

British values at Stroud Green

There is a government expectation for schools to enforce a clear and rigorous promotion of British values, which we encapsulate in our vision and through the implicit and explicit school curriculum.

At Stroud Green Primary School and Rainbow Nursery, we believe passionately that we should include in a positive way all the children and families within our community. We hope that no child is ever denied access to anything that the school has to offer. We want children to understand about working with others and about responsibility towards the community. From the earliest years we want to make clear that tolerance and understanding of different faiths and beliefs is important. This is embedded in our curriculum and in our wider learning and teaching. It underpins all our activities.

These values are promoted through all areas of school life and they are modelled by staff. They are reflected in the displays in school and in the activities that take place. Children are rewarded for behaviour that enshrines these values and in the classroom and in our extended provision and clubs. Tolerance for others and positive co-operation is prized. Pupils also learn these values through the formal curriculum especially in PSHE and through the SEAL curriculum.

We target our special needs funding and make good use of our pupil premium in our efforts to overcome inequality.

The Rule of Law

Within school, we recognise the importance of Laws, whether they are those that govern the class, the school, or the country. These are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies.

Challenging discrimination

We are keen to encourage children to develop self-confidence and self-worth and to be proud of their identity and heritage. We allow time for children to reflect on different lifestyles and to ask questions about their learning. We make clear that they should challenge inappropriate and harmful ideologies and that they should not allow themselves to be made uncomfortable by the comments of others.

Children help set the class rules at the beginning of the year and are made aware of the importance of following rules within the community

As a school with a rich and thriving diverse community, we aim to promote community cohesion and to generate respect for others. We have created a curriculum around the interests of children and their parents and carers and have ensured that they recognise their role as emerging citizens. We aim to ensure that no-one in the school community is disadvantaged as a consequence of their age, disability, gender and gender identity, sexual orientation, ethnic or national origin disability or religious beliefs. We plan assemblies that enshrine school values, either through the lives of inspirational people, through commemoration of special days such as Remembrance Sunday, national events or through simple stories that have a moral tenet. We make the most of exploring Black History Month and anti-bullying week and we include many religious festivals in the curriculum frame.

We reflect different religious festivals and we celebrate the role of Britain in the world's history.

We share with children the understanding that being British in the twenty first century is about living in harmony with a wide range of people from many backgrounds and appreciating the uniqueness of everyone.

We work with the charity, Renaisi, and their family support workers to support and encourage parents and children from ethnic minority groups but also to help them to realise their potential within the wider school community.

Curriculum

As the basis of all our learning, we spend time and resources in deepening emotional and social learning. We have found over the years that children who have secured confident and competent social skills make outstanding learners.

We deliver a rich curriculum that has been adapted to meet the needs of our community. Our Big Questions have helped us to create a personal curriculum that reflects and enhances our own school development. Children are encouraged to share the width of experiences they have and to recognise that they live in a world community that is linked by developments in travel and by the range of technology. We are enriched by the faiths of our school community and the outlook of those of different faiths or of none. We teach an inclusive religious curriculum based on SACRE guidelines. The shared values that religion brings can promote synchrony with core British values.

The topics and lessons in the school curriculum were redesigned carefully to provide a rich learning experience that has a profound and positive influence on children's learning. Whilst focusing on these in class subjects, children are also encouraged to take part in a wide range of after school clubs. These are set out to mirror children's interests and all are monitored carefully to ensure that they reflect the school's ethos. The clubs are also used to reinforce co-operation and positive competition, where appropriate.

Children are introduced to democracy and choosing from the beginning of their school career. They are encouraged to see that opinions can be fundamental in changing decisions, however small. They learn about choosing and letting others have space to talk and give their opinion. Older children do have formal lessons about democracy and recently the children took part on a full scale election to coincide with the General Election.

Pupil voice

Children take part in class assemblies and share with parents and carers the things they have learned, be it through speech, drama or dance. They are encouraged to own the assembly by writing scripts and sharing their own narrative. They support one another in their performance

We have an active School Council which discusses a range of topics and who feed back to their individual classes. Recently they have been instrumental in getting particular taps in the toilets mended; they have given input to dinner menus and discussed the curriculum.

From Early Years onwards children's interests and enthusiasm are reflected in the classrooms. They are all expected to make decisions and choices but within a supportive school framework.

Extremism

The school is aware that, in common with all schools, we need to be conscious of and vigilant when it comes to extremist attitudes or behaviour. All staff know that they need to report to senior leadership any concerns that they have.

Our lettings arrangements include a careful check on anyone using our premises and assurances that the activity reflects our ethos.

Our overriding aim is to teach children to be resilient to extremism. By making sensible decisions and asking probing questions, they can deal carefully with materials and opinions they encounter.

Our e-safety policy makes it clear that material that young people use must be suitable. Our work with all parents helps us to work alongside them to keep their children safe from extremist and unsuitable views.

We work tirelessly to show that British culture works best in a spirit of trust and respect and we aim to promote this very aspect in all that the school does.

Reference DfE -00679 2014

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