

# FAIRFIELD COMMUNITY PRIMARY SCHOOL

*Aiming for Happiness and High Standards*



*Promoting  
Fundamental  
British Values*

# **PROMOTING FUNDAMENTAL BRITISH VALUES AT FAIRFIELD CP SCHOOL**



## Mission Statement

*At Fairfield Community Primary School, we aim to provide a safe, secure environment which will promote **Happiness and High Standards**.*

*We aim to meet the needs and celebrate the achievements of all pupils, who, through high expectations and high standards of teaching, will reach their own potential regardless of ability.*

*We offer equal opportunities to all in the belief that Fairfield children will take their places as productive, valued and tolerant members of society.*

## Rationale

Our mission statement underpins the work that we do in every aspect of school life. It is our view that its application embodies the requirements of the non-statutory advice issued by the DfE in November 2014 that as part of the school's duty to provide a broad and balanced curriculum, schools should promote pupils' spiritual, moral, social and cultural development (SMSC), and as part of this, schools should promote the fundamental British values of *democracy, the rule of law, individual liberty, and mutual tolerance of those with different faiths and beliefs*. The dangers inherent when such values are not established were set out in the Prevent Strategy 2011.

## Aims

The key aims of our policy are taken from the DfE guidance on SMSC but again match those of our mission statement and daily work within both the published and the "hidden curriculum" at Fairfield CP School.

Through our school ethos we aim to:

- enable pupils to develop self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect rules;

- encourage children to accept responsibility for their behaviour, show initiative and to understand how they can contribute to the lives of those within the school community and beyond;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and democratic processes.

It should be stressed that the DfE guidance makes it clear that there is no requirement for schools to “promote teachings, beliefs or opinions that conflict with their own”. However schools must not promote “discrimination against people or groups on the basis of their belief, opinion or background.”

### APPLICATION

The application of our work in promoting SMSC and therefore Fundamental British Values as defined above, comes through the teaching and learning based upon the published curriculum of the school; the teaching and learning developed through acts of collective worship and collective meetings; expectations and adherence to a set of values encapsulated in school rules annually shared and agreed by the whole school community and then promoted through a system of rewards and, where appropriate, sanctions; and the “hidden curriculum” where children can develop a value system through observing and experiencing the conduct of adults within the school in embodying an ethos aimed at *Happiness and High Standards* for all.

### Democracy

The school is not a democratic institution. The requirement to meet the needs of a “greater good” may mean that many decisions have to be unpopular and

imposed. However, where possible the notion of democracy is taught and experienced through:

- Teaching about democracy. History work about the ancient Greeks and undemocratic life under absolute monarchs; the rise of fascism etc. Many collective worship stories explore how kings, queens etc use power.
- One class topic “Champions for Change” (Y5) is specifically aimed at studying political leadership and understanding decision making processes. The class visit the Town Hall and debate a political position in front of the mayor in the council chamber.
- Children contribute to deciding sets of class rules within the wider school system.
- A school council is given as much decision making power as is viable and its members are elected by class mates. At FCP the council has voted for upgrades to toilets and the installation of our playground furniture. These decisions have budgetary implications in excess of £30,000.
- In 2015.16 children will vote on the learning activities to take place on “Feel Good Friday” and the new reward system within a revised Behaviour Policy.
- Mock elections have been held at times when national events are taking place and children discuss these as appropriate in collective meetings times and at “Circle Time” in class.
- A weekly current affairs TV programme “Newsround” is shown to the school during a collective meeting time and discussion encouraged. Again the implications for people where democracy is not prevalent are sadly obvious e.g. the refugee crisis in autumn 2015.
- Children’s opinions are always valued and in any dispute they have the opportunity to put their case verbally or in writing.

### **The Rule of Law**

The school Behaviour policy is deeply embedded, applied consistently and known and understood by all members of the school community. Parents have the opportunity to comment on an annual basis.

Again the aim of establishing Happiness and High standards encompasses the school's work in this area.

- Pupils understand that school is a place of safety where we want them to be happy and free from any fear. Rules and the establishment of law is essential for this e.g in preventing bullying through our rules “Keep hands and feet to yourself”; “Call other people by their first names”.
- It is also established that high standards of work cannot be attained where there is poor discipline and low or high level disruption in class. Our rules “Do as adults in school tell you” and “always work to the best of your ability” cover this.
- The rules are backed by reward systems for those that comply and sanctions for those who do not.
- Where appropriate the rules are related to national law e.g. internet safety and the use of social media.
- There is an expectation that our school rules apply to any child wearing our uniform even if travelling to or from school. Here again our rules will match with national law and we have no hesitation in involving the police force where adults do not comply.

