**Bidbury Infant School**

**Fundamental British Values Statement**

At Bidbury Infant School we are committed to serving our local community and endeavour to prepare our children to live in the wider community. We recognise the multi-cultural, multi faith ever changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly or illegally influence them.

At Bidbury Infant School we follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity sexuality, political or financial status or similar. We are dedicated to preparing pupils for their adult life beyond the formal examined curriculum and ensuring that we promote and reinforce British Values to all our pupils

The government set out as its definition of British Values in the 2011 Prevent Strategy and more recent guidance to schools.

The five key British Values are:

* Democracy
* The Rule of Law
* Individual Liberty
* Mutual Respect
* Tolerance of those of different faiths and beliefs

Bidbury Infant School uses strategies within the national curriculum and beyond to secure such outcomes for pupils. The examples that follow show some of the many ways we seek to promote British Values.

**Democracy**

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our school council and through regular discussions with the head teacher and the class teachers

 The elections of council members are based on pupil voice and elections.

Children have the opportunity at the beginning of a project to put their ideas forward and decide on questions they would like to be answered. At every opportunity the views of children are encouraged and they are actively taught to listen and to take account of the views of others

**The Rule of Law**

The importance of laws whether they be 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 collective worship. Pupils are taught the value and reasons behind laws: that govern and protect us; the responsibilities that this involves and the consequences when laws are broken. Visits from the police, fire service etc are regular parts of our calendar and help reinforce this message.

The activities in school that teach the rule of law are:

* Collective worship and RE lessons which teach the laws of different religions
* School behaviour systems
* Home/school agreement
* Class behaviour systems
* Road safety and the laws of the road
* E-safety

**Individual Liberty**

Within the school pupils 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 choices safely through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through our RSE, assemblies, and our E –safety curriculum. We give children freedom to make decisions within a secure framework of expectations and children are taught the importance of trust and responsibility. Children are taught explicitly that with rights comes responsibility.

We develop individual liberty by:

* Encouraging children to play responsibly in our grounds giving them freedom to choose where they want to play and what they want to play with some restrictions.
* We use the Positive Alternative Thinking Strategies Scheme of Work, consistent strategies for managing behaviour and restorative justice to ensure that children are fully involved in the process of decision making,
* Developing the children’s ability to assess risks and make informed choices about the equipment they use, how they use the playground equipment and where it is sensible to play, what it is healthy to eat, their general health and drugs
* Giving children lots of choices within the school day, buddy systems, deciding which clubs they attend, what lunch to choose, how projects will be developed, the areas of learning they need more practise at, school and class council decision making
* Staff relying on children to be part of important jobs in school i.e. giving out fruit, keeping the school tidy, taking the registers etc
* Developing independence when children are taken on educational visits

**Mutual Respect**

Part of our school ethos and behaviour policy has revolved around core values such as ‘Care for each other’ and this is embedded in our school values and vision.

Achieve all you can, Believe in yourself, Care for each other

All members of the community treat each other with respect and care. Displays around the school promote respect and consideration for one another and this is reiterated though our classroom and learning rules as well as our behaviour policy

We develop and promote mutual respect through:

* Our behaviour policy
* Our values
* The Schools curriculum
* The ethos of the school
* Spiritual, Moral, Social and Cultural curriculum, (SMSC) Relationships and Sex education (RSE), Promoting Alternative Thinking Strategies (PAThS) Programme and Rights Respect and Responsibilities curriculum (RRR)
* Assemblies
* Core focus areas in the curriculum (see long term maps)

**Tolerance of those of different faiths**

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussion involving prejudices and prejudice based bullying have been followed and supported by learning in RE, RSE, RRR and SMSC. Members of different faiths or religion and those who speak languages other than English are encouraged to share their knowledge to enhance learning within classes.

We develop tolerance of different faiths and beliefs through

* The ethos of our curriculum
* RE, RSE, RRR and SMSC lessons
* Trips and visits
* Charity work throughout the school year

This statement was written and developed with the involvement of staff and governors and will be reviewed annually.

A grid showing our activities in more detail accompany this statement.

Written: May 2015

Reviewed January 2018, 2021

**Bidbury Infant School**

**Fundamental British Values and the Prevent Strategy**

**Assessing the Risk: September 2015 (updated March 2018)**

**School Context/ Data evidence**

Bidbury Infant School is situated in Bedhampton in the Borough of Havant and shares the same site as Bidbury Junior School in a predominantly white British community.

