

# Stanstead Nursery and Primary School

## British Values Statement/Policy



**We are committed to safeguarding and promoting the welfare of our children and expect all staff to share this commitment. Our Safeguarding and PREVENT policies are integral to all other policies and practice and form part of our school life. Our aim is to ensure our children are safe at all times.**

**Review Sept 2019**

## British Values at Stanstead Nursery and Primary School

In June 2014, David Cameron emphasised the important role that British values can play in education. Furthermore, how well a school promotes such values is an aspect of Ofsted's inspection process.

Although in 2014-15 this is something which is developing in its significance for schools, it is not something new at Stanstead Nursery and Primary school. British values are promoted in so much of what we do, not least during our school assemblies, Religious Education and Social and Emotional Aspects of Learning (SEAL) sessions and our Five R's ethos. Relationships, rules, routines, responsibility and rights are all part of our work to extend British values and develop well rounded pupils.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views. This is in line with our Positive Behaviour Policy and our Verbal Abuse Policy.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world.

*Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.*

### Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Stanstead Nursery and Primary school. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, for example, Harvest festival during the Autumn term, Black History Month, Gypsy, Roma and Traveller History Month and what could be more British than a trip to a pantomime around Christmas time!

Furthermore, children learn about being part of Britain from different specific perspectives.

Two specific examples of when we teach about being part of Britain are:

**Geographically:** Our whole-school curriculum ensures that children have a better understanding of what Britain is, learning more about:

its capital cities and counties, its rivers and mountains

how 'Great Britain' differs from 'England' and 'the United Kingdom'

where Britain is in relation to the rest of Europe and other countries in the world

**Historically:** History week allows children to explore diversity and compare it with Britain past and present. During the work children learn about an aspect of life in historical terms and how this has developed and changed over time. The actual topics are taken from the New Curriculum and may include inventions and discoveries, or houses, or medicine.

### Democracy

Children, parents and staff have many opportunities for their voices to be heard at Stanstead Nursery and Primary school. Democracy is central to how we operate.

An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The council has its own budget and is able to genuinely effect change within the school; in the

past, the School Council has decided on which games and equipment they wanted for the field at lunch time. They take part in BIG BAKE and Easter week competitions.

The Council are actively involved in recruitment and in providing teachers with feedback, such as providing a review of themed weeks.

Other examples of 'pupil voice' are:

- children agree their Class Charter and the rights associated with these; all children contribute to the drawing up of the charter
- children have the opportunity to nominate and vote for others to receive a certificate for great learning or choices – Learning Warrior/Friend of the Week
- using Pupil Feedback forms, children are asked to respond and reflect on the teaching and learning

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

## Rules and laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses and sets its own Class Charter, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example

## Individual liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about which resources they chose for learning
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and SEAL lessons.

## Mutual respect and tolerance of those with different faiths and beliefs

Stanstead Nursery and Primary is in an area which is greatly culturally diverse and we are proud to promote and celebrate our different backgrounds and beliefs.

Mutual respect is at the heart of our vision: ***A community which values the contribution of everyone while recognising that children come first.***

Stanstead shows a wide *respect for a range of religious values, languages and cultural traditions and different ways of life* – and it's one of our three school rules: Care for everyone and everything.

Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or whatever. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at Stanstead Nursery and Primary school enhance pupils understanding and respect for different faiths and beliefs are:

- through Religious Education, SEAL and other lessons where we might develop awareness and appreciation of other cultures – in English through fiction and in Art by considering culture from other parts of the world, for example
- enjoying a in depth of study during Themed Weeks, i.e. Language and Culture week, History week ,Black History month, Gypsy, Roma and Traveller History month -where sometimes we will celebrate and enjoy learning about the differences in countries and cultures around the world (whilst at other times we might consider groups or individuals who might be vulnerable in some way, such as those with mental health issues)

Sadly, no school can guarantee that there will never be instances which are contrary to this value. At Stanstead Nursery and Primary, such instances are extremely rare. They are treated seriously in line with our Behaviour Management Policy.

**Update Oct 2019**