



Holly Park School Promoting British Values Policy

Introduction/Rationale

The DfE have 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 by the Prime Minister.

These are values that have a central place in the way our children learn and in the content of our curriculum at Holly Park.

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

Aims

At Holly Park School we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. At Holly Park we take great pride in encouraging all of our children to feel part of, and to contribute positively to fundamental British values.

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject

in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

As a community school we are committed to the development of community cohesion and the prevention of extremism and radicalisation both within our school's physical boundaries and within our local, national and global environments. We are also committed to respond to community concerns or local disturbances in a positive way which supports British democratic society.

Through our provision of SMSC, we will:

- 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 Britain;
- 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 Britain;
- 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.

Promoting British values at Holly Park

At Holly Park British values are reinforced regularly and in the following ways:

Democracy:

- At Holly Park pupils have numerous opportunities to have their views heard through pupil questionnaires and the pupil-elected school council.
- Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

Democracy is evident within the school. Pupils have the opportunity to have their voices heard through our School Council, Eco Council, Learning Council and Healthy Living Council. They also complete annual Pupil questionnaires. School Council representatives in each class are voted for. Each week in each class one 'Star of the Week' Award winner is nominated and voted for by the pupils. Our school behaviour policy involves lots of rewards but our marble jar reward system is based on pupils voting as a class group for their treat. As well as having voting opportunities there are also cases when children are selected by merit for special jobs e.g – Learning council. This is also an important message. Our Curriculum offers many opportunities to discuss democracy – The Romans, The Ancient Greeks. It allows us to consider events in history where British values have been tested – WWI & WW2. Cross curricular literacy work gives

children opportunity to give their views, debate and argue, making well considered points and looking at both sides of an argument. A competitive spirit is also encouraged through our House system – e.g every child competes to earn points for their house at sports day. We have House competitions each term. We have had Y6 children visit the Houses of Parliament for a tour. Our school council has visited the London Assembly rooms several times. Some of our Y6 children have visited the Guardian newspaper and looked at how news stories were put together and the different viewpoints that can be taken.

The Rule of Law:

- Holly Park has a high regard for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our pupils are involved in the creation of school rules to inspire them with this understanding.
- At Holly Park pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their well-being and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law.
- Holly Park organises visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Brigade and our Y6 young Citizens day. are regular parts of our calendar and help reinforce this message.

Individual Liberty:

- At Holly Park we foster a safe and supportive environment where pupils are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.
- Pupils are taught about their rights and personal freedoms and are encouraged and advised on how to exercise these safely, for instance through our teaching on e-safety and PSHE lessons.

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our Anti-Bullying, E-Safety and PSHE lessons. Whether it be through the choice of level of challenge, of how they record their work, how they record and show their homework, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. Our six Holly Park Learning Skills (commitment, reflection, creativity, self manager, team work, enquiry) also help to give the

children a sense of liberty and choice as we are helping them to learn 'How' to learn which we hope will help them be prepared for life beyond Holly Park at secondary school and into adult life.

Mutual Respect:

- Respect forms a core pillar of Holly Park's ethos. Pupils are treated with respect and learn to treat each other and staff with respect.
- This is reinforced through our Behaviour Policy and posters throughout the school promoting mutual respect.

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. This is reiterated through our classroom rules, the High 5, the Holly Park Way as well as our behaviour policy. Pupils are encouraged to have respect for themselves. We have just signed up to become A Rights Respecting school. Whole school projects allow us to consider respect for each other in topics such as Black History Month. Our curriculum allows us to consider respect for our world – Rainforests and deforestation. We take part each year in anti-bullying week. Each year we show respect for others by fund raising for one local, one national and one international charity. We have supported events such as – Children in Need, Sports Relief, Save the Children, Red Nose day, Jeans for genes, Cancer charities, Great Ormond Street etc. Every year we celebrate Harvest and donate goods to Homeless Action in Barnet.

Tolerance of those of Different Faiths and Beliefs:

- Holly Park acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity.
- Throughout the year, assemblies are held focusing on bullying, with reference to prejudice based bullying, and discussion is encouraged.
- Tolerance of those of different faiths and beliefs is supported by the RE and PSHE curriculum.
- We encourage our pupils from different faiths or religions to share their knowledge with their peers to enhance their learning.

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. The school has a high-profile 'Language of the Half Term' that runs throughout the year, linking to languages spoken by our EAL pupils. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Every class makes a visit each year to a place of worship linked to their RE topics. We celebrate other religions and faiths through music – singing songs from different festivals and in different languages. Our Candlelight Concert celebrates different festivals of light.

