

Giffards Primary School

Preparing pupils for a life in Modern Britain

Learning together to be safe

A policy to ensure British values are taught and integral to our school ethos and there is effective community engagement which builds mutual respect, understanding and knowledge within our community, challenges negatives attitudes and contributes towards the prevention of violent extremism.

This policy was initially developed in the Autumn Term 2009 through a process of consultation and review.

Agreed January 2010, reviewed February 2013, September 2014, January 2018.

Next review date – September 2021 or earlier if necessary

Signed by Chair of Governors _____

This policy should be viewed in conjunction with the school's Equality Policy, PSHCE Policy, and Anti-Bullying and Behaviour Policies.

Introduction

Preparing pupils for a life in Modern Britain by Learning together to be safe and ensuring we strive towards creating effective community cohesion

What is Community Cohesion? By Community Cohesion, we mean working towards a society in which there is a common vision and a sense of belonging by all communities; the diversity of people's backgrounds and circumstances is appreciated and valued; similar life opportunities are available to all; strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community (Alan Johnson, Secretary of State for Education and Skills 2006). Community Cohesion is about how to avoid the corrosive effects of intolerance and harassment: how to build mutual civility among different groups, and to ensure respect for diversity alongside a commitment to common and shared bonds. *Giffards Primary School supports the view that there can be no place for extremist views anywhere in the education system. and takes seriously the need to protect children from views that are considered extreme.*

AIMS

1. Prepare young people for life in modern Britain
2. To foster a common vision and sense of belonging by all as a part of our school and local community.
3. For learners and the school community to appreciate and value the diversity of people's different backgrounds and circumstances.
4. To learn about our nation's history, culture, traditions and it's developing and changing nature.
5. For everyone to develop an understanding of the rights and responsibilities of being a citizen of the United Kingdom including upholding British values.
6. To ensure everyone is treated fairly and equally and given similar life opportunities.
7. To ensure that strong and positive relationships exist and continue to be developed in schools and in its wider community.
8. To build mutual respect and understanding amongst our community to empower our pupils and their families to come together to expose violent extremists and reject cruelty and violence in whatever form it takes

The core aims of the National Curriculum are to produce pupils who are:

Responsible citizens – which includes understanding identity, valuing diversity, working cooperatively to promote positive change

Confident individuals – which includes developing independence, self-awareness and moral judgments

Successful learners – which includes developing enquiring minds and engaging the big issues in our world.

The school will contribute to promoting community cohesion and preventing violent extremism by developing its teaching, learning and curriculum to help all children learn to understand others, to value diversity whilst also promoting shared values,

1. We will develop the skills of participation and responsible action necessary for living together as citizens of England within the United Kingdom.
2. We will promote equity and excellence to ensure equal opportunities for all to succeed and do well.
3. We will provide access and participation in learning and wider activities and work to eliminate variations in outcomes for different groups.
4. We will provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including where appropriate, links with different schools and communities.
5. Where we can we will offer access to provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

Community from our school's perspective:

For our school, the term “community” has a number of dimensions including:

- *The School Community* – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services
- *The Community within which the School is Located* – the school in its geographical community and the people who live or work in that area.
- *The UK Community* – all schools are, by definition, part of this community
- *The Global Community* – formed by EU and international links

How does Giffards Primary School contribute to preparing pupils for life in modern Britain and learning together to be safe?

Broadly, we will contribute in four ways:

1. Upholding a clear ethos which;

- *Is based on the promotion of human rights, equalities and freedoms under the law*
- *Promotes critical scholarship and informed moral purpose in engaging pupils with issues*
- *Recognises and meets the social and emotional needs of pupils and staff*
- *Promotes a shared culture of openness*
- *Promotes a strong sense of belonging, shared community care and responsibility for others*
- *Challenges any behaviours which harm the ability of individuals and groups to work together and models ways to recognise grievance and repair harm*

2. Promoting the core values of a democratic society and model the process by;

- *Upholding the rights to equality under the law regardless of gender, age, race, belief, class, ability or disability, sexual orientation*
 - *Resolving disagreements and protecting the vulnerable*
 - *Modelling participatory and representative democracy*
 - *Modelling positive problem solving*
3. *Build staff understanding of their roles and confidence in their skills*
- *To build awareness of local issues*
 - *To provide a safe place for discussion which can deal with grievances*
 - *Promote the well-being of pupils, including when vulnerable to group pressures*
 - *To play relevant roles in targeted and specialist provision*
 - *Responding to events which affect school, pupils and local communities*
4. *Deepen engagement with the communities the school serves by*
- *Openness to hearing and understanding tensions within the communities served by the school*
 - *Being an active partner in community leadership*
 - *Encouraging pupils as citizens to support the vulnerable*
 - *Respectful engagement with families and community groups*

