



HILLINGDON PRIMARY SCHOOL



'Learning and Achieving Together'

British Values Statement **Incorporating our PREVENT Statement**

[Please click for the DFE's guidance on promoting British values in schools](#)

At Hillingdon Primary School we value the diversity of backgrounds of all pupils, families, staff and the wider school community. It makes our school an exciting, rich and vibrant place to learn together and to learn from each other. Through our curriculum we provide opportunities for pupils to reflect on their responsibilities, rights and privileges. We encourage our students to be open-minded and independent thinkers who have 'a voice' whilst being respectful of themselves and of others in our school, our local community and the wider world.

We are continually fostering a harmonious community and this can be seen in the way our students, staff and community interact together. We are proactive and determined in responding to anything that may challenge this positivity. We make it clear that there is no place for extremism or intolerance through our school policies and our response, when appropriate, to national and international events. We respond collectively as a staff, 'in the moment', to difficult events that may worry our pupils through sensitive, informed conversations that are age appropriate, guide pupils and enable them to reflect and have regard to our values and principles.

PREVENT Statement

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This is known as the 'Prevent Duty'. In simple terms this means we have a responsibility to protect pupils from extremist and violent views the same way we safeguard them from other vulnerabilities. Importantly, we provide a safe place for pupils to discuss any concerns so they better understand how to protect themselves.

The promotion and explicit teaching of the five fundamental British values are a key tool in our commitment to fulfilling our Prevent Duty, in addition to developing critical thinking skills and a strong, positive self-identity.

We also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, and by vetting visitors who come into school to work with pupils.

The five fundamental British values taught are:

1. Democracy
2. Rule of Law.
3. Individual Liberty
4. Mutual Respect - Valuing each other
5. Tolerance of different faiths and beliefs

We recognise that these are important values. They are important values to different communities across the world that also encourage tolerance, fairness and respect. Over time and across all year groups our aim is to teach our pupils to know and understand these values and how to demonstrate them as we prepare our pupils to be active and successful citizens in modern Britain. We do this through an ethos that promotes these values and a curriculum that explicitly teaches them as key concepts that are regularly revisited in different contexts so that pupils gain a greater depth of understanding.

How do we teach the five fundamental British values?

- A. Our school's behaviour policy is underpinned by the five fundamental British values and The Equality Act (2010) with its nine protected characteristics.
- B. The school's [Personal Development Curriculum](#) encourages pupils to 'grow into effective and happy citizens, with a strong sense of their own agency, ready to play their part in the world and in their community'. We use Jigsaw, a planned programme of learning, as a core part of our Personal Development curriculum. The five fundamental British values are embedded throughout the programme, which is enhanced by other linked development opportunities provided for our pupils. *Please see further examples of how each value is taught and lived below.*

1. Democracy - 'Pupil Voice'

- a. Our Behaviour and Anti-bullying policies are based on the importance of all pupils having a 'voice' so that the correct decisions regarding managing both positive and poor behaviour are taken.
- b. Pupils are given formal voting opportunities. For example, Year 6 students represent the pupil body on the Community Council. They are voted in by their peers. We promote a school environment where respectful debates/discussions are valued and encouraged.
- c. Discussions about national and international events, the reading of newspapers (First News) and the regular viewing of Newsround (a news programme specifically aimed at children, broadcast on CBBC) enable pupils to develop opinions and use their 'voice' to make a positive difference.
- d. Pupils with an EHCP contribute to their person centred EHCP review meetings and their opinions are shared in the most appropriate and meaningful way possible.
- e. The principles of democracy are explored in the whole curriculum e.g. turn taking, sharing, negotiating, assertiveness and collaboration, as well as during assemblies and special projects.

2. The Rule of Law - The need for rules to ensure a community is a happy, safe and secure environment to live and learn/work.

- a. Our Behaviour and Anti-bullying policies are followed consistently by staff so that pupils learn in a calm and orderly community. They help pupils to distinguish right from wrong and understand school rules. Staff guide and support pupils in developing their understanding of school rules and why they are important. They are clear about what action should take place if rules are broken. We guide pupils to make the right choice and to learn from their mistakes.
- b. We take part in National Anti-Bullying Week and Safer Internet Day. These important messages are a constant theme in our Personal Development curriculum.
- c. Achievements are celebrated both in lessons and in our weekly Celebration Assembly and rewards are embedded into our school culture and ethos.
- d. Through our Personal Development curriculum students 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 organisations such as the Police and Fire Service help strengthen this message.

3. Individual Liberty - Protection of your rights and the rights of others.

- a. We recognise the importance of The Equality Act (2010) with its nine protected characteristics.
- b. We pride ourselves on a school culture and ethos that builds respect, tolerance and resilience.
- c. Both in and out of lessons students are actively encouraged to make the right choices, knowing that they are in a safe and supportive environment.

- d. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, through our Personal Development curriculum. Our Personal Development curriculum includes: Personal, Social and Health Education (PSHE) including Relationships Education (RE), Health Education (HE) and Relationships and Sex Education (RSE). Relationships Education and Health Education are compulsory for all pupils in primary education. In Year 6, stand-alone sex education lessons are taught with parents/carers' permission.
- e. We have a robust anti-bullying culture (refer to Anti-Bullying Policy and Behaviour Policy).
- f. Staff work to promote pupils' self-esteem and positive sense of self throughout the school day and in the wider community so that they are enabled to speak out.
- g. Pupils are encouraged to take responsibility for their behaviour and are supported to learn to make safe choices that enable them to grow as individuals and reach their own potential in all aspects of their learning.
- h. Vulnerable pupils are supported to make appropriate decisions and staff ensure that adults supporting them are doing so with the pupils' best interests.

4. Mutual respect

- a. Respect is one of the core values of our school. Our pupils know and understand that it is expected that respect is shown to everyone, children and adults, and this is reiterated through our classroom and learning rules.
- b. The Behaviour and Anti-bullying policies state that all staff must accelerate any concerns about bullying or physical aggression to the Co-Principals so that action can be taken immediately and the seriousness of it is recognised.
- c. Through our taught curriculum pupils are helped to acquire an understanding of, and respect for, their own and other opinions, cultures and ways of life.
- d. School assemblies address what respect means and how it is shown.
- e. Staff and pupils are expected to challenge prejudicial or discriminatory behaviour. All such incidents are recorded.

5. Tolerance of those of different faiths and beliefs

- a. As part of their Religious Education curriculum our pupils have an opportunity to share their Beliefs and Values. Pupils of different religions are encouraged to share their knowledge of their faith to enhance learning within classes and the school. It is important that our children are able to share their own personal life experiences as these are a fundamental part of their identity. The more they understand about each other the more we build tolerance and understanding among our community and the more our pupils feel they belong at school. It is important that each child feels special for who they are and that includes their chosen faith or their family's choice not to follow a faith.
- b. The Religious Education curriculum is mapped and sequenced so it covers the strands: Beliefs and Values, World Religions and at least one non-faith ([Hillingdon Primary School - Religious Education \(RE\)](#)).
- c. Religious celebrations are recognised and discussed in lessons and assemblies.
- d. Through the Personal Development curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and different family situations.
- e. Links and visits are promoted with local faith communities and places of worship.

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