



APPLEFORD SCHOOL

BRITISH VALUES POLICY

This policy applies to the whole school, including boarding

The Policy is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This policy also takes into consideration the National Minimum Standard (NMS) for residential special schools (RSS).

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by Dr Peter Gardner (Managing Director), the Advisory Board and Mr David King (Headmaster). The Proprietor will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. The Proprietor recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically.

Policy agreed: September 2024
Date Reviewed: September 2024
Date of Next Review: January 2025

Dr Peter Gardner (Proprietor and Managing Director)

Mr David King (Headmaster and Company Director)

Through our curriculum, teaching and learning and ethos this school will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs, lifestyles and cultures by promoting the values on which our society has been built. By teaching pupils these values we will help all to become good citizens of the UK.

Intent

- To ensure that all develop an understanding of the values which underpin life in Britain.
- To teach pupils to have a mutual respect and tolerance for, and an understanding of the various faiths and beliefs represented in Britain today.
- To ensure that all learn to uphold the rule of law and support freedom, justice and equality.
- To help all understand and value the rich diversity that other citizens from different cultures, religions and backgrounds bring to our national society.
- To value people's differences and respect them including those of different sexual orientation, those with SEND and those of different religious, racial or cultural backgrounds.
- To develop pupils' awareness and tolerance of communities different to their own

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- To value democracy and to stand up for right against wrong.
- To ensure that learners become loyal and patriotic citizens of the UK

Implementation

Democracy: We listen to children's and parents' voices. Our school behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others.

The Rule of Law: We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

Individual Liberty: Within school, children 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 children to make choices safely, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms.

Mutual Respect: Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and children are modelled this by caring, sharing and listening to others. The staff help children to understand how to respect by talking about how actions/words can affect others.

Tolerance of those of Different Faiths and Beliefs: We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year.

Impact: Through our work and partnerships pupils will gain a good understanding of the values that underpin the privileges, rights, responsibilities and duties of citizenship. We will equip young people with the knowledge, skills and understanding to make a positive contribution to the good of our local and national community. We will develop responsible young people who support and positively value community cohesion. Whole school celebrations of British Values will be kept in the British Value file.

Curriculum Links: British Values runs through the whole curriculum and is promoted through our diversity calendar where pupils have an opportunity to celebrate and mark important events from both at home and from across the world. Examples of curriculum links are, PSHE - Health and Wellbeing and Relationships.

Staff Responsibilities: All practitioners and staff working with children must be familiar with the process by which we can at least begin to identify those children who may be vulnerable to radicalisation (See previous section). Understandably, there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children's behaviour, which could indicate they may be in need of help or protection. In particular staff need to be mindful that:

- By focussing on children's Personal, Social and Emotional Development, we will ensure that they learn right from wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.
- We are alert to harmful behaviours by influential adults in the child's life. This may include discriminatory and/or extremist discussions between parents, family and/ or staff members. We will take action when we observe concerning behaviours.
- Staff participate in training to help identify children who may be vulnerable to radicalisation and know what to do when they are identified.
- We will assess the risk of children being drawn into terrorism, and work in partnership with local agencies such as the police, prevent co-ordinators, police practitioners and the LSCB, to take account of local risks and respond appropriately.
- People from any walks of life can be drawn into radicalisation and not necessarily from a particular religion or ethnicity.
- Terrorism is not promoted by any single religion or belief.
- The Prevent duty does not require us to carry out unnecessary intrusion into family life but we are required to take action when we observe behaviour of concern.
- People's dress codes like hijabs, nikabs, abayas and jilbabs are not indicative factors that they are at risk of being radicalised.
- The best way to help children resist extremist views or challenge views is to teach them to think critically and become independent learners.

So, what does this mean in practice and how do we incorporate our understanding of what Prevent means into our daily activities?

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Staff Training and Development: All staff to participate in annual training in Prevent and Safeguarding young children and people.

Democracy: making decisions together

- As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development, all staff can encourage children to see their role in the bigger picture, encouraging children to know that their views count, value each other's views and talk about their feelings, for example when they do or do not need help.