* The children come from a range of backgrounds: the majority of parents, if employed, are from lower socio-economic backgrounds in unskilled, semi skilled or skilled work. There are a few parents from professional backgrounds who have experienced higher education.
* Majority come from white British background. Currently there are 2 white and black Caribbean children, 4 white and Asian children, 3 white and black African, 2 Indian children, 1 Bangladeshi and 5 children who have been recorded as any other white (17 ch not White British).
* The overwhelming majority of parents on registration forms do not specify a religion
* Approximately 23% of parents claim free school meals for their children but we believe a much higher percentage would be entitled to claim.
* Soft data evidence indicate that families of other cultural backgrounds are accepted by other families within the school community but not necessarily fully integrated (see Single Equality Scheme Action Plan 17 to 20)
* Bidbury Infant School is positioned next to an area of high deprivation
* Evidence from pupil voice questionnaires and anecdotal evidence in school is that children in the school are included and accepted by all children and differences are not noticed or considered important by the children
* However pupil voice questionnaires do indicate when the children are not in school some have identified being bothered by others because they are different in some way
* Anecdotal evidence over the years indicates that there are small minority of parents who hold ‘right wing’ views but this rarely manifests itself at school e.g. Children studying Islam will sometimes provoke a comment or question from parents. This can also occur when collective worship is taken by a member of the clergy
* Our ‘racist’ incident log has had one entry in the last twelve years and the school feels that this is as a direct result of the very strong Spiritual, Moral, Social, and Cultural learning in the school and the overtly inclusive ethos for all children who are treated equally.
* Families of minorities in the playground are also actively welcomed and engaged with by all staff

**Conclusion**

* British values and School Core Values should be overtly promoted and communicated to the parent body and the wider community through the use of a range of strategies available to the school in order to:
* Ensure all parents are left in no doubt that the school upholds the Fundamental British Values and takes the Prevent Strategy seriously
* The school will use all means of communication to highlight other risks of radicalisation to children such as the use and dangers of digital media as they grow older
* Staff training should be re energised to ensure they are fully aware of their responsibilities by:
* Staff meeting debates
* CPD ‘Prevent’ training for all staff
* School audit of current practice and ensure that Spiritual, Moral, Social and Cultural curriculum is fit for purpose for new requirements by reviewing Scheme of Work, reviewing policies, reviewing other systems and structures such as assemblies
* Affirming the school ethos and culture
* Governing Body must be fully aware of the context the school is working in and understands and delivers on its responsibilities
* The culture and physical environment of the school overtly demonstrate Fundamental British Values
* Maintain Bidbury Infant School as an ‘outstanding’ school in Personal Development Learning and Spiritual, Moral, Social, Cultural Learning.

‘Strong provision for pupils’ spiritual, moral, social and cultural development underpins all aspects of the schools work’ Ofsted 2014

* Maintain ‘Healthy Schools’ accreditation and continue to actively promote Rights Respect and Responsibilities curriculum

