



**Longford Park School**

Believe • Belong • Become

## Promoting British Values Policy

Updated: March 2024

Next Review: March 2026

### **Our school values**

We **believe** in ourselves and each other.

We all **belong** in our community.

Everyone **becomes** the best they can be.

Longford Park School is a school for pupils with social, emotional and mental health difficulties, and its policies must reflect this. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs. A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.

### **Rationale**

Longford Park School has an obligation under section 78 of the Education Act (2002) Which requires all schools, as part of a broad and balanced curriculum, to promote the Spiritual, Moral, Social and Cultural (SMSC) development of students at the school.

The Department of Education 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 more recently.

Longford Park School is a community school and we recognise the importance of teaching our pupils mutual respect for those of different or of no faith. Our Religious Education Programme follows the local agreed syllabus.

At Longford Park School, British values are reinforced on a day to day basis through what is sometimes known as "the hidden curriculum". This is where the school's ethos influences more abstract areas of personal development such as forming and maintaining relationships, self-esteem and patterns of behaviour. We also offer regular activities and opportunities to our pupils which promote British Values in a more explicit and deliberate way.

### **The British Values are defined as:**

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

At Longford Park School we are committed to actively promoting British values and this forms part of our wider work in school with children in relation to their Spiritual, Moral, Social and Cultural education (SMSC).

At the heart of these values, lie good relationships in which teachers and students work together towards common goals. Much work was already in place to support and embed these values and it is our aim to ensure we effectively share this with pupils, staff, governors and the wider community. These values are integral to our school vision and ethos and are reinforced regularly in a variety of ways.

### **Aims and Objectives**

At Longford Park School we aim to:

- Actively 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
- Encourage pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- Ensure the principles are actively promoted which:
  1. Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
  2. Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
  3. Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
  4. Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
  5. Promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
  6. Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
  7. Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- Protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam Ideology, Far Right/Neo Nazi/White Supremacist Ideology.

### **Roles and Responsibilities**

#### **The AAC and all staff at Longford Park School will:**

- Ensure the fundamental British values are embedded as an integral part of the ethos and culture of Longford Park School
  - Challenge opinions or behaviours in school by students, staff, visitors, volunteers or parents that are contrary to fundamental British values, including extremist views

- Ensure all visitors to Longford Park School are screened to ensure that they do not attempt to promote systems that undermine fundamental British values including extremism or radicalisation
- Ensure that our students understand that living under the rule of law protects individual citizens and is essential for their well-being and safety and that while different people may hold different views about what is “right” and “wrong”, all people living in England are subject to its law
- Ensure all students within the school, regardless of age, have a voice that is listened to
- Demonstrate how democracy works and by developing an understanding of how citizens can influence decision making by actively promoting democratic processes such as electing a school council whose members are voted for by the students
- Reinforce fundamental British values through SMSC programme, PSHE curriculum and the assembly programme
- Ensure that our students are taught a balanced RE curriculum, that is broadly Christian but, which also considers the teaching practices of the other principled religions represented in Britain
- Ensure that our students understand that the freedom to choose and hold other faiths and beliefs is protected by the law
- Ensure that we develop a tolerance and understanding of different faiths, cultures and beliefs by visiting places of worship, inviting speakers to the school and using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- Enable our students to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to our local community and life in modern Britain
- Enable our students to develop and demonstrate skills and attitudes that will allow them to participate fully in the community of the school, e.g. supporting younger children in lessons and delivering extra-curricular activities
- Deliver a balanced programme of assemblies which promote students’ Spiritual, Moral, Social and Cultural development, providing clear guidance on what is right and what is wrong
- Ensure an understanding of the importance of identifying and combatting discrimination, extremism and radicalisation
- Ensure that there are effective risk assessments and screening policies and procedures in place to safeguard and promote students’ welfare against the threat of extremism and radicalisation.

### **Scrutiny of practice at LPS**

During each academic year (usually in the Summer Term), school will conduct at least one audit using the forms on the following pages to identify quality of provision and any areas for development.

## Promoting British Values in Longford Park School

British Value	Description	How may this be observed in the setting?	Examples of how this can be evidenced	How are you showing this British Value?
<b>Democracy</b>	<p>This is about making decisions together. Children should be actively encouraged to express their opinions and value others.</p>	<ul style="list-style-type: none"> <li>• Encouraging the children to make choices</li> <li>• Child initiated play</li> <li>• Child chosen activities</li> <li>• Playing group games</li> <li>• Children contributing to planning</li> <li>• Free flow opportunities</li> <li>• Facilitating opportunities for the pupil's voices to be heard</li> <li>• Core values</li> </ul>	<ul style="list-style-type: none"> <li>• Rolling snack times, offering choices</li> <li>• Opportunities for children to choose activities or resources</li> <li>• Group or key group time</li> <li>• Children's interests to be added to the planning, and next steps included</li> <li>• Opportunities for children to free flow between areas such as inside and outside</li> <li>• Use of Therapeutic Suite etc</li> <li>• At the beginning of the school year, the children vote on who should represent their class within the school council. Unlike some schools, we allow pupils to stand for election again. This reflects an underpinning principle of the Democratic system - "If you do a good job, people will vote for you again! If you don't do a good job, it is not likely you will be voted in!"</li> <li>• Termly school council meetings</li> </ul>	

