



## CRINGLE BROOK PRIMARY

### **Promoting British Values at Kingsway Community Trust schools**

#### **Democracy**

- We provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- We encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- We help pupils to express their views
- We model how perceived injustice can be peacefully challenged

#### **Rule of Law**

- We ensure school rules and expectations are clear and fair
- We help pupils to distinguish right from wrong
- We include visits from the police in the curriculum
- We develop restorative justice approaches to resolve conflicts

#### **Individual Liberty**

- We support pupils to develop their self-knowledge, self-esteem and self-confidence
- We encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- We actively challenge stereotypes
- We implement a strong anti-bullying culture

#### **Respect and Tolerance**

- We promote respect for individual differences
- We help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- We challenge prejudicial or discriminatory behaviour
- We organise visits to places of worship
- We develop links with faith communities
- We discuss differences between people, such as differences of faith, ethnicity, disability, etc



### **Democracy**

Weekly philosophy time takes place in year 1 and 2 where the children express thoughts and feelings in a non-judgmental way. There is a strong emphasis on oral communication throughout the curriculum and around the school. We value pupil voice and take termly surveys. We have consulted the children with regards to the Outdoor grounds developments. We take children on local and further afield trips and promote appropriate positive behaviour for trips.

### **Rule of law**

Our behaviour policy is understood by all the children and used consistently by all adults in school. It is a visual tool using a traffic light system. It is based on a system of rewards and consequences but also putting things right when the wrong choices are made. For individual pupils we use a positive report to encourage pupils to make the right choices. During the topic on People Who Help Us, the children were visited by the Police and Fire Service. We use specific nurture interventions to support children who need extra help with regards to appropriate responses to a range of situations.

### **Individual liberty**

In PSE lessons, a range of stories are used which explore dilemmas, conflict and resolution and the children are actively involved in making decisions and giving their opinion about the story line. The school ethos is very strong and shared and understood by adults and children. The children in all classes take responsibilities very seriously for the monitor jobs around the class. The nurture programmes, which target individuals and small groups, develop self-esteem and confidence.

### **Respect and tolerance**

There is a wide range of parental support and involvement opportunities including stay and play sessions and weekly coffee mornings. There is a very strong range of support and provision for children who are new to learning English and an expectation that they will make rapid progress in this area. In the topic of 'Ourselves', the children explored similarities and differences between those in the class and were able to verbalise these confidentially. The school is starting to develop community links with faith groups, and they have been used to support assemblies and visits. We have celebratory open events for parents for key religious festivals, to encourage understanding of our diverse community.

This statement should be used in conjunction and with reference to section 19 of the Safeguarding Policy - Preventing radicalisation and violent extremism.