



Singleton Church of England Primary School

British Values/ Prevent Strategy

DUTY OF SCHOOLS TO PREVENT EXTREMISM /TERRORISM

An integral part of this policy is to ensure that our children are protected from being drawn into terrorism or associated activities. We make certain of this through our robust safeguarding systems. Any children at risk of such activities will be identified and the correct support put into place. All our staff are aware of their responsibilities in the safeguarding of children and will ensure that this responsibility is thoroughly adhered to.

Preparing children for life in Modern Britain

Promoting British Values at Singleton C of E School

At Singleton Church of England Primary School we value the diversity of backgrounds of all pupils, families and the community. Within our curriculum we have introduced and threaded through themes which value the perspectives of other people and other countries.

The Department for Education have recently reinforced the need “to create and enforce a clear and rigorous education on all schools to promote the fundamental British values of democracy, 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 the Prime Minister has reiterated these values in 2015.

The Department of Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process.
- Respect for the basis on which the law is made and applies in England.
- Support for equality of opportunity for all.
- Support and respect for the liberties of all within the law.
- Respect for the tolerance of different faiths and religious and other beliefs.

At Singleton C of E School, these values are reinforced in the following ways:

British Value	Statement	Evidence	Impact
Democracy	All pupils in Singleton C of E School are given a voice. Children are encouraged to debate topics of interest, express their views and make meaningful contribution to the running of the school on matters that directly involve pupils. Children have the opportunity to have their voice heard through an annual pupil questionnaire. The principle of democracy is explored in the curriculum and in assemblies. The whole school was involved in the process of selecting the school rules. (Please see the display board in the main corridor) The whole school was involved in the process of selecting the school Christian Values – of which RESPECT is one	In the Autumn Term the election of the Distinctive Christian Leaders takes place. This is a democratic process. Children from Y1 through to Y6 are eligible to stand. If they choose to stand they prepare their own speech and present it to the whole school. Every child in the school is then given a vote. This process is repeated for the election of the Junior Leadership Team. Although only children in years 5 and 6 can stand for this. The Distinctive Christian Leaders meet each week and make decisions on the future based on listening to the pupil voice. The Junior Leadership Team select the caring and sharing person for the week based on the pupil voice. The Distinctive Christian	Children can articulate why respect is important: how they show respect to others and how they feel about it for themselves. Children’s behavior demonstrates their good understanding of this value in action. Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions

	<p>CULTURAL CAPITAL EVIDENCE</p> <ul style="list-style-type: none"> • Houses of Parliament trip • Trip to Blackburn Mosque / Cathedral • Trip to Buddhist temple 	Leaders were involved in the process of selecting the Head Teacher.	
Rule of law	<p>The children at Singleton are familiar with this concept through the philosophy that infuses the entire school. The importance of Laws whether they be those that govern the class, the school, or the country are consistently reinforced throughout regular schooldays, as well as when dealing with behaviour and through school worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this serves and the consequences when these laws are broken. They are also familiar through RE lessons with the idea that different religions have guiding principles.</p> <p>CULTURAL CAPITAL EVIDENCE</p> <ul style="list-style-type: none"> • Visits from authorities such as the fire service, the police and councillors are regular parts of the school calendar and help to reinforce these laws. • Houses of Parliament trip • Trip to Blackburn Mosque / Cathedral • Trip to Buddhist temple 	<p>Our school rules are displayed in the main corridor and the selection of them was a democratic process. The rules and expectations are clear. Non-negotiables are evident in every classroom. At the beginning of every school year, the teaching staff and the Learning mentor review the behaviour policy evaluating its effectiveness and modifying where appropriate. The school participates in anti-bullying week. The behaviour and Anti-bullying policy set a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils and staff. The children learn about rules and values through R.E, PHSE and citizenship lessons as well as during collective worship. They also have hands on experience in their roles as Christian Leaders and Junior Leadership Team members.</p> <p>Learning walks for behavior and behavior for learning</p>	<p>Children are able to articulate how and why we need to behave in school. They demonstrate they understand the school rules and can abide by these. They are able to discuss and debate philosophical issues in relation to these</p>
Individual liberty	<p>Our distinctive Christian Ethos and values underpin all that we do and are about in our school. Pupils are actively encouraged to make informed choices, knowing that they are in a caring and supportive environment. Pupils are supported to develop their self-knowledge, self-esteem and self-confidence. Children are strongly encouraged to develop independence in learning and to think for themselves.</p> <p>As a school, we educate and provide boundaries for young adults to make choices safely, through the provision of a safe environment and empowering situations.</p>	<p>Our behaviour policy is based on the principles of boundaries, choices and taking ownership and responsibility. It encompasses rewarding positive good behaviour and promoting the idea, that it's 'cool to be good!' Adults in our setting lead by example. Our school learning mentor provides pastoral support when required.</p> <p>Pupils are encouraged to know, understand and exercise their rights and personal freedoms and how to exercise these safely, through PSHE lessons and the curriculum. We provide opportunities to do this through choice of challenge, participation in extra curricula activities or standing for posts of responsibility. Pupils are given freedom to make their choices. Pupils are given key roles and responsibilities in school</p>	<p>Children understand about the importance of accepting responsibility and of their rights to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action</p>
Mutual respect and tolerance of those with	<p>The pupils in our school have a strong belief in our Christian values: Respect, friendship, endurance, wisdom, Love, Trust. We follow these values in our every day school life. Each term we focus on a different value and this thread through the whole of our curriculum. Respect is a Christian Value that is discussed deeply as part of our R.E, PHSE and SMSC curriculum covering</p>	<p>Our assemblies and worship incorporate these values and our children take a pride in their tolerance and respect of one another.</p> <p>We are a Christian school and as such we follow the teachings of Jesus, who taught us "to love thy Neighbour." Multi-cultural</p>	<p>Children can articulate why respect is important: how they show respect to each other and how they feel about it for themselves. Children's behavior demonstrates their secure</p>

<p>different faiths and beliefs</p>	<p>respect for family, friends, other groups, the world, its's people and the environment We respect that other people have different beliefs and we encourage our children to develop their understanding. We celebrate the festivals of other faiths and we invite people into our school to talk to us about their different faiths and beliefs.</p> <p>CULTURAL CAPITAL EVIDENCE</p> <ul style="list-style-type: none"> • Visits from authorities such as the fire service, the police and councillors are regular parts of the school calendar and help to reinforce these laws. • Houses of Parliament trip • Trip to Blackburn Mosque / Cathedral <p>Trip to Buddhist temple</p>	<p>activities are evident in each classroom. Multi-cultural activities are strong element of the curriculum. We support the Bethany Project in Tanzania. We are also involved with FAIR Trade. We are linked to multi-cultural school in Central Manchester.</p> <p>We visit different places of worship for example a mosque and a Buddhist temple as part of our educational visits programme Promoting British Values through our Educational Visits is our emphasis for the next two years and to promote this we have developed a display theme in our main school corridor. We try to encompass and thread British Values in all that we do, including celebrations, school trips and sponsored events.</p>	<p>understanding of this value in action. Children are able to talk about the different faiths and cultures they learn about , ask questions and show tolerance and respect for others of different faiths and religions</p>
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