

British Values and the Prevent Strategy

At Westminster Community Primary we are learning with, from and for others to ensure that our school is a community where:

- We are lifelong learners
- We have high expectations of ourselves and each other
- We understand the importance of developing teamwork, independence and self-esteem
- Communication and respect underpin all that we do
- Everyone is valued and encouraged to reach their full potential in a purposeful and stimulating environment
- We strive to develop academically, creatively, personally, physically, morally and spiritually
- We monitor and evaluate our progress to help us to celebrate our successes and find ways forward to improve and develop together
- We understand that our strength comes from the links we build with others within and beyond the school community

We aim to develop in our pupils:

- An enthusiasm for learning and an enquiring mind that is open to new experiences and change
- A strong knowledge of self and confidence & pride in their individuality
- A full understanding of being healthy
- A sense of what it means to be part of and contribute to their community
- Respect for the environment
- An ability to set goals and have future ambitions

Our work is underpinned by our school rules and the characteristics of a good learner

The government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. We promote these values through our own school values, our curriculum and our extra-curricular activities.

In 1989, governments across the world promised all children the same right by adopting the UN Convention on the Rights of the Child. The convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to and are treated fairly. See link below: http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf

Value	How We Promote It
<p>Democracy Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</p>	<ul style="list-style-type: none"> • We have an elected School Council. This is used as an opportunity to promote and teach about democracy and the electoral process. • We encourage the children to think of others and take on roles and responsibilities. We have online safety officers, eco-officers, a head boy and head girl team and sports ambassadors. We support a range of charities throughout the year and have linked schools in USA and Uganda. • The beginnings of democracy are taught through historical research of the Ancient Greece civilisation. • Democracy is also promoted through additional PSHE lessons and assemblies. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others and the responsibilities that come with these rights.
<p>The rule of law Article 19: Governments must do all they</p>	<ul style="list-style-type: none"> • Our Behaviour Policy is reviewed each year and includes full details of our school rules and systems and procedures. • Through our school assemblies, circle time and PSHE children are

<p>can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents and anyone else who looks after them.</p>	<p>taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult.</p> <ul style="list-style-type: none"> • The local police officer / PCSO visit the school to talk to the children and explain about their role in society. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.
<p>Individual liberty and mutual respect</p> <p>Article 2: The Convention applies to everyone whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 15: Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p>Article 30: Every child has the right to learn and use the language and customs of their family, regardless of whether these are shared by the majority of people in the country where they live.</p> <p>Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<ul style="list-style-type: none"> • Our Behaviour Policy is reviewed each year and includes full details of our school rules and systems and procedures. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • SEAL has specific units which support our work throughout the academic year and these are: New Beginnings; Getting On and Falling out (including a specific focus on anti-bullying); Going for goals; Good to be me; Relationships and Changes. • Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside organisations such as the NSPCC, as well as through the PSHE curriculum. • Each year we have a Futures Day where we invite a range of visitors from a variety of backgrounds to talk about their careers.
<p>Tolerance of different faiths and beliefs</p> <p>Article 14: Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p>	<ul style="list-style-type: none"> • Our Behaviour Policy is reviewed each year and includes full details of our school rules and systems and procedures. • Tolerance of different faiths and beliefs is promoted through the Religious Education work. Children learn about different religions, their beliefs, places of worship and festivals. This is supplemented by assemblies (Key Stage and whole school), which also mark and celebrate significant religious festivals such as Ramadan and Diwali. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Our staff and governors understand their duty to safeguard children from radicalisation and extremism and understand that extremism can take many forms.

What is the Prevent strategy?

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes.

How does the Prevent strategy apply to schools?

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence.

Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

What does this mean in practice?

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent Strategy.

These include:

- Promoting the Spiritual, Moral, Social and Cultural development of pupils, as well as British Values.
- Developing critical thinking skills and a strong, positive self-identity
- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments

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, or by vetting visitors who come into school to work with pupils.

Different schools will carry out the Prevent duty in different ways, depending on the age of the children and the needs of the community.

FAQs

Isn't my child too young to learn about extremism?

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect. The school will make sure any discussions are suitable for the age and maturity of the children involved.

Is extremism really a risk in our area?

Extremism can take many forms, including political, religious and misogynistic extremism. Some of these may be a bigger threat in our area than others.

We will give children the skills to help protect them from extremist views they may encounter, now or later in their lives.

Where to go for more information

Contact the school

If you have any questions or concerns about the Prevent Strategy and what it means for your child, please do not hesitate to contact the school.

See our policies

You will find more details about radicalisation in our safeguarding policy, available on our website. We also have information about Spiritual, Moral, Social and Cultural development and British Values on the Curriculum section of our website.

External sources

The following sources may also be useful for further information:

Prevent duty guidance: for England and Wales, HM Government

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

Frequently asked questions, Prevent For Schools

http://www.preventforschools.org/?category_id=38

What is Prevent? Let's Talk About It

<http://www.itai.info/what-is-prevent/>

KEY TERMS

Extremism – vocal or active opposition to fundamental British Values such as democracy, the rule of law and tolerance of different faiths and beliefs

Ideology – a set of beliefs

Terrorism – a violent action against people or property, designed to create fear and advance a political, religious or ideological cause

Radicalisation – the process by which a person comes to support extremism and terrorism