences. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves. As staff, we look for any changes in children's behaviour particularly around holiday times.

We teach our children to respect and tolerate other's beliefs and religions within our multicultural society. We promote British Values.

We provide a broad and balanced curriculum so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

What does this mean in practice?

Many of the things we already do in school 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 racist comments
- 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 such as democracy.

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 materials, or by vetting visitors who come into the 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.

Key Terms:

Extremism - vocal or active opposition to fundamental British values such as a democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas' (as defined in the 2011 Prevent Strategy).

Ideology - a set of beliefs

Terrorism - an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause (as defined in the Terrorism Act 2000 - TACT 2000).

Terrorist-related offences - those (such as murder) which are not offences in terrorist legislation, but which are judged to be

Radicalisation - the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Frequently asked questions

How does Prevent relate to British values?

Schools have been required to promote British values since 2014, and this will continue to be part of our response to the Prevent strategy.

Isn't my child too young to learn about extremism?

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect. The school will make sure any discussions are suitable for the age and maturity of the children involved.

Is extremism really a risk in our area?

Extremism can take many forms, including political, religious and misogynistic extremism. We aim to give children the skills to protect them from any extremist views they may encounter, now or later in their lives.

Where to go for more information

Contact school:

If you have any questions or concerns about the Prevent strategy and what it means for your child, please do not hesitate to contact us or look on our website.

External sources:

The following sources may also be useful for further information:

Prevent duty guidance: for England and Wales, HM Government
<https://www.gov.uk/government/publications/prevent-duty-guidance>

Prevent for schools
<http://www.preventforschools.org/>

Let's Talk About It
<http://www.ltai.info/>

Education Against Hate: HM Government
<http://educateagainsthate.com>