			<ul style="list-style-type: none"> <li>Regular surveys of parents and carers, pupils and staff inform the School's Self Evaluation and priorities for development each year</li> </ul>	
<b>Individual Liberty</b>	<p>This is about encouraging children to have a positive view of themselves and celebrating differences.</p>	<ul style="list-style-type: none"> <li>Promoting independence</li> <li>Allowing children to take risks</li> <li>Promoting positive self esteem</li> <li>Encouraging children to have their own ideas and share these</li> <li>Encouraging children to show respect to one another</li> <li>Providing safe and supportive environments</li> <li>Pupils making choices</li> <li>Core values</li> <li>Within school, pupils are actively encouraged to make choices - knowing they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to make safe choices through the provision of a safe environment and empowering education</li> </ul>	<ul style="list-style-type: none"> <li>Areas for independence such as dressing themselves or having areas of responsibility such as play leaders etc</li> <li>Risk assessments that have been produced with the children's thoughts added</li> <li>Child led activities; children's work displayed with positive feedback</li> <li>Modelling respect, enforcing golden rules for being kind to others</li> <li>Individual 5 step plans</li> <li>Many of our assembly themes explore issues around individual liberty, for example "Is it good to be different?"</li> <li>Pupils are encouraged to know, understand and exercise their rights and personal freedoms for example through PSCH and e-safety lessons and assemblies</li> </ul>	

British Value	Description	How may this be observed in the setting?	Examples of how this can be evidenced	How are you showing this British Value?
<b>Rule of Law</b>	This is about children understanding the need for, and following social rules and expectations. The importance of laws whether they are those that govern the class, the school or the country are consistently reinforced throughout the school day, when dealing with behaviour and through school assemblies.	<ul style="list-style-type: none"> <li>• Good behaviour charter</li> <li>• Positive reinforcement or praise</li> <li>• Encouraging good routing such as tidying</li> <li>• Giving children ways to deal with their emotions</li> <li>• Helping children to develop self-control</li> <li>• Supporting pupil's in making their own choices in a safe and supportive environment</li> <li>• Helping the children to understand that their right to make their own choices can also</li> <li>• Class rules, school rules, community/country rules</li> <li>• Staff modelling</li> <li>• Core values</li> <li>• Pupils are taught the value and reason behind the laws that govern and protect us, the responsibility that this involves and the consequences when laws are broken</li> </ul>	<ul style="list-style-type: none"> <li>• Each class are involved in developing their own set of "rules/charter" thus enabling pupils to engage in how decisions and laws come about under a democratic system</li> <li>• Charter or rules displayed in every room for the children to follow</li> <li>• Reward and reflection systems</li> <li>• Visual routines in place</li> <li>• Books or activities based around emotions, quiet reflection areas</li> <li>• Assemblies</li> <li>• External visitors and trips</li> <li>• Celebration assemblies linking to our core values; Believe, Belong, Become</li> <li>• Specific roles in society relating to the rule of law are explored in various year groups. For example, EYFS explore the role of police officers and community support officers during their topics and other year groups have talks from local authority councillors etc</li> </ul>	

**Mutual respect and tolerance for those with different faiths**

This is about children respecting their own and others' cultures and beliefs, creating an ethos inclusivity.

- Celebrating different festivals from all cultures
- Being a part of the local community
- Encouraging friendly behaviour and being kind to on another
- Playing alongside on another
- Recognising and celebrating differences between one another
- Staff modelling
- Mutual respect is at the heart of all our aims and code of conduct
- Core values
- At Longford Park School we will actively challenge pupils, parents or staff expressing opinions contrary to fundamental British values, including extremist views. Tolerating and indeed embracing individuals of differing faiths and beliefs enriches our school family by broadening our horizons and exploring our commonalities which are displayed around the building.
- Festivals and celebrations to be included in planning
- Opportunities for children to be part of or visit the local community
- Golden rules to be displayed and followed through
- Opportunity for group play alongside individual play
- Celebrating events or celebrations in a child's life with a positive attitude
- Termly visits to religious places of worship
- Speakers
- Assemblies
- Small group discussions
- Curriculum work