Celebrating Traditions and Values

At Holly Park we like to celebrate the traditions and customs of all of our pupils. We also celebrate British traditions and customs in quite a big way. Our Year 1 children learn about traditional tales as part of their literacy work. They read lots of British traditional tales. One of our Infant shows was a fairytale based around the 'Gingerbread Man' Our EYFS continue the tradition of learning nursery rhymes and we participate each year in Nursery Rhyme Week. Our KS2 reading challenge that runs throughout KS2 has a wealth of books on offer including stories from other cultures but also containing many British classics. Throughout a school day we encourage orderly systems of lining up and queuing – after break time, when waiting for their lunch. We also try to encourage a traditional family style way of eating at lunchtime with packed lunches and dinners sitting together and younger and older children sitting together chatting as they eat. On a Friday lunchtime children selected by the MTS for their good manners, politeness and positive eating habits sit and have lunch with the Headteacher on a table covered with a tablecloth and decorated with flowers.

Celebrating British Events & Visiting Iconic British Buildings

For the World Cup each class was learning about different countries that were taking part – their culture, language, history, climate etc

In 2012 we marked the Golden Jubilee with a street party in the playground and by planting a tree. In 2012 we marked the London Olympics with curriculum learning. Each class learnt about a sport that was being played. Also each class took an aspect of London to research – transport systems, diversity, The Thames, historic events, landmarks etc

In 2014 at Holly Park we celebrated International Day of Peace – we did poems and posters in class and had several assemblies about what peace means.

In 2014 following on from the Scottish Vote, we talked in an assembly about Britain and the countries that made all of its parts. We looked at each flag and how together they make the Union Flag.

In 2014 for the 100 year anniversary of WWI we have played music from that era in assemblies. On 11th November every year we always have a 2 minute silence in the playground and our Y6 children go to a service at a local war memorial. For the 100 year anniversary we had a special assembly. We had readings and poems about poppies and what they symbolise, we learnt some facts about WWI, we thought about why it is important to remember, we learnt about Remembrance Sunday. Every class at Holly Park made a poppy wreath using the children's hands for the background to the wreath and they made poppies to go on top.

We celebrate London landmarks and key buildings. Our Navigator groups every year go into central London to find out about key buildings. They have been on London bus tours, have been on boat trips on the Thames, visited the Tower of London and on the London Eye.

A Link to Teacher standards

Teacher standards which are monitored through annual appraisal enforce that teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Values

In all schools values should be written through the school as if through a stick of rock. The values which our school endorses are those of:

- Community
- Equality of Opportunity
- Respect
- Humility
- Compassion
- Trust
- Peace
- Tradition
- Forgiveness
- Tolerance
- Friendship
- Justice

These values are ones that are shared by many people in this country and have for centuries been a driving force in our education and legal system and those values have made their mark on our history.

We are fortunate in that we live in a country where the majority of people care about the wellbeing of others, where injustice and cruelty to others appals and where people can be stirred to be compassionate and generous in their support for a good cause. These characteristics have not come about by accident but through our history and experiences as a nation. As a nation we also have deeply held beliefs about the importance of freedom, justice and the rule of law.

It would be challenging to try and pin down how those characteristics have evolved and become part of our being and how over many years governments have tried to enshrine the ideas in law. A recent piece of legislation is the Equality Act.

The Equality Act 2010 has three aims:

- to eliminate unlawful discrimination
- to advance equality of opportunity
- to foster good relations between people

The values that matter and influence public decision making might be summed up by the following list:

1. No one is above the Law; the same rules apply to everyone whether rich or poor.
2. The Monarch is the Head of the Church and together with the House of Commons and the House of Lords they are the supreme authority.
3. Everyone has a right to be treated equally, belonging to a different race or religion should not make any difference. Everyone, whatever their race or religion, should deal with each other in a tolerant and open way.
4. People are allowed to speak freely and to hold their own opinions, even if they are eccentric, as long as no harm results to others.
5. People can buy and sell property, land or belongings, they can sign contracts and have them honoured, without fear of confiscation by the state or other people.
6. Encouragement is given to people to volunteer and to set up organisations that explore the interests and needs of a community. They are able to work out for themselves the best way to operate within the law.

7. Children are helped to grow up happily in a loving, kind and disciplined environment by being part of a stable, loving family and wider community.
8. Learning about the achievements and mistakes of the past and valuing the rights and obligations that have gradually emerged out of the history of Britain.

How do British Values relate to Education?

