



# Weston Schools Federation

## British Values & Prevent Policy 2024-2025

Date of last review: June 2024

Date of next review: June 2025



## **TEACHING BRITISH VALUES and PREVENT AGENDA**

### The Prevent Strategy

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated (2014). From July 2015 all schools have a duty to safeguard children from radicalisation and extremism. Please refer to the school's safeguarding policy for further details on Prevent. Prevent is a statutory guidance from the Home Office, issued under Section 29 of the CTSA (Counter Terrorism Security Advisor) and came into force on 31 December 2023.

This means we have a responsibility to protect children from extremist and violent views. The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. However, it is about teaching children values such as tolerance and mutual respect. Importantly, we can provide a safe place for pupils to discuss any issues so they better understand how to protect themselves. At Weston Park Primary School and Weston Shore Infant School this will be achieved by quality first teaching, primarily through the British values via our PSHE programme and SMSC curriculum.

### **Parental and Community Involvement**

We will also work with local partners, families and communities in our efforts to ensure our schools understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons.

### **Use of External Agencies and Speakers**

- All messages communicated to pupils are consistent with the ethos of the schools and do not marginalise any communities, groups or individuals.
- All Activities are properly embedded in the curriculum and clearly mapped to schemes of work and matched to the needs of pupils.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

### **Promoting British Values at Weston Primary School and Weston Shore Infant School**

The DfE has recently 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."

At Weston Park Primary School and Weston Shore Infant School these values are reinforced regularly and in the following ways:

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## Democracy

Children are taught about democracy in this country and how it differs from other countries. Levels of government and the voting system are explored. Imperfections in the democratic system are discussed. Children have an understanding of how citizens can influence decision making. Elections are discussed, in the context of the democratic process. Non democratic systems are explored and contrasts made.

Children know what is on the news locally, nationally and internationally and discuss it

At Weston Park and at Weston Shore we understand that the society we live in is diverse and therefore, our curriculum and life within school reflects this. For our pupils, we aim to continually weave the thread of social, cultural, moral and spiritual British values throughout day to day school life. This has been something that we have been working steadily towards at Weston Park Primary School and at Weston Shore Infant School. We aim to build a community that is cohesive and that challenges any ideology that seeks to undermine that cohesion. Underpinning this are the values and understanding of democracy, law, individual liberty, respect, tolerance, tradition and heritage. The 'Equality Act 2010' protects all individuals from discrimination and it is the school's duty to ensure that all individuals have equal access and opportunity to all that is on offer.

Funding, including that for pupils with special educational needs and disabilities (SEND) and disadvantaged pupils, is used to target inequalities, to ensure equality. Each class votes for two school council representatives which gives every class a say on the decisions that are made in our school. The council meets every week with the Deputy Headteacher to discuss any issues raised in class council meetings. The council is genuinely able to effect change within our school. Our Creative Curriculum encourages all aspects of respect for democracy and the democratic process. Year 6 children support their younger peers as Lunchtime Buddies.

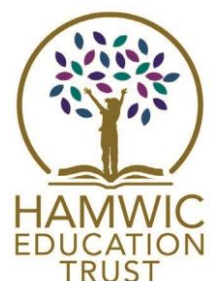
As part of a democratic society, we value pupil and parent voice. All children have an annual questionnaire where they are able to put forward their views about the school. Views are sought from the wider community, through questionnaires and parent/carer forums with the Headteachers and Deputies. The community is at the heart of the school and local issues are raised, discussed and acted upon in both class activities and assemblies.

## 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 Weston Park Primary School and Weston Shore Infant School. Pupils are taught the rules from an early age in the Early Year's Foundation Stage. Each class has an agreed set of rules and class charter. The children are aware of the consequences of not following the rules in their school community. The children learn to understand the difference between right and wrong in all aspects of school life throughout

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the day. There is an opportunity for children to put right what has been done wrong, wherever possible.

Pupils in our school expect and receive a fair system where actions are always respectfully justified. Pupils are taught the value and reasons behind rules and laws; that they exist to govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Children look at threats to the rule of law, on an international, national and local level. Community cohesion is explored and its importance taught. Gang culture is discussed along with ways to avoid becoming involved with it. Crimes associated with being in a gang are explored, with reference to local and national issues. Gun and knife crime are discussed in a safe environment, as a threat to the rule of law and community cohesion. The democratic nature of law making is made explicit. Children are taught age related law, e.g. the age of criminal culpability, age for driving, voting etc.

Visits from authorities such as the police, fire service and the community police help reinforce this message.

### **Individual Liberty**

At Weston Park Primary and Weston Shore Infant our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. At our schools 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 are advised how to exercise these safely, for example through our e-Safety and PSHE lessons.

Our children are encouraged to give their opinions and share these ideas with due regard for the feelings of others. Children understand that their right to their own opinion is tempered by their duty to do what their parents and the school want them to do. Children have a right to be listened to and great value is placed on this. Children know that there is freedom to choose and hold other faiths and beliefs and that this is protected by law. Children also know that there are limits to individual liberty, for example racism and homophobic behaviour are not tolerated.

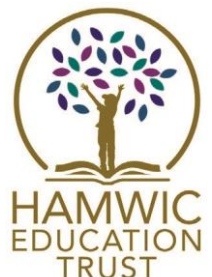
As part of our curriculum we place a huge emphasis on the social and emotional learning of our children and feel we send them off to secondary school as well rounded individuals, ready to undertake the next stage of their life. Our close links with the local secondary schools support children, and further promotes a sense of being in a community. We celebrate achievements both in and out of school in assemblies, through certificates and by following a personalised approach. We know our children really well and they know they are part of our community. All of the children have access to the Pastoral Support Team, Assistant Headteacher, Deputy Headteacher's and Headteacher when necessary. This helps the children access support in a confidential and supportive way.

### **Mutual Respect**

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

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members of the school community treat each other with respect. This is an absolute expectation and is one of our Core Values. Children demonstrate good manners and courtesy to everybody and this is celebrated. Children often represent the school within the wider community and understand their responsibilities. The school actively seeks to promote mutual respect within the whole community, with links to the aging population, local enterprise and pre-school. The school through its Creative Curriculum makes comparisons between other countries and cultures in the world in line with the National Curriculum.

### **Tolerance of those of different Faiths and Beliefs**

We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons, Philosophy for Children and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths and celebrate these through collective worship. Throughout school life the children are encouraged to discuss differences between people such as their faith, ethnicity, disability, gender or sexuality. They also discuss differences in family life such as looked-after children or young carers.

International and national failures in tolerance are discussed. Children have an understanding of the importance of combatting discrimination, and this is explored locally, nationally and internationally. Children understand that being British is about living with a wide range of people; from different backgrounds and that understanding the uniqueness of this has value for community cohesion, and world peace.

### **British Traditions and Heritage**

We celebrate the role of Britain both historically and in the present. We want pupils to have knowledge of and be proud of their British heritage and the cultural and historical traditions that we are renowned for the world over. This involves celebrating royal events, Remembrance Day, festivals such as Harvest, Christmas, Easter (alongside those from other cultures such as Eid, Diwali and Chinese New Year, for example). The school recognises St George's Day and any other Saints days.

We work tirelessly to build a culture that will stand the test of time, where our pupils can become good, effective citizens. We teach our children to respect everyone regardless of any differences. Our home school agreement encourages partnership with the whole community, and we work to involve everybody in the life of the school.



Signed Chair of Governing Body:

[date]

Signed Headteacher:

[date]

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