

WESTFIELD PRIMARY SCHOOL

# British Values and Citizenship

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## Our vision at Westfield is...

We want all Westfield children to foster a 'Love of Learning and a Love of Life,' enabling them to excel, be the best they can and achieve the necessary life skills for their future.

## Our mission statement at Westfield is...

We believe in the importance of children engaging, enriching and excelling at school. This allows them to make the very best progress they can in their learning, both academic learning and in learning about themselves, their relationships, making a positive difference in their community and the world in which they live.

The school will build on the qualities and skills which parents have fostered in the child at home. From the beginning, staff and governors will aim to create a caring, respectful and disciplined environment in which each child's well-being is valued and they are viewed as an individual.

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Through our pledge we strive to provide a range of exciting learning and life experiences.

We help all children to grow emotionally and to learn that courtesy, excellent manners, first class behaviour, kindness, consideration and respect for others are very important qualities. We hope all our children will become happy, responsible, kind and independent young people.

Striving for PRIDE in all we do:

**P**ositivity, **R**espect, **I**ndependence, **D**iversity, **E**xcellence



# British Values and Citizenship Policy

This policy consists of 4 key sections:

1. Promoting British Values
2. Learning to Learn
3. School Council
4. Charitable Events

## 1. Promoting British Values

The government defines "fundamental British values" as:

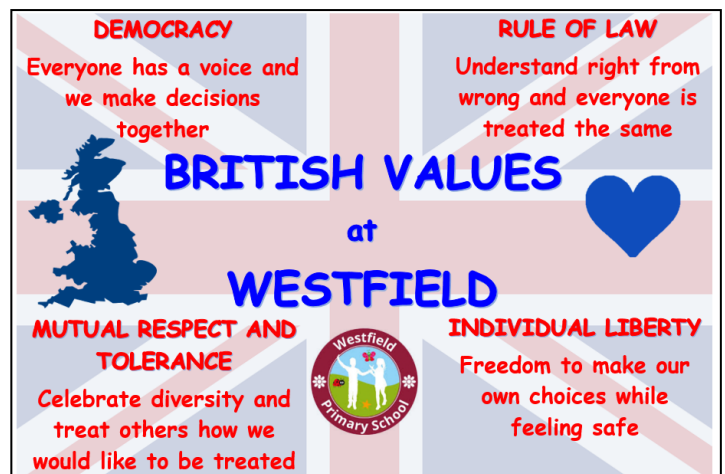
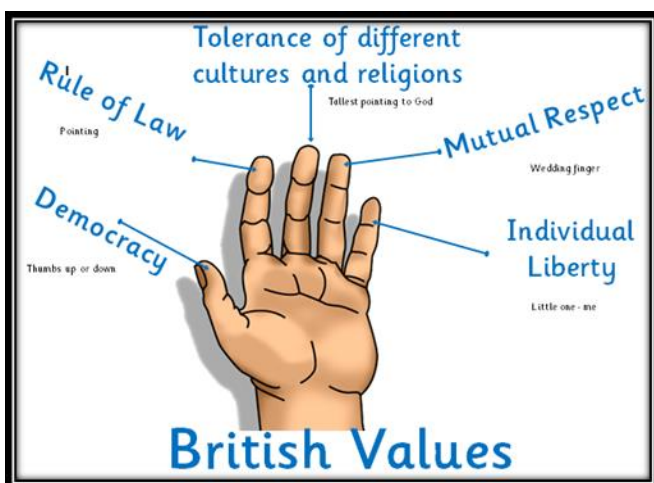
- *Democracy*
- *The Rule of Law*
- *Individual Liberty*
- *Mutual respect*
- *Tolerance of those with different faiths*

*Since 2014, teachers in English schools must promote these British values and their promotion is inspected by Ofsted.*

We see British Values as underpinning what it is to be a citizen in a modern and diverse Britain. They allow us to create environments free from discrimination, intolerance and hate. They help us to challenge prejudice and stereotyping, whilst strengthening relationships within the community. This is evident within school.

Our most recent Ofsted report states: 'The school's caring and welcoming atmosphere is clear and when I talked to parents they confirmed that new pupils, especially from overseas, settle quickly and learn well. This ethos permeates all aspects of school life and underpins pupils' effective personal, social and emotional development.' This emphasises the good behaviour choices of pupils and treating everybody as equal.

