

Policy and Guidelines for the Promotion of British Values at Roman Road Primary

Ratified by Governors: May 2017

To review: May 2018

The Government has defined British Values as Democracy, the Rule of Law, Individual Liberty, and mutual respect

Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This guidance relates specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

School Democracy at Roman Road

- At the start of the year every class creates their own class behavior charter
- Every year every child completes a questionnaire which gives them the opportunity to share their views about Roman Road and suggest ways in which the school could be improved further.
- We have a school Council which represents all the pupils of the school

The Rule of Law at Roman Road

- Pupils are taught the value and reasons behind laws; and that they there to protect us and keep us safe. Pupils learn about the consequences when laws are broken.
- Pupils all know our schools rules, rewards and consequences systems, and they know that the school enforces them fairly and consistently.

Individual Liberty at Roman Road

- Within school, pupils are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised on how to exercise these safely, for example through assemblies and PSHE lessons.

Mutual Respect at Roman Road

- Pupils know that mutual respect is a core value at Roman Road
- Pupils learn that their behaviors have an effect on their own rights and those of others.
- All members of the school community treat each other with respect.

What everyone who works at Roman Road Primary guarantee

Everyone who works at Roman Road Primary celebrates diversity and has tolerance of different faiths, religions and beliefs. Our assemblies, RE and PSHE lessons reinforce this. At Roman Road Primary we will challenge all forms of discrimination. We do not tolerate views and opinions that are offensive and we will have discussions and taken actions if necessary with children, staff or parents expressing opinions contrary to the values of **democracy, the rule of law, individual liberty and mutual respect**. We care for our children and protect them from exposure to hatred and unsafe or harmful influences. We are fully committed to keeping all our children safe and protected. We strive to ensure that our pupils will make safe and sensible decisions both now and as they grow older.

The school Leadership Team has audited and evaluated strengths and areas for improvement. British Value are planned for and addressed through assemblies, the School Council, and in several curriculum subjects. Respect for and promotion of British Values run through SMCS (spiritual, moral, social, cultural) opportunities.

The Governing Body has played a significant role in creating a vision that is shared by all members of the school community. The Governing Body (in line with Britain section 165 page 47 of the OFSTED School Inspection Handbook) ensure that it and the school deeply embed 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

Concerns, disclosures and complaints will be dealt with as follows:

Sanctions for pupils:

- Interview or discussion with teacher / Learning mentor / councillor /e-Safety Coordinator / Headteacher;
- school consequence system
- informing parents or carers;
- removal of Internet or computer access for a period
- LADO intervention
- referral to SC / Police.

Sanctions for staff: Depending on the severity of the infringement, the school will follow London Borough of Newham disciplinary procedures, which may consist of:

- A timely word (informal)
- Written warning (formal)
- Final written warning
- Dismissal

And possible involvement of external agencies such as:

- Newham LADO
- Newham Triage

- Newham Human Resources
- Police

Our Lead Safeguarding Officer acts as first point of contact regarding pupil concerns. Any complaints or concerns about staff behaviour, is referred to the Headteacher.

Reference can also be made to the school Whistleblowing Policy and the school Code of Conduct Policy – summarised below:

- Promote the School’s vision, ethos and values
- Comply with School policies and any other rules, regulations or codes that apply to your work and the workplace
- Do not make public statements about the school without first obtaining authorisation from the Headteacher (including through social media ie Facebook, Twitter)
- Keep within the law, both at work and outside of work
- avoid actions that may discredit the school or bring it into disrepute

DFE guidance for protection against the risk of radicalisation and extremism – Known as ‘PREVENT Duty’

Introduction

From 1 July 2015 all schools are subject to a statutory 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.

It is intended to help schools think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this. It reflects actions that many schools will already be taking to protect children from this risk.

Tackling and confronting hate, extremism and radicalization is not discrimination and is not xenophobia. This is a safeguarding issue and is every ones responsibility.

See also Safeguarding Policy

Useful contacts

Sariah Eagle (Newham) 0203 373 1208 (sariah.eagle@newham.gov.uk)

Anti-terrorists Hotline 0800 789 321

Appendix 1

London Borough of Newham Council

Promoting fundamental British values as part of spiritual, moral, social and cultural (SMSC) development in schools

This paper:

- Provides a briefing with regards to the latest DfE guidance to maintained schools on 'Promoting fundamental British values'
- Briefly reviews the role of governors in accordance with Governor's Handbook 2014 and the expectations of Ofsted on how schools are assessed in relation to pupils' SMSC
- Outlines learning from recent inspections
- Provides an audit tool for Governing Bodies to assess and review the quality of SMSC in their school

1. Latest Department of Education (DfE) guidance

The DfE published guidance 'Promoting fundamental British values as part of spiritual, moral, social and cultural (SMSC) in schools' in November 2014. This is non-statutory advice. Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This guidance relates specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act. All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the SMSC development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. The advice highlights fundamental British values and provides examples of actions that a school can take.

