

Headington Quarry Foundation Stage School British Values Statement

The DFE have introduced a statutory duty for schools to promote British values more actively. The five fundamental British values of **democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs** are already embedded in the 2014 guidance for Early Years Foundation Stage . The Counter Terrorism and Security Act places a duty on schools and providers 'to have due regard to the need to prevent people from being drawn into terrorism' (the Prevent duty) .

Headington Quarry School is committed to serving our families and embraces the multi-cultural, multi-faith and ever- changing local community. The school understands the vital role it has in ensuring that children and families are not subjected to intimidation or radicalisation by those wishing to unduly influence them.

Headington Quarry School follows equal opportunities guidance to ensure there is no discrimination against any individual or group whatever faith, ethnicity, culture, gender, sexuality, political or financial status . School staff and governors are determined to model, promote and reinforce British values for all children and families.

The five key British Values are embedded in the ethos, principles and practice at the school. Here each value is exemplified to show some of the ways in which HQFSS seeks to demonstrate , affirm and encourage British Values.

Democracy : *making decisions together*

Headington Quarry School is a learning community for adults *and* children and we believe that every individual is a valid contributor who has a right to be listened to. We actively support children to develop a positive sense of self, by gaining a sense of who they are and what they can contribute by having choices and expressing their thoughts and feelings whilst beginning to understand the need for boundaries. We use stories, Persona Dolls, real-life events and play scenarios to encourage reflection, within our carefully considered PSED curriculum.

The rule of law: *understanding rules matter*

Expectations of behaviour are developed by staff and children together to enrich their experiences at school. These are consistently modelled across the school, explained in context and reinforced as necessary. The approach is outlined in our Behaviour Policy for staff and families as children are starting to distinguish right from wrong within a school environment. An example for adults is that we have a no mobile phone policy within the Safeguarding Policy which is explained to parents and visitors consistently. For children we use stories, Persona Dolls and real-life situations to discuss the need to be kind, thoughtful and fair whilst learning the impact of the consequences to themselves and others. By discussing conflict issues and friendship problems children will have good models of listening, making compromises and learn how to manage their emotions whilst problem solving together.

Individual Liberty : *freedom for all*

Children are supported to learn to make choices in a considered way which demonstrate value for themselves and start to consider the rights and feelings of others. Children's views are respectfully listened to and staff help children begin to understand other's perspectives. Children will develop a positive sense of self with an increasing confidence in their own abilities for example with risk taking and trying out new experiences . Staff encourage children to use the language of feelings and responsibility, using the opportunity to reflect on differences and understand we can have different opinions and feelings to someone else .

Mutual Respect and tolerance: *treat others as you would like to be treated*

Our school community is fortunate in having a rich diversity of faiths, beliefs, cultures and languages. A key priority for staff is getting to know each child and their parents as well as build up a wide knowledge of the local community. This is then used for planning a relevant and meaningful curriculum for all. A wide range of festivals, dress and languages are an integral part of the provision which lead to discussions about similarities and differences between children and families. Everyday practice reflects our Equalities Policy and our Behaviour Policy to challenge intolerance, gender stereotyping and is clear about challenging behaviours that are not in-line with fundamental British values.