



Promotion of British values at West Blatchington Primary & Nursery School

To highlight our commitment to 'British Values', West Blatchington Primary & Nursery School has produced the following information. We value the diversity and differences of all our pupils and celebrate this through our culture, ethos, approach to lessons and our respectful relationships we promote. Commitment and celebration of our diversity makes us collectively stronger, tolerant and considerate to all. These values are reinforced in a pervasive manner and permeate the school community. The examples that follow are an indication of some of the many ways we seek to embed British values and should be seen as an indication of our approach rather than an exhaustive list.

Our aim through all of these different elements is to encourage learners to:

- Describe their own identities and the groups that they feel they belong to
- Recognise different identities and experiences
- Appreciate that identity consists of many factors
- Recognise that each person's identity is unique and can change
- Begin to recognise the ideas of stereotypes

Democracy

At West Blatchington Primary & Nursery School the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community:

- ✓ Voting for representatives for School Council, Eco Council
- ✓ Voting for shared rewards, for example, for winning the class with the highest attendance
- ✓ Using a class vote for learning hero of the week
- ✓ The school council itself is led by members of staff and adheres to democratic processes, reporting its actions to the wider school community and relating closely to the school's improvement agenda
- ✓ They regularly compose and report their activities in minutes distributed around the school and in our school newsletters
- ✓ Subject specific pupil conferencing allows pupil voice to be heard and impact on the focus of topics, and through the introduction of extracurricular clubs
- ✓ Year 2 and Year 5/6 Team captain candidates complete an application letter and share this in assembly, before being selected by staff team leaders
- ✓ Team captains ensure the fundamental principles of Behaviour for Learning are promoted across the school during transition periods
- ✓ Pupil voice also informs school council in their timetable of campaigns for the year and relates to school improvement and our parent forum

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 and through school assemblies, as well as when dealing with behaviour.

- ✓ Shared rules are displayed in our communal areas
- ✓ Success criteria are created within each class to identify and shape shared routines e.g. lining up, transitions to assembly, playtime, class charters
- ✓ A consistent behaviour policy is displayed and adhered to across the school
- ✓ We regularly review behaviour incidents in school and share these with key stakeholders
- ✓ The use of restorative justice to resolve conflicts and its associated language is embedded across the school, thereby supporting pupils to distinguish right from wrong
- ✓ There are regular visits from authorities such as the Police, Fire Service and Safety in Action

Individual Liberty

Within West Blatchington Primary & Nursery School students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for students to make choices safely through this provision, and through providing an empowering education.

- ✓ Children take responsibility for knowing their personal targets, and identifying when they have met these targets
- ✓ One of our curriculum drivers is Enquiry, and this permeates school and curriculum development
- ✓ Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment
- ✓ We implement a strong anti-bullying culture through a relating week where children are engaged in a range of activities, including assemblies throughout the week
- ✓ In the EYFS children are given the opportunity to make positive choices and access an exciting and stimulating environment, both indoors and outdoors to develop and extend their learning
- ✓ We personalise learning to meet the needs of individuals through the use of iPads, investment in writing and maths intervention teachers, an Every Child a Reader teacher to support pupils to develop their self-knowledge, self-esteem and self-confidence, and through using 1:1 tutors
- ✓ Pupils have key roles and responsibilities in school, such as School Council reps, Eco reps, Library monitors, Year 6 children organising and running Fruit Tuck, Sports Leaders, Young Interpreters and Team Captains
- ✓ As a school we educate and provide boundaries for young pupils to make choices safely, for example in E Safety and through an understanding of Protective Behaviours
- ✓ Through our curricular clubs and opportunities, pupils are given the freedom to make choices
- ✓ The aims, ethos and vision statement are embodied in all that we do in school
- ✓ We acknowledge the importance of children being able to wear any clothing relevant to their beliefs e.g. wearing of the hijab
- ✓ We hold special weeks, such as our Aspirations week, which encourages the children to be Pro-active in their future life choices

Respect and tolerance

Respect is at the core of our school ethos and is modelled by students and staff alike. The school promotes respect for others and this is reiterated through our classroom and learning environments.

- ✓ Mutual respect is embraced throughout the curriculum e.g. In Year 6, pupils undertake a themed topic that spans a significant time period and includes World War 2 and its impact upon our society, then and now
- ✓ Student buddying programmes between different year groups in West Blatchington promote mutual respect and support between students e.g. Reading buddies engage in a regular Drop Everything And Read sessions support children who do not always get the opportunity to read at home, Sports Leaders supporting within lessons
- ✓ Vision statements are displayed across the school as well as on the school website
- ✓ Visitors from other faiths share their language and culture with our pupils e.g. the Iman visiting Year 3, the vicar visiting Year 6, parents talking in class or assembly about Eid,
- ✓ Prejudicial or discriminatory behaviour is challenged by all staff
- ✓ We have large numbers of E.A.L children and actively use school resources to promote their learning and integration into our school society
- ✓ Trained young volunteers (our Young Interpreters) support 'new to English' children who arrive at the school and also are fundamental in producing the welcome booklet new children receive
- ✓ The school undertakes a Diversity Walk to assess and refine our commitment to representing all of our children across the school
- ✓ We undertake daily assemblies which regularly focus upon values of respect, tolerance and empathy. These are also taught with S.E.A.L., P.S.H.E. and R.E. lessons throughout the year
- ✓ All members of the school workforce have undertaken PREVENT training, including Channel Online

Support for equality of opportunity for all

- ✓ This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community
- ✓ One of our curriculum drivers is Equality, and this permeates school development and curriculum development
- ✓ We actively encourage wider community cohesion and have a designated Leader in this who organises our special celebrations around important days such as our community Christmas and Eid events. She also works in promoting Family Learning, is a vocal member of Friends of West Blatchington (our Parent Teacher Association) and is close liaison with our local MP
- ✓ Our Nursery lead has begun a weekly pre-Nursery group to bring different members of our community together, making our school a hub of learning for all
- ✓ Our Music Leader has led a number of successful choirs internally and is now extending this to facilitate even greater community cohesion through launching a Community choir
- ✓ The school has been chosen this year to take part in the Furthering Talent music programme, extending tuition to a wider group of children (17% of our school)
- ✓ Through our Inclusion team we are able to provide a differentiated holistic multi-agency approach
- ✓ We have offered children the opportunity to visit a number of places during their time at school, including residential in Year 5/6 within the UK, and a penpal and cultural exchange with a French

school in Year 6, both of which allow children to gain valuable experience of other cultures and languages

- ✓ Our recently revised R.E curriculum provides a broad and balanced education on a range of faiths, religions and cultures, drawing out the similarities between different faiths as well as the differences
- ✓ We actively encourage parental voice through our Parents' forum, parent view, and by promoting an environment where honest discussion can take place to best support the needs of all children

What OFSTED guidance says:

Paragraph 132 says inspectors should assess the social development of children by their:

... acceptance and engagement with 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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

In terms of the curriculum, paragraph 152 says inspectors:

... should not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school.

Other additions to what inspectors should consider when assessing how well leadership and management ensure that the curriculum fulfils certain guidelines include:

- * Whether the curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
 - * Whether it promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles
 - * Whether it includes "a balanced approach to the pupils' RE that is broadly Christian but, where required, takes account of the teaching and practices of the other principal religions represented in Britain"
 - * Whether it includes a rounded programme of assemblies that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong
- School inspection handbook, see pages 36 and 43, Ofsted