



Autumn 2016

Promoting British Values at Pinewood Infant School and Foundation Unit

The DfE have 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'.

The Government set out its definition of British values in the 2011 Prevent Strategy and these values have been reiterated this year (2014/2015). At Pinewood these values are reinforced regularly through our school values and aim 'To Make Learning Irresistible'

Pinewood Infant School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism. The Prevent Lead is the Head Teacher.

British Values	What we do at Pinewood	How this links to our School Aim and Values	Skills and Attributes	Governors and Leaders to look for impact
Democracy	<p>Each year the children decide upon their class rules and class promises to the lunch time team. We have a school council which meets weekly to discuss issues.</p> <p>Every child on the school council and Eco team is elected by democratic vote by their class.</p> <p>The governors have review days when they visit the school to ask children their views on the school.</p>	<p>Shared goals- we know where we are going.</p> <p>We can discuss our differences.</p> <p>Shared responsibility for success.</p>	<p>Able to express own views.</p> <p>Able to listen to the views of others.</p> <p>Able to see from another view point.</p> <p>Able to discuss.</p> <p>Able to participate fully in the life of the school.</p> <p>Able to make decisions, influence and make changes in the school.</p>	<p>Investors in Pupils Award- report Rules displayed.</p> <p>School Council.</p> <p>Eco Team.</p> <p>Display of elected members.</p> <p>Talk to: School Council. School Leaders about their roles. Eco Team.</p>
The Rule of Law	<p>The importance of laws, whether they be those of Pinewood Infant School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism. The Prevent Lead is the Head Teacher.</p>		<p>Mutual respect.</p> <p>Knowledge of school rules in</p> <p>Understanding school rules.</p> <p>Understanding of why rules are important.</p> <p>Understanding of rules to keep school safe.</p> <p>Understanding of rules to have a safe world.</p> <p>Playtimes and class times are orderly and rules are followed consistently because children understand why we need to keep safe.</p>	<p>School rules.</p> <p>Lunch time rules.</p> <p>Children take turns.</p> <p>Behaviour is good around school.</p> <p>Treat their friends well.</p> <p>Are kind to each other.</p> <p>Help each other.</p> <p>Welcome new children.</p> <p>Look after each other.</p> <p>Talk to; children about behaviour.</p> <p>Watch an assembly.</p> <p>Also use these statements for mutual respect below</p>
Individual	At Pinewood pupils are actively encouraged to	Risk taking.	Children feel good about	Talk to a small group about how

<p>Liberty</p>	<p>make choices knowing they are in a safe and supportive environment. As a school 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 advised how to exercise these safely, for example through our e-safety policy, debate time, circle times and assemblies. Children are involved in asking questions they want to find answers to when meeting new topics. Whether it be through choice of learning challenge or how they record or participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.</p>	<p>Openness- we can discuss differences.</p> <p>Everyone has something to offer.</p>	<p>themselves, prepared to take risks.</p> <p>Know they have the right to be heard.</p> <p>Know they have choices.</p>	<p>they can ask and answer questions in their projects.</p>
<p>Mutual Respect</p>	<p>Mutual respect is at the heart of our values at Pinewood. Children learn that their behaviours have an effect on others and that we first have to feel good about ourselves before we can relate well to others. Circle times are focused on understanding our own feelings, learning to respect each other and working as teams. All members of the school community treat each other with respect with all adults acting as strong role models.</p>	<p>Everyone has something to offer.</p>	<p>Understanding and control of own feelings and behaviour.</p> <p>Respect for others.</p> <p>Listen to the views of others.</p> <p>Put across my own point of view.</p>	<p>As rule of law above.</p> <p>How well do children understand the impact of their own behaviour?</p> <p>How would you feel if someone hurt you?</p> <p>How would your friend feel if you took their toy?</p>
<p>Tolerance of those of different</p>	<p>Pinewood is situated in Arnold which is mainly white british and not culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are planned to address this issue either directly or through the inclusion of stories</p>	<p>To discuss our differences</p>	<p>Enjoyment of a range of cultures</p> <p>Appreciation of similarities</p> <p>Appreciation of differences</p> <p>Including of friends with</p>	<p>Displays around school showing similarities and differences.</p> <p>Displays and website photographs related to different religions and celebrations.</p>

