

## Promoting British Values at Glynne Primary School



The DfE have 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 and 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 reiterated this year (2014). At Glynne Primary we actively promote these values through our Rights Respecting Schools ethos. We put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of everything we do. We are working towards the ‘Rights Respecting Award Level 2’ which will show how we promote children’s rights and empower them to become global citizens. A Rights Respecting School not only teaches about children’s rights but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults and between pupils.

Through RRS children have developed a good understanding of how fortunate they are compared with other children not only in different countries but also within areas of their own community. Understanding and empathy has grown and RRS provides a vehicle to tackle some difficult and sensitive issues. It also provides a language to use across school when dealing with behaviour issues and other concerns and children are able to talk about their rights with confidence.

Through RRS we have also continued to grow our school links; the link with Bijilo Nursery in The Gambia has further developed because the children are able to use children’s rights as a focal point to see how children access their rights in a poorer developed country.

Our children and parents actively support charity events and plan fundraising and awareness raising activities to support individual charities. Parents sponsor children in The Gambia and they are very keen that the children learn about their rights and responsibilities.

Governors are supportive of our links and have welcomed visitors from our link school as well as supporting staff visits and visiting themselves to further develop children’s understanding of a different culture and way of life.

In addition, we reinforce the British values in the following ways:

### **Democracy**

We have a team of Rights Respecting Champions which consists of members from each year group. These pupils meet regularly to discuss how we embed rights and responsibilities into our everyday life and how our school can help support children in other countries that do not have access to all of the children's rights.

Each Wednesday we hold a Rights Respecting assembly and 'Rico' our Rights Respecting Mascot is awarded to the class who have demonstrated our Rights Respecting ethos well.

Our School Council meets regularly to discuss issues raised by their peers and feedback following meetings to their class. The council is able to effect change within the school. Every child on the School Council is voted in by their class.

Through our curriculum children are taught about, and encouraged to respect, public institutions and services and children in Y6 are given the opportunity to take part in local debating competitions as organised by the local authority at the Council Chambers.

Children have an annual questionnaire where they are able to put forward their views about the school.

Pupils are selected at random for pupil conferencing meetings (Tea Parties) with members of the senior leadership team to seek their views and opinions on a range of school and community issues as well as giving them an opportunity to talk about their learning.

### **The Rule of Law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Glynne through class charters and 'Behaviour Street'.

Pupils are taught from an early age the rules of the school. Through assemblies, the curriculum and Rights Respecting Schools children 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.

## **Individual Liberty**

At Glynne, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE work.

Glynne has a robust anti bullying culture and behaviour and safety policies in place.

## **Mutual Respect and Tolerance of those of Different Faiths and Beliefs**

Mutual respect is at the heart of our values. Children learn 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.

Glynne provides opportunities for children to visit places of significant cultural interest, places of worship and we actively encourage visitors from a range of communities and organisations into school.

Our children and parents actively support charity events and plan fundraising and awareness raising activities to support individual charities. Parents sponsor children in The Gambia and they are very keen that the children learn about their rights and learn to realise how fortunate they are.

## **Prevent Policy**

In line with guidance from the Department for Education (DfE), Glynne Primary School has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empowers young people to reject violent or extremist behaviour.

Whilst it remains very rare for school age children to become involved in extremist activity, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. Early intervention is a preferable way of tackling extremism.

## **Definition**

Extremism can be defined as “holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views”.

## **Aims**

At Glynne Primary School we follow the principles outlined in the DCSF toolkit - 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

The school will use these principles to guide our work in all areas including building on our work in:

- Promoting Every Child Matters (ECM) outcomes for all pupils
- Promoting pupil wellbeing, equalities and community cohesion
- Building the resilience of the school, working with partners, to prevent pupils becoming the victims or causes of harm
- Working with other agencies and parents to build community networks of support for the school

Through Rights Respecting Schools we uphold a clear ethos which:

- is based on the promotion of human rights, equalities and freedoms under the law.
- recognises and meets the social and emotional learning needs of pupils and staff
- promotes a shared culture of openness in the school and the wider community
- promotes a strong sense of belonging, shared community care and responsibility for others
- challenges any behaviours which harm the ability of individuals and groups to work together.

The toolkit forms the body of this policy and is available to download from:

[www.communitycohesioncc.org.uk/docs/280.pdf](http://www.communitycohesioncc.org.uk/docs/280.pdf)