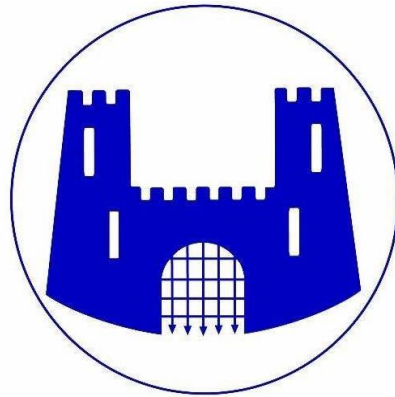


Ludgershall Castle Primary School



Democracy and Values Policy 2023

Our shared vision for Ludgershall Castle Primary School is of a happy, vibrant learning community, improving together. We are working with pupils, parents, and the wider community to create the supportive atmosphere of trust and mutual support in which we all thrive.

'Learn, Have Fun, Succeed' are carefully chosen words that encapsulate the aims of our school.

- ☆ We want learning and teaching to be fun for all
- ☆ We 'have a go' and try our best; we celebrate our successes
- ☆ We want to care for and respect everyone in our school; everybody matters ∂ We want school to be a safe place for everybody
- ☆ We know that learning is for life, not just for children
- ☆ We all want to be good citizens



Vision

At Ludgershall Castle Primary School, we have the following vision for Democracy. We are committed to promoting positive experience to all students, their families and members of staff and governors. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all individuals - both directly and indirectly.

This policy is a guide to all staff - including non-teaching and governors - outlining Ludgershall Castle Primary School's approach to democracy. It should be read in conjunction with other relevant school policies.

Our Intent

At Ludgershall Castle Primary School, we aim to:

- Uphold the protected characteristics of the Equality Act 2010
- Develop responsible, respectful, and active citizens who are able to play their part and become actively involved in public life as adults.
- Develop and deepen pupil's' understanding of the fundamental values of democracy, individual liberty, the rule of law and mutual respect and tolerance.
- Promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative and that individual characteristics make a person unique.
- Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability gender reassignment, race, religion or belief, sex, or sexual orientation.

Our Implementation

This policy aims to ensure all staff take responsibility to promote the importance of democracy and inclusion, however key members of staff have specific roles to play:

- | | |
|--|--------------|
| • Pastoral Staff including ELSA and Family Support Advisor | Mrs Oakley |
| ▪ Designated Safeguarding Lead | Mr Bridewell |
| ▪ Deputy Designated Safeguarding Lead | Mrs Linforth |
| ▪ SENDco | Mrs Warren |
| ▪ Mental Health Champion | Miss Morris |
| ▪ PHSE Subject Leader | Mrs Linforth |
| ▪ Democracy Champion | Miss Morris |

Teaching about democracy

The word democracy comes from the Greek words "demos", meaning people, and "kratos" meaning power; so, democracy can be thought of as "power of the people": a way of governing which depends on the will of the people. It maintains law and order which we all have to follow as they help keep us all safe. It also provides freedom of speech where we have the right to say what we think about something as long as we do not say anything hurtful to others and it helps achieve equality.

Democracy goes hand in hand with British values and is only possible when the fundamentals of both subjects are learnt. Democracy will never be achieved without citizens demonstrating core values.

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum, No Outsiders: Everyone different, Everyone welcome programme. As a school we also get to embrace special events and awareness weeks which help to raise the profile and support our children to look after their mental and physical health. These include Mental Health Day, Children's Mental Health Day, Safer Internet Week, Anti Bullying Week, UK Parliament online tours and workshops and NSPCC events amongst many others.

We will follow the guidance issued by the PSHE Association to prepare us to teach about democracy alongside mental health and emotional health safely and sensitively <https://www.pshe-association.org.uk/> Incorporating this into our curriculum at all stages is a good opportunity to promote students' development of becoming responsible, respectful, and active citizens who are able to play their part and become actively involved in public life as adults. It also presents an opportunity to develop and deepen pupils' understanding of the fundamental values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges.

Alongside weekly PSHE lessons, children will also have the opportunity to experience UK parliament workshops in KS2 and termly lessons which follow the No Outsiders: Everyone different, Everyone welcome programme. The values will also be celebrated during our weekly celebration assemblies and award winners of the week will be recognised for their participation in upholding these values.