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| **British Values** | **RE/SMSC/RRR** | **Curriculum** |  **Values and Ethos** | **Pupil Voice** | **Extra-Curricular Activity** | **Behaviour /Code of conduct** | **Community Activity** | **Other** |
| Promotion of ‘individual liberty’ through | Accepting School RulesAssembly themesRole Play storiesBuddies | Guided child initiated play and learning timeHealthy LunchesBreakfast and after school clubRRRPAtHSRSE/PDLSMSC Policy | Provide boundaries in which to make choicesSchool Council displayInclusion Policy | School Council – voting, minutes of meetings, feedback to whole school in assembliesCircle time and class discussion and debateAssembly themes whole school and year group | A range of sporting and non-sporting club choicesEncouragement to sign up to after school clubs – subsidy for PP children – internal no or low coast | School and classroom rulesE safety rulesManner points,Assembly stickersRole PlayPAtHsBehaviour Policy | School visitsVisitors into schoolSports coaches and after school clubsInclusive practiceVisits to war memorialCommunity cohesion visits e.g. social hallGrandparents eventsBidbury Babes | Early Help safeguarding hub |
| **British Values** | **RE/SMSC/RRR** | **Curriculum** |  **Values and Ethos** | **Pupil Voice** | **Extra-Curricular Activity** | **Behaviour /Code of conduct** | **Community Activity** | **Other** |
| Promotion of ‘mutual respect’ through | Celebrations of other cultures and religions through RE and Assembly themesSocialisation accepting school rulesSchool CouncilLiaison activities with juniorsAll SMSC/PDL/PAtHSRRR | Circle time groupsInclusion of all esp. vulnerable groupsInterventions programmesIntervention planning to keep up and catch upPositive emotional climate and classroom ethos – growth mindsets and working memoryE safetyAssessment Capable LearnersRSE/RRR, SOW, RE SOW | Assembly themesThinking boardCelebrations assemblies – Friday review, BD assemblySchool core values | School CouncilCelebrations assembliesAssembly themesListening to children’s views e.g. PSI’s and other SEN paperworkSurveys and questionnairesClassroom discussion and debate | Inclusion of all pupils in extra- curricular activitiesPlus see above | Treating everyone fairly irrespective of differences – assembly themesBuddies | Comic reliefChildren in NeedShoe box appealUNICEF Day for ChangeVisits to local community centre for singing at Harvest and Christmas Link to school in GambiaGrandparents teaSpring and Xmas craft event for families | Parent Consultations and other meetingsTeam around the child meetings |
| **British Values** | **RE/SMSC/RRR** | **Curriculum** |  **Values and Ethos** | **Pupil Voice** | **Extra-Curricular Activity** | **Behaviour /Code of conduct** | **Community Activity** | **Other** |
| **Promotion of ‘tolerance of different faiths and belief or non-belief’ through**  | Comparisons of different religions/beliefsVisits to religious buildingsIslam studyCelebration of other cultures and religionsVisiting speakersSaint Days and Faith StoriesRRR SOW | Chinese New Year RamadanEidDiwaliChristmasEasterStudy of another country in KeyStage One – England, N. Ireland Scotland Wales KenyaSee column left  | School RolesPositive role modelsBuddiesAssembly themes, morals, values, thinking boardA variety of curriculum resources to show diversity of faithsUse of persona dolls | School CouncilClassroom discussion debate | Inclusion of all pupils in extra- curricular activities | Behaviour policy – treating everyone fairly and emotional climate in the classroom | Links nationally and internationally with schoolsVisits to church, mosqueHomework projectsKenyaLink to school in Gambia – fund raisingAssemblies | Charity work throughout the yearWorld events |
| **British Values** | **RE/SMSC/RRR** | **Curriculum** |  **Values and Ethos** | **Pupil Voice** | **Extra-Curricular Activity** | **Behaviour /Code of conduct** | **Community Activity** | **Other** |
| **Promotion of ‘democracy’ through** | Deciding on class rules – accepting and following the rulesElection of school council Following local and national elections | Voting opportunities for best work, best book, favourite activities etc.Silver ballsSurveys and questionnaireLiteracy debatesData handling in maths lessonsPersuasive writing in Y2Debates and discussionsChildren’s role in shaping project and what they do | Equality and diversitySEN policyInclusion PolicyRace equality policySingle equality SchemeSchool rulesClass rulesTalking partnersGroup dynamics | School CouncilAssembly themesClass discussions and debates | Encouragement to sign up to after school clubsBuddies | Voting for class councillors Deciding on classroom roles and responsibilitiesRules for Behaviour for learning | AssembliesClass projectsAfter school clubsSchool visitorsVisit to Mayors ParlourVisit to Parliament? | Reports to Governing Body |
| **British Values** | **RE/SMSC/RRR** | **Curriculum** |  **Values and Ethos** | **Pupil Voice** | **Extra-Curricular Activity** | **Behaviour /Code of conduct** | **Community Activity** | **Other** |
| **Promotion of the ‘Rule of Law’ through** | School Rules and Class rulesRRRSEALPaths PSHE CurriculumDebating reason for rules and lawsProtecting ourselves and others | PE RulesPlayground rules And use of buddies and play leadersClass room behaviour expectations and Behaviour policyVisits from community policemen fire service firework safety road safetyE safety code | Accepting and understanding that rules are to keep us safe and to protect usHome/School AgreementAttendance agreementE safety code | Classroom behaviour and rules drawn up at the start of the yearSchool Council and classroom discussions and debates | After school clubs agree rules for safe conduct | Manners points good to be green in every class Reward systems stickers and certificatesSchool rules Behaviour PolicyPAThS Approach – positive behaviour policy based on restorative justice | AssembliesClass projectsAfter school clubsSchool visitorsInclusive practice |  |