

Larwood School

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WHAT WE KNOW ABOUT OURSELVES-PROMOTING BRITISH VALUES: 2017 - 2018

Government legislation introduced in 2014 led to an increased emphasis on promoting British values to all pupils, as part of our spiritual, moral, social and cultural development program. Having placed a strong emphasis on moral values and being a responsible member of the Larwood school community, we had already established a strong base in this area. We continue to review where we believe our strengths and weaknesses are within this program and this has helped to clarify what we need to do next, alongside what we need to continue to maintain. Such provision may be via the formal curriculum or via more informal opportunities such as play, lunchtimes, additional events including charity based days and trips and visits.

HOW WE DO THIS, WHAT ARE OUR STRENGTHS AND WHAT NEEDS MORE DEVELOPMENT?

INFLUENCING DECISIONS MAKING THROUGH DEMOCRATIC PROCESSES.

This is promoted via the school structure that enables pupils to have a voice and make choices as part of the day to running of the school, as well as long-term change and decisions that may affect them. We do this by:

- Promoting class debate around subjects and choices
- Electing school council members and having pupils speak to members of the Leadership Team/Chair of the Governing Body about ideas and choices
- Pupil opinion is sought regularly and in a variety of ways. This includes how they are taught, what food is available, play equipment, where trips may go to and how they are helped to improve their work and behavior
- The school curriculum looks at how some people and countries replicate our beliefs and how some don't and how tolerance is essential for this

We know that we need to continue to develop the idea that although many aspects of change can be managed via opinion, sometimes, a decision has to be made on the evidence available and that lots of people may have differing opinions. This can cause anxiety and confusion during periods of change (think Brexit)



THE LAW AND HOW THIS PROTECTS PEOPLE, WITH CLEAR REFERENCE TO WELL BEING AND SAFETY

We make it clear that there are laws (rules) that work at school, in the community and across the country. Alongside these there are also consequences and rewards. Again, this is embedded via our day to day interactions, as well as assemblies, PSHE, and curriculum. We promote this by:

- Having clear behavior management policies for staff/parents etc and ensuring that pupils are clear about our rules and sanctions. The behavior ladders and reward ladders are displayed throughout the school and referred to regularly.
- Assemblies promote and remind pupils about such values and our points system and consequences are applied fairly and consistently.
- We have an excellent relationship with our local Police and Fire service colleagues. They visit to speak to pupils about general and specific issues.
- The curriculum enhances reference to laws where relevant and helps pupils to understand the rules that they have to follow whilst not at school.

INDIVIDUAL LIBERTY AND MUTUAL RESPECT

This is closely related to law and our ethos and values are driven by the idea of mutual respect that allows us to have the freedom of choice when following rules and laws. We do this by:

- Promotion of rules and laws alongside consequences, that allow schools, communities, families and countries to work, play and enjoy various environments.
- The promotion of the fact that actions have consequences.
- Assemblies, lessons, play times and all that we do is underpinned by a points system that is supported by a culture of working together to get things right.
- Making the right choice can be difficult but rewarding in many ways.

We will maintain our day-to-day interaction with pupils to reinforce the idea that all people should be respected, that laws are there to serve us all and we all have the right to be safe.

TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

As our intake varies greatly, both during the year, and from year to year, we ensure that curriculum provision, assemblies, PSHE and a range of activities support and extend knowledge and understanding this area. Views are discussed from a historical (For example, World War II) and topical context. Where views are expressed that need deeper discussion,



they take place with support and guidance and visits are arranged to different faiths that help to break down perceived barriers and perceptions.

We continue to be very aware of perceptions that exist with regards to different cultures that may not be particularly prevalent within the Stevenage and North Herts area, as well as maintaining a close eye of the political climate and some view that may be generated via such debates.

Please note that we use the following to support and develop our curriculum and understanding of British Values:

Chris Quigley - Essential Curriculum

1Decision - PSHE program supporting pupils using video scenarios to consider decision and consequences of such decisions.