### **INDIVIDUAL LIBERTY**

It is accepted within our school that the development of independent learners is a key area for development. We work hard at establishing:

- Peer to peer discussion in order to contribute to lessons;
- Providing children with the knowledge of how to be good learners so that they can learn independent of adult support or direction;

- Wherever possible choice is encouraged within areas of school life e.g the dinner band system to make sure that all diners enjoy their food; the variety of reading books within an ability band so that reading matter is not dictated by teachers;
- Collective worship and discussion of current affairs encourage pupils to be grateful for the freedoms we enjoy in this country.
- PSHE lessons encourage children to understand that their bodies belong to them and they have the right to have that privacy protected.
- Collective worship, class discussion and school rules encourage the notion that with freedom comes responsibility. You must not infringe other people's freedom or happiness through your actions. e.g e safety.

### **MUTUAL RESPECT**

This is underpinned by everything that we do. Key school rules are "Treat other people how you would like to be treated" "Treat other people and your school with respect".

Respect for is encouraged through the hidden curriculum:

- Staff will ensure that all children have a voice in discussions;
- Some phrases like "shut up" are banned in school;
- Some traditional forms of respect are encouraged. Adults are allowed to go through doors first; on special occasions e.g. the queen becoming the longest serving monarch, we stand for the national anthem.

- Polite listening is encouraged as a mark of respect as well as a learning tool. From the youngest age the phrase “stop and listen” requires the folding of arms to prevent fiddling and eye contact with the speaker
- There are sanctions for swearing;
- The staff procedure policy makes it clear that adults are expected to lead by example and give respect to children and their parents in the way that they are spoken to. All staff are expected to promote good manners and mutual respect. Our morning register is called using a polite greeting “Good Morning Fred”.
- In the dining hall it is hoped that adults will eat with children and promote polite eating which does not spoil a meal for other diners;
- Our curriculum requires specific respect for the older generation. e.g through studies of the First and Second World Wars; Remembrance Day etc. With older children a visit to Eden Camp includes the implications for the British Values considered in this policy had the Second World War generation not prevailed.
- Songs reflect the school stance e.g “Respect” which stresses individualism and the right to be different.

### **TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS**

Our mission statement requires that children grow up to become “tolerant members of society”. Great effort has to go into this within a school where ethnic and religious minorities are represented (17 different ethnic groups –



Summer 2015) but the great majority of children come from white anglo saxon backgrounds. It is also recognised through anecdotal information, that tolerance may not be always prevalent within our wider society.

Being tolerant is encouraged through the inclusive nature of the school where we aim to treat everybody with equal respect. Our rules establish our expectation:

“Treat other people and your school with respect”

“Call everybody by their first name”.

Racist name calling is rare (one incident in four years) but where this occurs it is logged and reported in line with LA policy.

However we also encourage tolerance through understanding:

- Our act of collective worship takes the word “worship” to its original meaning and is a celebration of all that is “worthy”. As such, messages and stories from the Christian religion are mixed with stories from a wide range of other religions and cultures.
- Our curriculum involves children learning about other countries and cultures through history and geography and RE. e.g. children and staff having rangoli patterns painted on their hands at Eid; making lamps at Divali; using the Chinese New Year as a basis for counting activities in early years classes
- We take every opportunity to have school wide explorations of other cultures e.g Olympic Games and World Cups offer chances for cultures, beliefs and traditions to be understood and celebrated through displays; dance and drama.
- Our discussions show respect for all views as long as they are not to the detriment of others. Where there is a lack of tolerance it is confronted e.g. if a parent objects to a certain subject being taught.

- We ensure that our reading material reflects a wide range of cultures and beliefs from the earliest of ages.
- Where the intolerance of fundamentalism is suspected the situation would be dealt with through established Safeguarding and/or E –Safety procedures. This requires reporting to the Designated Safeguarding Officer and subsequent call to MASH team:- 253 6768.
- Our key policy is to encourage the notion that our school is a family whatever our personal beliefs and backgrounds and that our mission statement promotes the trust and togetherness that overrides differences. This is illustrated by the fact that on our annual visit to the local church, not one child from any of the variety of faiths represented in school chooses not to attend. Another example is a muslim girl wearing a red and white habib to join in the school St George’s Day celebrations.

### **REVIEW**

The Policy will be reviewed annually in line with the Policies listed below or if either national requirements or school circumstances change.

It will also be reviewed in conjunction with any policy related to Safeguarding; Behaviour; RE; PSHE; or SMSC.

### **LINKS**

All school policies;

Promoting Fundamental British Values as part of SMSC in schools - DfE 2014

The Prevent Strategy – Gov. 2011

