



WESTFIELD PRIMARY SCHOOL AND NURSERY POLICY ON BRITISH VALUES

April 2015

Aims

At Westfield Primary School and Nursery we want to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.

We want to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs which will help prepare them for life in modern Britain.

Westfield values and British values are built into the daily life of Westfield and frequent opportunities are given to enable children to apply these values and practise key learning behaviours that support them.

The Government set out its definition of British values in the 2011 Prevent Strategy which was reiterated in 2014. At Westfield Primary School and Nursery these values are taught through our broad, balanced and enriched curriculum.

We will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Please see the Enriched Curriculum Map to further read about the way in which children experience and apply Westfield values and British values.

Democracy

Democracy is richly embedded within the school, with children having frequent opportunities to have their voices heard. Democratic processes are followed on many occasions, from voting on Class Books, to holding our own mock General Election.

The school has four Houses with House Captains and Vice Captains who are self-nominated and present their manifesto to members of their House. A whole school election is then held to elect them democratically.

House Captains/Vice Captains represent their house during the year, meeting visitors to the school and consult with the children in their house on whole school initiatives such as how best to use our playground, or how Golden Time should be organised.

Each class democratically elects one boy and one girl as a member of the School Council each year.

Year 5 children volunteer as school Librarians and are trained in cataloguing.

Children complete a Smiley Face questionnaire three times a year which gives an understanding of what parts of the school day children are enjoying and feel confident about and what they are not happy about. Feedback from questionnaires is used to improve teaching, learning and pastoral care across the school.

Rule of Law

The importance of laws, be they those that govern the class, the school or the country are consistently reinforced in school daily life as well as when dealing with behaviour and through school collective worship time.

A consistently applied Behaviour Policy is shared with the children and visible throughout the school. Expectations are reinforced regularly and opportunities are sought frequently to praise positive choices. Pupils modelling behaviour consistent with the school's high expectations are recognised and used as role models to others.

Through assemblies and the school's PSHE/Values curriculum, children develop an understanding of laws and rules appropriate to their age.

Contact with our PCSO builds positive relationships with the Police from an early age and children understand their role in maintaining a peaceful community. Visits from other external agencies such as the Fire service, Health professionals and 'People who help us' reinforces their understanding of the responsibilities held by various professions.

Individual Liberty

Children are actively encouraged to make choices, knowing they are in a safe and supportive environment. We educate and provide boundaries for all pupils to make safe choices. Children are encouraged to understand and exercise their rights and personal freedoms in a safe manner, for example through our PSHE lessons.

Children are valued for their differences and there is a wide variety of extra-curricular clubs to enable children freedom to try new things, develop new skills and practice existing ones. Care is taken to provide equal opportunities for both genders such as mixed football teams.

Freedom to take on more responsibility is encouraged by providing opportunities for children to take on roles such as Register Monitor or Helper of the Day, liaising with the school office, monitoring cloakroom tidiness and helping with resources. Year 3 children act as Eco-Councillors, Year 4 children are appointed as Buddies, providing support during lunchtimes on the playground and in the dinner hall. Year 5 children are given opportunity to be Sports Ambassadors with a range of responsibilities. They are also responsible for milk and fruit distribution to all classes, assembly, music and clipboard duty on a rotating basis.

Time and care is taken to know each child as an individual and PSHE lessons or circle time sessions give children a chance to share their feelings and opinions in a safe way.

Pupil voice is used as a tool for school improvement with suggestions boxes and School Council discussions enabling children to identify ways of making our school a better place to be.

Mutual Respect

Respect is a core value within the school. At the beginning of each academic year each class draws up a charter to set clear expectations of respectful behaviour. If pupils show disrespect to one another, this is dealt with immediately through the school's behaviour policy and Parents/Carers are contacted where appropriate. Time is given for repair and restoration and to talk about the behaviour which is disrespectful to others.

An Anti-Bullying week is held annually and various cultural events are held across the year. During these sessions, children are taught to value differences in others and themselves and to respect others.

A consistent behaviour policy is in place and children take responsibility, with support when needed, to resolve conflict and repair relationships. Friendship benches in the playground give an opportunity for children to make new friends.

Each week a Values leaf is awarded to one child from each class who has demonstrated the Value of the week. Leaves are hung on the Values Tree across the school give opportunities for every child to feel valued and their strengths, recognised by others are shared publicly.

Pot of Gold certificates are awarded to children who have consistently demonstrated the Golden Rules and have reached the rainbow level on the behaviour chart many times during the year. The child's name is entered into the Golden Book which is on display in the hall.

Top Table nominations are made every month by class teachers, to recognise children who have demonstrated excellent manners. These children attend a special lunch where they are served by the Head Teacher who joins them for the meal.

An Eco Council has been established to help children be aware of environmental issues and be responsible for their behaviour which affects the environment. Eco-Councillors are chosen from Year 3 children. Each class has 2 nominated Eco-Monitors who are responsible for encouraging children to be responsible for reducing energy consumption and recycling more.

Within the partnership of the Dacorum Schools Sports Network, children at Westfield participate in County and local sports events. These ensure children experience competitive events, have an opportunity to apply their sportsmanship skills with other schools and develop mutual respect.

Tolerance of those of Different Faiths and Beliefs

The school follows the Hertfordshire RE syllabus which ensures that the children learn about all the religions of the world. Assemblies contribute to the knowledge of special occasions and children and their families come to share with the school information about how they celebrate these events at home. The school has links to St Mary's Church and Northchurch Baptist Church, with weekly assemblies. The local leaders of these churches visit the school for community performances and talks to the children in assemblies on a fortnightly basis; these talks coincide with main events occurring in the Christian calendar such as Advent as well as linking with the school's focus 'Value of the week'. Visitors of other faiths are encouraged to visit the school to talk about their own special events.

Resources in classrooms are audited to ensure that they reflect our multi-cultural society and challenge stereotypes.

Through the inclusion of an international dimension to our learning at Westfield, we are able to offer to our children a range of experiences that will enhance their learning and raise awareness of their national and international identity. We are developing links with schools in other countries in Europe and further afield. This helps to provide an informed awareness of countries, cultures and languages other than our own, encourages greater involvement in global and environmental issues and provides an added opportunity for the promotion of equal opportunities, racial equality and Global Citizenship.

Part of our vision at Westfield is to prepare the children of the future to become valued members of society. Promoting British Values enables children to develop a sense of community and begin to understand their responsibilities and role within it.