Every classroom should have a poster clearly on display for both teaching staff and pupils to refer to:



## **Aims:**

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 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.

As a result, it is expected that pupils will have:

- 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.

## **Provision:**

### **Democracy**

- Democracy is well represented within the school. Pupils have the opportunity to have their voices heard through our School Council (see Section 3 of this policy) and Pupil questionnaires. The elections of House Captains, as well as Head Boy and Head Girl from Year 6 are based on a combination of staff and pupil votes.
- Our Citizenship Lead oversees the organisation of an annual trip to the Houses of Parliament during the Autumn term for Year 5, as well as the celebration of Parliament Week across the whole school, with a focus on: debate, voting, campaigns, and presenting a healthy argument.

- Our school behaviour policy involves rewards and emphasises making positive choices. Through our use of the restorative justice approach, children understand that they have a right to be heard.

### **The Rule of Law**

- 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 Service; Lifeguards etc. are regular parts of our calendar and help reinforce this message.
- At the beginning of each school year, the children take part in creating a class charter which sets out the rules of their classroom, as well as recapping the school and playground golden rules.

### **Individual Liberty**

- 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 provision in a safe environment and empowering education.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and Learning for Life lessons.
- Whether it is through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### **Mutual Respect**

- Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect' (PRIDE).
- Pupils have been part of discussions and termly assemblies related to what this means and how it is shown.
- Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.
- Our use of the restorative justice approach builds an understanding of the need for respectful behaviour towards all members of our school.

### **Tolerance of those of Different Faiths and Beliefs**

- 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 our school ethos (PRIDE) have been followed and supported by learning in RE and Learning for Life.

- The school has a high-profile Celebrating Diversity week that starts each new academic year, linking to different countries, languages, significant individuals and cultures.
- Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.
- Issues of intolerance are dealt with immediately both individually and through whole class discussions.

The 'Westfield Way' rules are used throughout the school for all age groups. They state simply and fairly the behaviour expectations of pupils. This includes verbal and physical behaviour, understanding how to treat other people, as well as property and learning environments. We aim to be positive in our approach, emphasising and encouraging the good behaviour choices that we like to see.

Every classroom should have the rules on display and they should be referred to regularly by staff in a positive light.



Every KS2 classroom should have this unkind words poster clearly displayed:

Discrimination will not be tolerated at Westfield Primary School.

**At Westfield Primary School we do not use words that make other people feel put down, like 'fat', 'gay', 'black' or 'ugly'. If we do, then an adult will have to record what we have said.**

**If we repeat this behaviour there will be consequences.**



British Values are embedded in everything we do at Westfield, but they are taught explicitly through Relationships Education lessons (Learning for Life) developed throughout each year group:

- Respectful Relationships
- Caring Friendships
- Online Relationships

- Families and people who care for me
- Being Safe

These lessons teach, explore and discuss key vocabulary, how and why it is important to show understanding and respect towards others. This includes, but is not limited to: differences, bullying, assertiveness, boundaries, culture, backgrounds, stereotypes, community, authority, happiness, confidence.

## 2. Learning to Learn (5Rs)

“Learning to learn approaches” (also known as meta-cognition and self-regulation approaches) utilise teaching strategies which aim to support learners to think about how they learn by making the process explicit, and in doing so help them become more effective learners through reflection and the application of learning strategies.

Evaluation has shown that these types of approaches have consistently high levels of impact and can be particularly effective for low achieving and older pupils.

At Westfield, our 'R-Force Team' help us to unlock these desired behaviours:

### “May the five be with you”

#### Meet **Risk Taking Robbie!**

This member of R-Force is never scared of taking on a challenge! His special powers are having a go at a task, even if he is not sure he will achieve it straight away and is unafraid of aiming higher than normal with his learning.



#### Here comes **Relationship Riley!**

Children need to be like Riley when working in a team and collaborating about their learning. This means they are thoughtful and considerate to other children’s ideas. Also, Riley is excellent at solving arguments by listening and compromising with others to help rectify a problem.



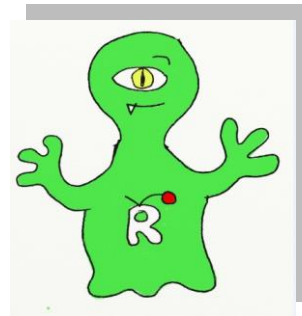
#### Rushing in, is **Reflective Reindeer!**

This is no ordinary animal! Reflective Reindeer is continuously reflective on learning. Reflecting about the previous lesson, during a lesson and at the end of a lesson. This quality can help children create links with their learning and take more ownership over what they are doing.