Respect for the Law: rules matter

- Understanding rules matter as cited in Personal Social and Emotional development.
- As part of the focus on managing feelings and behaviour staff can ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour.

Mutual respect and tolerance: treat others as you want to be treated

- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

What is not acceptable:

- Actively promoting intolerance of other faiths, cultures and races.
- Failure to challenge gender stereotypes and routinely segregate girls and boys.
- Isolating children from their wider community.
- Failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- We will follow the recommendations of the Local Authority and ensure staff attend Prevent / County Lines or other recommended training and that this is relevant to the job role in the school.

How does Appleford promote British Values?

- Democracy
- Rule of Law
- Individual Liberty
- Mutual respect and tolerance of those with different faiths and beliefs

We have a duty to promote:

- An appreciation of democracy – local and national government, the right to vote and choose
- An understanding of rules and laws – why we have them, how they govern our school and our country
- The practice of individual liberty – personal freedom and how to exercise it safely
- A belief in mutual respect
- An atmosphere of tolerance

How does this happen at Appleford?

Teaching British Values runs through all subjects and aspects of school life.

- British Values are modelled by all adults involved in the school.
- British Values provide a clear awareness of and a framework for acceptable behaviour against which all choices of behaviour are evaluated.
- British Values are included in discussions, and this is supported by the children having access to our British Values on displays.

British Values: An effective way to help children resist extremist views is to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching. Britain has undergone rapid economic and social change in the last few decades and we live in an increasingly diverse society. We need to teach our children that it is possible to live together peacefully, where each of them is a valuable part of our multicultural world. We recognise that it is important to work closely with parents and carers – to let them know that we will be teaching their children British values as part of our day-to-day

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curriculum. For example: we will promote and teach children and staff to be mindful of:

- Valuing and respecting family.
- Understanding and recognising we live in a multicultural and diverse world.
- Working with parents and carers to ensure values are consistent.
- Learning about the world in which we live and be proud of what we see around us.
- Teaching children to respect the law, learn right from wrong and to have social responsibility.
- Promoting a sense of belonging in our local community.
- Learning about our own and respect other faiths and beliefs, whether theistic, agnostic or nonreligious.
- Understanding each child has a voice and is listened to; they feel important and that their views will be included.
- Promoting what living in a democracy means in practice.
- Teaching children to be kind, helpful and respectful of others;
- Celebrating festivals and marking special days from the world around us;
- Teaching children about compromise – that some of us believe one thing... some of us believe something totally different and that's OK.
- Teaching children about shared values and working together towards a common goal

Within these guidelines we will be helping children to become compassionate, considerate adults and that they will form part of a fair and equal society. Through this policy we will share these values and make sure our staff understand and act appropriately within it. We will at all times share this policy with parents/carers as well as benchmark its content with best practice elsewhere.

Democracy: Children, parents and staff have many opportunities to be heard at Appleford. Democracy is central to how we operate.

- Pupils have the opportunity to have their voices heard through our School Council and this demonstrates democracy in action. The children consider characteristics important for an elected representative and the children vote. The School Council meets to discuss issues raised by the different classes.
- Children are always listened to by adults and taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also their own learning and progress.
- The children choose charities to support throughout the year, discussing and planning fundraising events e.g. prom
- Opinions of parents / carers are welcomed at Appleford

Rules of Law: The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in the classroom, lunch rooms, outside areas and when reflecting on behaviour choices. At the start of each term, we discuss our school rules. These are necessary to ensure that every pupil is able to learn in a safe and ordered environment. Pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

These values are reinforced in different ways:

- Talks with community police officer
- During Religious Education the children look at the rule and laws surrounding different faiths
- During other school subjects, eg. Sport where there is respect and appreciation for different rules

Individual Liberty: We promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment we provide boundaries for our children to make choices safely, for example:

- Choices about what learning challenge or activity they undertake
- Choices about how they record their learning e.g. written computer illustration
- Participation in competitions both internal and external including academic challenges and sporting opportunities e.g. sports festivals, galas and inter-house competitions.
- Children are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely for example through our e-safety/PSHEE lessons, SMSC/British Values.