Fundamental British values

Schools should 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. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to ‘promote’ teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that a school can take

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

2. The role of Governing Bodies

As part of a section 5 inspection, Ofsted inspectors must consider pupils’ SMSC development when forming a judgement about the quality of leadership and management of a school. Ofsted publishes its inspection framework and handbook, which sets out how schools are assessed in relation to pupils’ SMSC. Schools should refer to these documents to understand what inspectors look for in assessing this.

The Governors' Handbook published by the DfE in September 2014, is clear that each governing body should have a focus on three core strategic functions (Section 1.2):

- Ensure clarity of vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils
- Overseeing the financial performance of the school and making sure money is well spent.

These core functions are reflected within the criteria Ofsted inspectors use to judge the effectiveness of a school's Governing Body. This also covers the duty to:

- 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 (section 165 page 47 of the 'School Inspection handbook').

3. School Inspection handbook (September 2014)

The Ofsted 'School Inspection handbook' makes the following references to fundamental British values with regards to definitions, evidence of good practice and grade descriptors:

Definition of Social Development (Paragraph 133, p36)

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.

Definition of spiritual, moral, social and cultural (SMSC) development (section 131 to 134 pages 35 and 36)

The **spiritual development** of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

The **moral development** of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and in doing so, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the view points of others on these issues.

The **social development** of pupils is shown by their:

- Use of range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-ethnic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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.

The **cultural development** of pupils is shown by their:

- Understanding the appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding the appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Grade descriptors – overall effectiveness: the quality of education provided in the school (p 39)

The school is likely to be **inadequate** if inspectors judge **any** of the following to be inadequate:

- the achievement of pupils
- pupils' progress in literacy
- the quality of teaching
- the behaviour and safety of pupils
- the quality of the leadership in and management of the school and/or
- there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development or their physical well-being, so that pupils are intolerant of others and/or reject any of the core values fundamental to life in modern Britain.

Grade descriptors – Quality of leadership in and management of the school (p51)

Leadership and management are likely to be **inadequate** if any of the following apply.

- ... The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early. Pupils' achievement, physical well-being and enjoyment of learning are significantly impaired. The range of subjects is too narrow and does not provide preparation for the opportunities, responsibilities and experiences of life in modern Britain. Too little is being done to promote the effective spiritual, moral, social and cultural development of the pupils...

- ... Leaders and governors, through their words, actions or influence, undermine the promotion of tolerance of and respect for people of other faiths, cultures and lifestyles, and so do not support and help prepare pupils positively for life in modern Britain...

In terms of the quality of leadership in and management of the school, paragraph 152 and 154, p42 states:

“Schools may develop their own curriculum to respond to the particular needs of their pupils and ensure that they all achieve their potential. 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 for life in modern Britain. Inspectors should consider how well leadership and management ensure that the curriculum:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the 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
- 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 ...
- ... includes a balanced approach to the pupils’ RE that is broadly Christian but, where required, takes account of the teaching and practices of the other principal religions represented in Britain (see paragraphs 14–18)
- includes a rounded programme of assemblies that help to promote pupils’ spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong ...”.

4. Learning from recent inspections

Clearly, developing fundamental British values and preparing pupils to take part positively in 21st century British society are parts of the curriculum entitlement for pupils and are inspected under the leadership and management criteria. What is clear however from a number of recent inspections (in LAs other than Newham) is that when inspectors find that the entitlement is not being met, there is the strong possibility of a safeguarding issue arising. In some cases, evidence to support a judgement that there is unacceptable narrowing of the curriculum has included an inclusion of these British values not being developed; in others, inattention by leaders and managers in the school has allowed extreme and extremist views to be expressed without sufficient challenge. Leaders and managers, including governors, are advised to take steps to ensure that pupils are fully safeguarded in this regard, for example by regularly reviewing the curriculum offer, by scrutinising records of school visitors and how they are vetted before having access (particularly when unsupervised) to pupils and by testing the robustness of systems in place to challenge when there is evidence of extreme or extremist views being expressed.

5. Audit by the Governing Body

It may be timely for Governing Bodies as part of an audit review to reflect on how they and senior leaders discharge one of the key three core strategic functions within the Governors’ Handbook namely ‘Ensuring clarity of vision, ethos and strategic direction.