<p>faiths and beliefs</p>	<p>and celebrations from a variety of faiths and cultures. Our RE, debate and Circle Times teach and reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.</p> <p>We celebrate festivals including enjoying cooking and sharing different foods, wearing clothes from other cultures, creating art work.</p> <p>We use stories from a range of cultures to inspire cross-curricular work and explore a range of countries and cultures.</p>		<p>special needs</p> <p>Tolerance of others</p> <p>Patience and understanding of others and their views</p>	
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At Pinewood Infant School we will actively challenge pupils, staff or parent/carers expressing opinions contrary to fundamental British Value, including 'extremist' views.

Self-Evaluation of
'How well schools prepare pupils for life in modern Britain'

	Provision	Impact (through evidence from documentation, observation, discussion, data...)
<p>Overall Effectiveness: The social development of pupils shown is by their;</p> <ul style="list-style-type: none"> ▪ 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 	<p>PHSE, RE, Citizenship curriculum</p>	<p>Pupils actively accepting range of views, openly and confidently discussing challenging issues such as extremism (observations, pupil interview).</p>
<p>The cultural development of pupils is shown by their;</p> <ul style="list-style-type: none"> ▪ understanding and appreciation of the range of different cultures with school and further afield as an essential element of their preparation for life in modern Britain . 	<p>Poppy Day Multicultural week Celebrate and discuss different cultures and use what the children bring Ragtex Visiting church and the synagogue Police Aid Convoy Visitors</p>	<p>Children respect and have a clearer understanding and responsibility for one another.</p>
<p>The cultural development of pupils is shown by their;</p> <ul style="list-style-type: none"> ▪ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain . 	<p>Circle time, debate time School Council Eco team Guy Fawkes and relevant stories Current/national issues Respond to the needs and requests of individual/groups Opportunities to vote on learning, jobs etc</p>	<p>Children feel valued. They know a democratic system and how it makes things fair for individuals and groups.</p>

	Provision	Impact (through evidence from documentation, observation, discussion, data...)
<p>Leadership and Management; Inspectors should verify that good teaching within a broad and balanced curriculum, accompanied by effective spiritual, moral, social and cultural development is helping to prepare children and young people in modern Britain.</p>	<p>Assemblies Moral/bible stories Special Service Achievement Celebrating individuality Precious puppy with children Helpers rewarded</p>	<p>Valued, respected promoting wellbeing.</p>
<p>How well leadership and management ensure that the curriculum;</p> <ul style="list-style-type: none"> ▪ is broad and balanced. ▪ complies with legislation and provides a wide range of subjects. ▪ prepare pupils for opportunities, responsibilities and experiences of later life in modern Britain. ▪ 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 	<p>Good range of resources that reflect modern Britain. Broad balanced curriculum. Songs. Role play. Music.</p>	<p>Children offered a wide ranging curriculum that meets the needs of the community.</p>
<p>How well leadership and management ensure that the curriculum;</p> <ul style="list-style-type: none"> ▪ 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 . 	<p>School Council and Eco team- high profile in school. School promotes mutual respect and celebrates and recognises those with different faiths and beliefs.</p>	<p>All children know they have a voice and will be listened to. Stories, discussion in class, display, resources. Audit and statement.</p>

How well leadership and management ensure that the curriculum; promotes tolerance of and respect for people of **all faiths** (or those of no faith), cultures and lifestyle through the effective **spiritual, moral, social and cultural** development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community .

Hobbucks
 Police Aid Convoy and Ragtex
 Asda
 Home for the elderly
 Sainsbury's
 Services are broadly moral with Christian values.
 Synagogue
 Church visits
 St Mary's
 Nottinghamshire Police
 Library Services
 Arnold in Bloom
 Gedling Homes
 Killisick Fun Day
 Eco school

Equal Opportunities policy.
 Spiritual, Moral, Social and Cultural Policy.
 Children more aware of community and activities that promote cohesion and what that means.