Mutual Respect and Tolerance for those of Different faiths and beliefs: Mutual respect, tolerance and politeness is at the heart of Appleford aims and ethos. Our children know and understand that they are expected to show respect to everyone, whatever differences they may have.

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The children are also taught to respect the school environment and the world around them. Children learn that their behaviour choices have an effect on the school and society and that they must be equipped with the skills to make the right choices. The children's understanding and respect for different faiths and beliefs are developed through specific aspects of the curriculum such as:

- Religious education lessons through SMSC/PHSEE where we develop an awareness and appreciation of other cultures
- In English through fiction
- In art and music by considering cultures from other parts of the world
- Celebrations and displays of other festivals eg. Diwali, Chinese New Year, Appleford Day

Assessing Risk: We recognise that extremism is defined as the holding of extreme political or religious views. It is a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs. We also include in our definition any calls for the death of members of our armed forces, whether in this country or abroad. We recognise radicalisation as the process by which people come to support terrorism, violent extremism and, in some cases, to then participate in terrorist groups, which can mean leaving their country to pursue this. We recognise that children / young people can be enticed into radicalisation as they are more vulnerable and susceptible to this. They therefore can be drawn into violence or they can be exposed to the messages of extremist groups by many means including online and through social media. Messages, views, ideologies that are extremist can come from parents/carers, family members or friends, and/or from direct contact with member groups and organisations. It can come from staff within an organisation or be brought into our school by many different sources. We understand the following concerns as some indicators of vulnerability in children / young people to radicalisation and ones that are based upon research and from examples of case studies but that there is no definitive list and all these following concerns, indicators, factors and risk indicators are.

to be taken into account:

- Identity Crisis – distance from cultural/religious heritage and uncomfortable with their place in society around them;
- Personal Crisis – family tensions, sense of isolation, adolescence, low self-esteem, disassociation with existing friendship groups, becoming involved in new and different groups of friends, searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration, local community tensions, events affecting country or region of origin, having a sense of grievance that is triggered by personal experience racism, discrimination or aspects of government policy;
- Unmet Aspirations – perceptions of injustice, feeling of failure, rejection of civic life;
- Criminality – experiences of imprisonment, poor resettlement/reintegration, previous involvement with criminal groups.

We recognise the following potential risk indicators identified in the Prevent strategy:

- Use of language seen to be inappropriate (e.g. causing distress or alarm and perceived to be prejudiced, inflammatory, or hateful).
- Noticeable behavioural changes.
- Expression of extreme views.
- Possession of extremist literature.
- Advocating violent actions and means.
- Seeking to recruit others to an extremist ideology.

We also understand these critical risk factors which indicate a possible process of potential grooming:

- Changes in faith/ideology.
- Sudden name change linked to a different faith/ideology.
- Significant changes in appearance.
- Secrecy on the internet & access to websites with a social networking element.
- Narrow/limited religious or political view.
- Attendance at certain meetings e.g. rallies and articulating support for.
- "Them" and "us" language/rhetoric.
- Justifying the use of violence to solve societal issues.
- Isolation from usual friends, family or social groups.
- Sudden unexplained foreign travel
- Parents/carers presenting worrying views
- A staff member, manager, volunteer or visitor presenting concerning views.
- Online exposure and the viewing of online materials seen to be concerning, disturbing, inflammatory, or anti-British in tone.
- Any child or young people/parents/ visitors on school property who you may feel are discussing/providing information to children

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that may be seen as inciting or inflammatory.

- Taking action to remove children from curriculum-based activities or visits on the basis of a view seen to be perceived as linked to an extreme view, ideology or irrational fear.

Within the bounds of what is possible for us as a school setting, we will assess and monitor the risk of school children being drawn into terrorism. We recognise we are in an important position to identify risks within our local context.