Teaching, learning and curriculum – helping our children to learn to understand others, to value diversity whilst promoting shared values and to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We aim to ensure that we have a high standard of teaching and learning, that our curriculum is personalised, skills based, inspiring, thought provoking and provides a basis for outstanding achievement – encouraging children to continue their learning beyond the classroom.

We need to ensure that:

- Lessons across the curriculum promote common values and help pupils to value difference and to challenge prejudice, stereotyping and extremist narrative and promote universal rights
- The curriculum is built upon PSHE/SEAL objectives and support a cross curricular approach
- RE will be taught each week within a focused session with additional religions added to the scheme to reflect diversity within our school
- We provide a curriculum which is enriched with activities whereby pupils' understanding of community and diversity is enhanced through visits and meetings with members of different communities.

- A personalised curriculum supports the needs and achievement of every child within our school
- An effective voice and involvement of pupils in all aspects of school life in a way which teaches them to participate and make a difference not just in school but in their local community and beyond. To develop effective discussion and debating skills to explore controversial issues in a way that promotes critical analysis and pro social values
- We develop an awareness and understanding of their position as active citizens within Europe and in the wide, interdependent world of the opportunities, rights and responsibilities this involves.
- Links are built with schools in a variety of other countries throughout the world.

Equity and Excellence – to ensure equal opportunities for all to succeed at the highest possible level, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

We need to ensure that:

- All pupils are tracked throughout the school in all subject areas and that data is shared sensitively between the entire school community to support every child in achieving their true potential
- We use a range of data gathering methods (Teacher assessment, observations, end of KS SAT's, standardised tests) to support accurate target setting and use of resources to ensure children progress throughout the primary range
- Different groups are monitored for their performance and supported using targeted methods if underachievement becomes evident

Engagement, Extended Services and pupil support processes – to provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities and the provision of extended services with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

Through our strategic development and operational plans we will:

- Maintain and strengthen Extended Schools provision
- Work together with community representatives
- Maintain strong links with multi agency working between our school and other local agencies
- Engage with parents through social events such as coffee mornings, open evenings and curriculum events.

Core Values

To ensure the above is embedded in all we do we have developed a set of core values.

A core value is a central belief clearly understood and shared by every member of the school community.

Our Core values arose out of discussion with pupils and other members of the school community, they reflect what we believe to be important about people, about how communities work well and about how we learn and develop knowledge. Our Values inform and shape how Giffards Primary school is organised, how we want people to relate to each other in school, as well as the content and processes of teaching and learning. Our Core Values focus on the way we work, behave and treat all members of the school community, we recognise their value in developing strong communities, exploring controversial issues and challenging extremist views. The values form the basis for how we develop strong and positive relationships within the school and in its wider community.

We believe in Perseverance, thoughtfulness, cooperation, respect, caring and responsibility

These core values are displayed prominently, referred to and taught regularly in class, lessons and assemblies.

By **perseverance** we mean that everyone tries to work hard even when we find things difficult

- Takes part, keeps going and doesn't give up
- Has a determination and will to succeed

By **thoughtfulness** we mean that everyone

- Is helpful, kind, caring and considerate
- Thinks of others

By **cooperation** we mean that everyone

- Works together
- Understands that everyone has a valuable contribution to make to our school and community

By **respect** we mean that everyone

- values all members of the school community
- Displays good manners at all times
- Displays tolerance of others with different points of view and beliefs
- Shows respect for the school buildings, facilities and surrounding environment

By **caring** we mean that everyone

- Looks after each other
- Is kind and doesn't do anything deliberately to hurt or upset anyone or anything
- Treats others as they would like to be treated

By **responsibility** we mean that everyone

- Keeps the golden rules
- Allows others to learn
- Behaves sensibly so no one is hurt or upset
- Understands they are in charge of their own actions

See also – Learning together to be safe – a toolkit to help schools contribute to the prevention of violent extremism – DFE Ref: DCSF – 00804-2008