



## Pinfold Primary Forest School Presentation and Marking

Head: Claire Gagigo  
Chair: Sue Kenny  
Review date: April 2024

### **Curriculum Intent Statement:**

*We believe children have an unlimited capacity for learning and personal success: our challenging and inspiring 'Faraway Curriculum' will create independent, critical thinkers, confident, responsible and caring; high reaching learners, who can see the magic in our world. They will gain the skills, knowledge and strength of character to be able to keep themselves and others safe and happy, challenge discrimination and make our world a better place.*

### **Promoting British Values Policy**

We believe this policy relates to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Children Act 2011
- Education Act 2011

The following documentation is also related to this policy:

- Citizenship and Belonging: What is Britishness? (Commission for Racial Equality)
- Diversity and Citizenship (DES)
- Equality Act 2010: Advice for Schools (DfE)
- Prevent Strategy 2011
- Promoting British values as part of SMSC (DES)
- Teachers' Standards (DfE)

We believe British values are best defined as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' although these values are not actually unique to Britain alone.

We support the rule of English and criminal law and we will not teach anything that undermines it.

We have a duty to actively promote and embed these values and to challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values.

We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We believe these values are reinforced regularly through a broad and balanced curriculum and through:

- the school council, pupil questionnaires, school councillor elections, (Democracy)
- class/school rules, playground rules, safety rules, visits from the Police, (Rule of Law)
- e-Safety, PSHE, extra-curricular activities (Individual Liberty)
- behaviour policy (Mutual Respect)



- RE, PSHE, celebration of different faiths and cultures, visit to places of worship of world faiths, promoting languages of EAL pupils, links with schools in other countries (Tolerance of those of Different Faiths and Beliefs)

We give pupils 'first-hand experience of the diverse make-up of modern British society' by teaching them respect for other faiths and developing their awareness and knowledge of communities which are different than their own.

We value the diverse ethnic backgrounds of our society and throughout the year we hold a variety of events, relevant to our local and wider community to celebrate these.

We **'expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school'** and **'not to undermine fundamental British values'**.

We aim to ensure that pupils understand the importance of British values and leave school ready to play their full part in British society. We work closely with the School Council and hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality in line with the Equality Act 2010. We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

### **Aims**

- To actively promote and embed British values.
- To give pupils first-hand experience of the diverse make-up of modern British society.
- To challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values.
- To keep our pupils safe and ensure they are prepared for life in modern Britain by the active promotion of and respect of British values.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school is prepared for any type of inspection;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility to make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy is updated as necessary;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.



## Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- challenge any pupil, member of the school personnel, parent or governor who expresses opinions contrary to fundamental British values;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by: – monitoring learning and teaching through observing lessons – monitoring planning and assessment – speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy. Role of School Personnel School personnel will:
  - comply with all aspects of this policy;
  - maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
  - work hard to maintain a positive ethos;
  - work hard to maintain a safe and respected school environment;
  - show respect for all members of the school community;
  - develop positive working relationships with pupils, school personnel, parents and governors;
  - celebrate the success of pupils in lessons
  - work hard to maintain a positive ethos;
  - work hard to maintain a safe and respected school environment;
  - promote good behaviour;
  - work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;
  - report and deal with all incidents of discrimination;
  - attend appropriate training sessions;

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
√	√	√	√	√
Embedded through school culture and ethos, regular visits to places of worship and cities. Taught discretely in PSHE and RSE lessons and assemblies and using the Andrew Moffat scheme, No Outsiders picture books (and others) as a stimulus for discussion.				

## Role of the Pupils

Pupils will:

- understand democracy and participate in decision making, sometimes going with the majority decision;
- ensure fairness and equality reflected in policies and practice;
- respect all cultures by participating in celebrations and assemblies of all cultures;



- understand the institutions of England and the public services by learning through assemblies the United Kingdom's association with patron saints, flags and emblems, as well as celebrating royal events, voting for councillors and making choices with consideration;
- make contributions and be of service to the school by helping at school fetes, supporting charities, and contributing to the life of the school;
- know right from wrong and abide by laws and rules by following the school rules, behavior policy and for taking responsibility for their own learning and independence;
- develop self-esteem, self-confidence and self-knowledge by taking part in the assembly programmes and topics of learning through; social skills, nurture groups and by staff encouraging independence;
- treat others, their work and equipment with respect;

#### **Role of Parents/Carers Parents/carers will:**

- support and uphold this policy;
- be encouraged to take an active role in the life of the school by attending:
- parent-teacher consultations, class assemblies, school concerts, fundraising and social events

#### **Raising Awareness**

We will raise awareness of this policy via:

- the teaching and learning that takes place within school;
- the school website;
- meetings with parents such as Home Visits, transition, parent-teacher consultations;
- school events;
- meetings with school personnel;
- communication with home such as newsletters;
- annual report to parents;
- Head teacher reports to the Governing Body.

#### **Training**

All staff will receive periodic training on and keep up to date with:

- All aspects of this policy; Ethos; Spiritual, Moral, Social and Cultural;
- PREVENT (every Face to Face Training in February): Dealing with Extremism and Radicalisation;
- PSHE and RSE; RE; Equal opportunities; Inclusion.