

## British Values Statement

In June 2014, the DfES reinforced the need for “all schools to promote the fundamental British values of democracy”. High Elms Manor School actively promotes British Values as defined by the government 2011 Prevent Strategy, these are the values of:

- Democracy
- The rule of law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

Actively promoting also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views. Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.

At High Elms Manor School, we actively promote British values in the following ways:

### **Democracy**

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. Children also have the opportunity to have their voices heard through pupil questionnaires and pupil surveys.
- The principle of democracy is explored in the curriculum as well as during assemblies and special days.

### **Rule of Law**

- Our school follows ‘Core Rules’, which are integral to our learning and ethos every day.
- School rules and expectations are clear, fair and regularly promoted.
- Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies and on the playground.
- Pupils are encouraged to respect the law and enjoy visits from authorities such as the Police, Fire Service, Ambulance, etc. to help reinforce this message
- The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parents and carers.

## **Individual Liberty**

- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence. Through our school values and the SEAL PSHE program, children are taught about personal responsibility, choices, ambition and aspiration. Children are encouraged to make their own choices and take opportunities to follow their interests in art, music, sport etc.
- Pupils regularly hold fundraising events to support charities, whether local, national or global.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE lessons.
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents.
- Pupils have key roles and responsibilities in school e.g. Lunch duties, Classroom escorts, Playground Buddies, etc.

## **Mutual Respect**

- Respect is one of the core values of our school. The pupils know and understand that it is expected that respect is shown to everyone, adults and children.
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life. This is achieved through our school's values, SEAL scheme, PSHE a circle time and assemblies, children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.

## **Tolerance of Those with Different Faiths and Beliefs**

- Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class.
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected. Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in assemblies is often displayed in the classrooms or around the school. This is supplemented by assemblies which also mark and celebrate significant religious festivals such as Ramadan and Diwali.

## **Prevent Duty & Promoting British Values**

High Elms Manor School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. From 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. Here at High Elms Manor School we take Safeguarding very seriously, therefore to Ensure that we adhere to and achieve the Prevent duty we will;

Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation.

We will build the children’s resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views (for the early years the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world).

We will assess the risk, by means of a formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. We will ensure that staff understand the risks so that they can respond in an appropriate and proportionate way.

We are aware of the online risk of radicalisation through the use of social media and the internet, at school we have strategies in place e.g filtering system to guard children against exposure.

As with managing other safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views).

Our small classroom sizes in the primary years and the Key Person approach in the nursery means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.

We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means that we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly.

We will work in partnership with our Hertfordshire Safeguarding Children’s Board (HSCB) & Multi-Agency Safeguarding Hub (MASH) Team for guidance and support  
We will build up an effective engagement with parents/carers and families. (This is important as they are in a key position to spot signs of radicalisation).

A channel referral form will be completed if concerns develop regarding an individual who may be vulnerable to being drawn into terrorism.

We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

We will ensure that our staff will undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff.

We will ensure that any resources used in the our school are age appropriate for the and that our staff have the knowledge and confidence to use the resources effectively.

This Policy is intended to serve as guidance for Practitioners to recognise the signs of those who are at risk and also to inform parents of our legal requirement to put this policy into operation.

The prevent of duty care policy is part of our wider safeguarding duties in keeping children safe from harm.