Resilient by name, resilient by nature: meet **Resilient Ronald!**

After being zapped with a resilience ray gun, Ronald is able to empower children with his bounce back ability power. Children look to him for help when there are distractions in the room or they are feeling like giving up on their task. Ronald assists by reminding children to manage their distractions and to never give up.



Roaring in, is **Resourceful Ruby!**

Ruby has an amazing bank of ideas to assist children in their learning when they get stuck:- look back at the question, highlight any important parts, ask three then me to name a few. Being resourceful, like Ruby, will enable children to try more ideas to help themselves before asking a teacher, which in turn will develop their independence.



Learning behaviours are encouraged and awarded consistently throughout the school in the following ways:

- One prominent learning behaviour per half term (see timetable below)
- The term's learning behaviour character should be visible on English and Maths planning/notebooks daily
- Jigsaw pieces clearly on display in every classroom
- 5Rs posters displayed and referred to regularly during directed teaching time
- 5Rs stickers awarded to children/in books
- 'Marvellous Me' learning behaviour badges awarded each week
- 5Rs dojo points awarded for children taking ownership of their learning
- Character plush toy awarded to a class each week during celebration assembly (one for KS1 and one for KS2)
- Learning Behaviours Week held in Summer Term, which includes focused activities, team building games, character competitions and prizes.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resilient Ronald	Reflective Reindeer	Relationship Riley	Resourceful Ruby	Risk-taking Robbie	Resilient Ronald

### 3. School Council

Pupils will have a powerful voice within school, which is met with enthusiasm and encouragement from staff to put forward new ideas and opinions. Pupils will help to facilitate



action for important issues within school and be key to the decision-making process. Pupils will be respectful within the Westfield democracy.

Each class votes for one boy and one girl to be their School Council representatives for the given academic year. These pupils attend a meeting with the Citizenship Lead fortnightly. They work on a range of issues and projects to improve or develop chosen areas within school. This can include for example: organising charitable events, supporting well-being, and links with the local community. They wear a School Council badge daily, and a tabard at break time, so other pupils are able to speak to them to put forward ideas.

#### **4. Charitable Events**

In line with promoting British Values at Westfield, we understand the importance of learning about and supporting those less fortunate than ourselves, and showing respect towards those who are living in difficult circumstances, often through no fault of their own. These reasons include: illness, poverty, mental health conditions, disability, homelessness, abuse, war.

Below are some of the charity events that we support throughout the academic year, either through monetary or item donation, sponsored activities, or raising awareness in the form of dress-up and themed days:

- Link to Hope charity shoebox appeal - Autumn term. Pupils and staff provide items or money to help fill family shoeboxes with essential items to be sent to vulnerable areas of Eastern Europe.
- NSPCC campaign to keep children and young people safe in the UK - 'Speak out, Stay safe' assemblies and workshops. (organised by our Charitable Events Lead, alongside our Learning for Life Lead)
- Children in Need: Changing young lives across the UK - November.
- Comic Relief (Red Nose Day) is a major UK charity with a vision of a just world, free from poverty - March.
- #HelloYellow day: raising awareness for Young Minds, takes place in school on the Friday closest to World Mental Health Day - 10<sup>th</sup> October (organised by our Well-being Lead)
- Harvest Festival collection for South Woking Community Food Bank - October.
- The Royal British Legion: Poppy Appeal, supporting the Armed Forces community - November.

## Policy

This policy should be read in conjunction with Westfield's Learning for Life Policy. Learning for Life is now statutory across primary schools. 'Citizenship' is not a statutory subject at primary level, however the areas emphasised within this policy demonstrate how and when we teach social skills and taking an active part in the life of their school and local area. Wider evidence of how the fundamental British values are embedded across the school can also be found in each specific Creative Curriculum subject policy and corresponding Progression documents, as well as through:

- Pupil Discipline (Behaviour incl. Anti-Bullying Policy)
- Equality, Diversity & Community Cohesion
- Race Equality Policy
- Able, Gifted and Talented Policy
- Assembly (Collective Worship & Spirituality)
- Curriculum Policy
- Teaching and Learning Policy
- Pupil Learning Policy
- Well-being and Positive Mental Health Policy