

## Hartford Infant and Preschool & Hartford Junior School British Values and Prevent Strategy for Parents & Carers



### British Values

Schools are required to provide for the spiritual, moral, social and cultural (SMSC) development of their pupils. As part of this requirement, we are expected to actively promote fundamental **British Values**.

#### The Government defines these as:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance of different faiths and beliefs

Our efforts to promote fundamental British Values are designed to prepare children for life in modern Britain.

The values are reflected throughout our school, including in our ethos, policies and assemblies.

Children also engage with the values through the curriculum, in ways that are suitable for their age and context. For example, in Religious Education there are opportunities to think about traditions from different cultures and religions. In Physical Education, games teach children about the importance of rules.

Children can have their voices heard and learn about democracy through School Council elections.

Our duty to actively promote fundamental British Values means that we always present political views to children in a balanced way. We are also responsible for challenging prejudiced or extreme opinions and behaviour. As part of this responsibility, we have put measures in place to protect children from exposure to extremist views.

Please feel free to contact the school if you would like more information about this.

### The Prevent Strategy

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups and other causes.

Since July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent Strategy.

These include:

- Exploring other cultures and religions
- Promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral social and cultural development of pupils
- Teaching about Democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

The Prevent Strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect. The school will make sure any discussions are suitable for the age and maturity of the children involved.

Extremism can take many forms, including political, religious and misogynistic extremism. Some of these may be a bigger threat in our area than others. We will give children the skills to protect them from any extremist views they may encounter, now or later in their lives.

The DfE have always 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 were reiterated by the Government in 2014.

At **Hartford Infant and Preschool & Hartford Junior School** these fundamental British Values are regularly promoted through high quality teaching of lessons that embrace Spiritual, Moral, Social and Cultural (SMSC) development of pupils, a rounded programme of assemblies and a positive behaviour policy. This gives pupils opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **Democracy**

We listen to children's and parent's voice. Our school Behaviour Policy is clear that children are expected to contribute and co-operate, considering the views of others. We have a School Council in each school which consists of two members from each class who are nominated and voted for. Previous Council members have been instrumental in Big Conversations on Marking and Feedback and lunchtimes.

### **Rule of Law**

From entry to school pupils are continually taught to recognise the difference between right and wrong and this, alongside their developing maturity, helps them to apply their understanding of these concepts in their daily lives. We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

### **Individual Liberty**

Within our school children are encouraged to make choices, knowing that they are in a safe and supportive environment to enable them to do this. Through our Personal, Social, Health Education (PSHE) sessions we discuss different choices that the children can make and encourage them to make the right choices. Through e-safety we teach the importance of keeping yourself safe by choosing not to share personal information.

### **Mutual Respect**

Our whole school ethos is built around mutual respect and we believe that respect for others is a vital component of moral development. We are two inclusive schools where everyone is valued and has a contribution to make to the school. Children learn that their behaviours have an effect on their own rights and those of others. We encourage open discussions in all areas but particularly in lessons which promote citizenship. Staff help children to understand how to respect by talking about how actions/words can affect others. We actively support all to develop their own reasoned views about moral and ethical issues.

### **Tolerance of those of different Faiths and Beliefs**

Assemblies are planned to give children opportunity to reflect of a variety of beliefs, cultures and moral values. Our curriculum incorporates teaching and learning opportunities for children to explore aspects of the wider world and an appreciation of cultural diversity as in for example – Festivals, Divali and Chinese New Year. The RE curriculum is also carefully planned to equip children with the knowledge which will enable them to understand the diverse nature of people's beliefs. We help them to understand, accept, respect and celebrate diversity.

Please see our **Prevent Duty Action Plan, Behaviour Policy** and **Safeguarding and Child Protection Policy** for further information.