1. Introducing the concept of law through the development of rules which govern the school. Students, parents and staff agree the rules by which the school is to be run, the rationale for the rules and the sanctions which any failure to uphold will incur.

The school has a clear behaviour policy to which members of the school community have had opportunity to contribute. The school has rules rooted in British values and these are used for each class to agree their individual class understandings.

2. With younger children watching the Queen going to open Parliament can be a starting point for a discussion about how our democracy works and the role of the monarch.

The school has a school council who are actively involved in the decision making process of the school. The School Council visit the London Assembly rooms to engage with about the democratic process

3. Equality of opportunity should be demonstrated in the school systems so that students are confident that everyone in the school has access to what is available.

The school celebrates its diversity at every opportunity and fully engages with Black History Month. Collective worship and assemblies focus on key figures who have positively influenced the drive for equality. The stories of Rosa Parks and Nelson Mandela have featured in recent celebrations. The school has a huge commitment to physical activity for all. The school's teaching of RE helps to provide knowledge and understanding about what people believe and how their faith affects how they live.

4. The importance of free speech is a long held belief and is well illustrated by Speakers Corner in Hyde Park where anyone can go and address the crowd.

Children have opportunity to provide feedback on aspects of the school through questionnaires, pupil voice and school council.

5. Learning about how business and commerce works and as students get older exploring how you manage a bank account, credit cards and interest rates, start a pension and get a mortgage are all valuable life skills which should be a part of a rounded education.

Maths investigations and other mathematical learning draws on skills and knowledge needed to manage finances especially in upper key stage 2.

6. Naming some of the organisations it is possible to join from Brownies to Scouts, choirs, sporting clubs etc. Discussing how they serve their community, what difference do they make, who started the organisation and why?

The school actively encourages children to belong to clubs and organisations and has links with a number of community based activities including Non-stop action and Barnet inter school events.

Every year we choose 3 charities – International, National and Local and the school council considers how we will raise funds. Charities supported have included: Homeless Action in Barnet, The Royal British Legion Poppy Appeal, Red Nose Day, Sport Relief, Cancer Research, Noah's Ark Children's Hospice, Jeans for Genes and Save The Children .

7. PSHE should be beginning to address some of the issues around growing up healthy and well, in body, mind and spirit. Collective worship should provide a time for students to be reflective about their own lives and those about them. Families come in all shapes and sizes and the emphasis is on the care and love that they provide for the individuals in the family. The family may well include a the wider community and so learning to be part of that wider community in a safe way is also a critical part about growing up and learning to read the verbal and non-verbal signals that people give in order to remain safe.

Daily Collective Worship and circle times provide quality opportunities for developing Social, Moral, Spiritual and Cultural dimensions. The school has a clear focus on family values and the diverse nature that family make up can adopt.

8. Learning about the history of Britain and being able to make links and learn from the events of the past to understand the dilemmas and solutions for today's issues.

For the centenary of WWI and of Remembrance the school has demonstrated a high level of engagement and the children displayed incredible empathy. We learn about different civilisations – Ancient Greece and Egypt and also other times in British history – Victorians, WW2 and Tudors.

Extremism and Radicalisation

At Holly Park we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Extremism is defined as the holding of extreme political or religious views. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - physical or verbal assault
 - provocative behaviour

- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organizations

Although incidents involving extremism or radicalisation have not occurred at Holly Park School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. We ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

Our curriculum is "broad and balanced". It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. We strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

The Governing Body has a **zero tolerance** approach to extremist behavior for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

Our role, as a school, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.' Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

If a parent feels that the school is not meeting the requirement for teaching British values, they should contact the school office and request to express their concerns with the Headteacher. Likewise, if there is concern that anyone working at the school is, intentionally or otherwise undermining these values, they should report this to the Headteacher.

Monitoring and Review

It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This responsibility has been delegated to the Full Governors.

This policy will be reviewed annually.

Document Control

Revision History

Version	Revision Date	Revised By	Revision
1.7	Summer 2018	Full fogs	Reviewed, updated & ratified
1.8	Summer 2019	Full fogs	Reviewed, updated & ratified
1.9	Summer 2020	Full gogs	Reviewed, updated & ratified
2.0	Summer 2021	Full gogs	Reviewed, updated & ratified

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		
Chair of Governors	Tim Graveney		

Distribution

Version	Shared with	Date
1.2	<ul style="list-style-type: none">• Staff via school server• Staff via staff handbook (annually)• Staff via training• New Staff via induction meetings• Parents via Website• Governors via meetings	

Review

Date for next review
Summer term 2022