How well leadership and management ensure that the curriculum; includes a balanced approach to the pupils' RE that is broadly Christian but, where required, takes account of the teaching and practices of other principal religions represented in Britain .

RE broadly Christian
 One other principal religion, Judaism.
 Include and refer to other religions driven by children.

What religion means for others.
 Individuals feel valued.
 Awareness of other beliefs.

The approach to keeping pupils safe from the dangers of radicalisation and extremism and what is done when it is suspected that pupils are vulnerable to these.

Careful with language we use.
 Opinions can be varied and we have to be tolerant.

Awareness of different views and tolerant to others beliefs and religion.

Whether governors ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain.

Good range of resources that promote tolerance and respect.
 Broad, balanced curriculum.

Everyone more aware, particularly as we work and the children live in a mainly white British area.

<p>Behaviour and Safety The school's policy and procedures for ensuring that visitors to the school are suitable and checked and monitored as appropriate, for example external speakers at school assemblies.</p>	<p>Adult discusses with visitors content of service. All visitors wear badges or stickers. All necessary DBS checks are carried out.</p>	<p>Teachers are aware and know when to intervene and children are kept safe.</p>
<p>The effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language- this includes language that is derogatory about disabled people, and homophobic and racist language .</p>	<p>All staff report to Head Teacher immediately if any discriminatory or derogatory language used. Head Teacher will contact persons involved and deal with as appropriate.</p>	<p>Children know that school will protect them.</p>
<p>The extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with and safety of child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism and are aware of the support available to them.</p>	<p>Children are taught acceptance. Children are taught how to calculate and take 'safe' risks.</p>	<p>Children know what to do and who they can speak to.</p>
<p>The school's response to any extremist or discriminatory behaviour shown by pupils.</p>	<p>Report to Governors Speak to parent/carers involved Report to the Local Authority Offer support to victims</p>	<p>Children know who will support them and something will be done.</p>
<p>VI form- How well students' personal, social and employability skills are developed and how well this prepares them for their next steps in education or at work, including the contribution of 'non-qualification' activity and/or work experience and appreciation of how to approach life in modern Britain positively.</p>	<p>Readiness for Killisick Enterprise- making and selling included vegetables, cakes etc Transition policy</p>	<p>Children realise the potential of earning and what that means to them in later life. Children know how important manners are and how to speak to people in and around school. Children feel ready for the challenge of a new school.</p>

British Values- Governors monitoring

	<u>Questions</u>	<u>Comments</u>
Democracy	Entrance Hall, Classrooms. Is there a display of elected members of our eco team, school council, guardian of the light, sports leaders, water plants helper's. School Governors.	
Group from above.	What do you do on the school council? What do you do as an Eco Warrior? What do sports helpers do? Express own views? Able to listen to others? Able to discuss? Able to see from another view point? Involved in school decisions? Able to make suggestions? Children are listened to? Able to make changes? Make a positive contribution to school?	
Rule of Law	Are rules displayed in classrooms? Is the behaviour policy and Home/ School agreement on the website?	
In playground Observe and ask children	Do the children take turns? Do they play well together? Are they kind to each other?	

	<p>Do they listen to each other? Do they know what is right and wrong? Do they know playground rules? What happens if children don't follow rules? What charts in school manage behaviour (traffic lights for noise) Implicit rules</p>	
<p>Individual freedom Small group of year 1 children</p>	<p>Can and do children ask questions in class? Can they make decisions about their learning? Can they make choices and are they included with some decisions like 'where they want to sit at lunch'. Can they choose playtime equipment? Choice of after school clubs?</p>	
<p>Mutual respect around school Ask individuals</p>	<p>How would you feel if someone hurt you? How would your friend feel if you were unkind to them? Are teachers kind to each other? How do you know?</p>	
<p>Tolerance of those of different faiths and beliefs Group of Year 2 children</p>	<p>Can you remember Poppy Day? What did we do and make to remember? Divali? Ghana? Chinese New Year? Display of art work that reflects diversity? Children are able to talk about other religions and cultures? Website celebrates diversity? Children's work in books show diversity? Books are available that reflect above?</p>	