Our Values

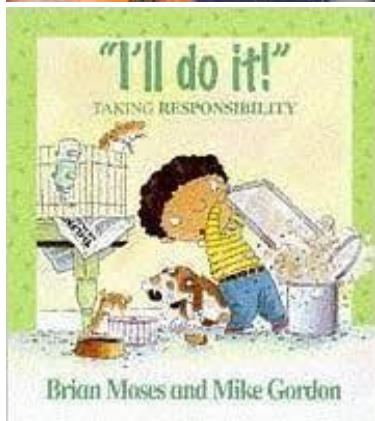
At School we have 14 core values; information of which is displayed around the school and in the classrooms. Each week we have been featuring a different value in the school newsletter and Mr Bridewell has been reading a related book to each class in their assemblies. Here is the full list of our values along with the book that has been chosen on each topic.



Aspiration - Mae among the stars, by Roda Ahmed

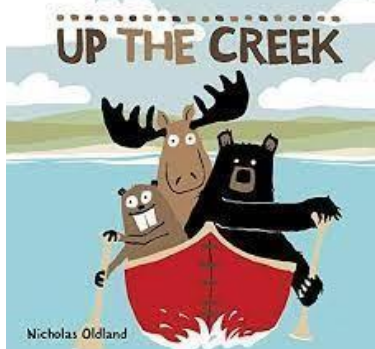
When Little Mae was a child, she dreamed of dancing in space. She imagined herself surrounded by billions of stars, floating, gliding, and discovering. She wanted to be an astronaut. Her mom told her, if you believe it, and work hard for it, anything is possible."

Little Mae's curiosity, intelligence, and determination, matched with her parents' encouraging words, paved the way for her incredible success at NASA as the first African American woman to travel in space.



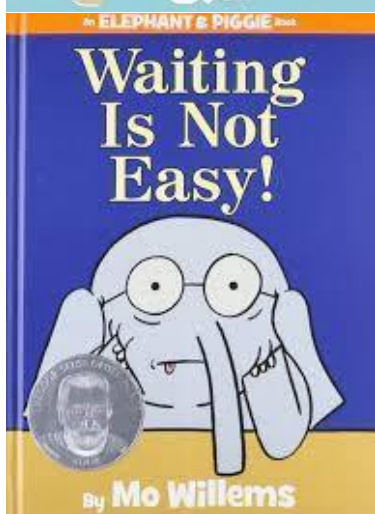
Responsibility - I'll do it, by Brian Moses

This classic picture book explains to young children why it's good to be a responsible person. From keeping their room tidy, making their own bed to looking after younger siblings and pets and taking care of their possessions, like their PE kit.



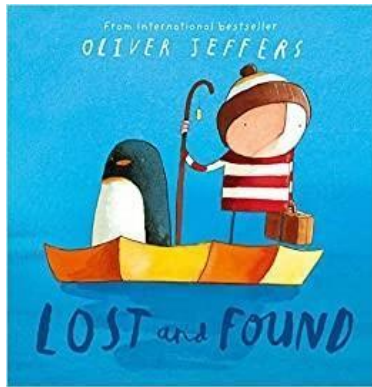
Cooperation - Up the Creek, by Nicholas Oldland

At its core, this is a fun, contemporary fable that champions the importance of teamwork, cooperation and communication while also promoting the joys to be found in nature, specifically the wilder parts of the outdoors.



Patience - Waiting is not easy, by Mo Williams

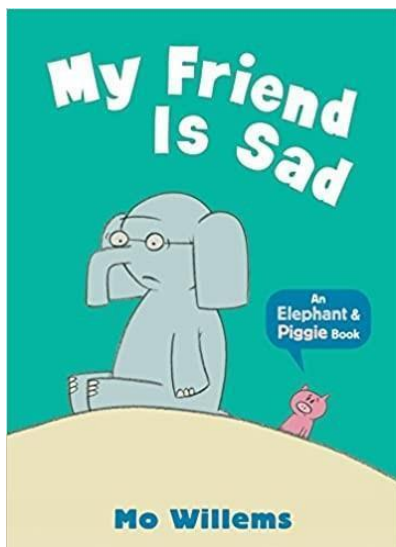
In Waiting Is Not Easy! Piggie has a surprise for Gerald, but he is going to have to wait for it. And wait. And wait some more...



Friendliness - Lost and Found, by Oliver Jeffers

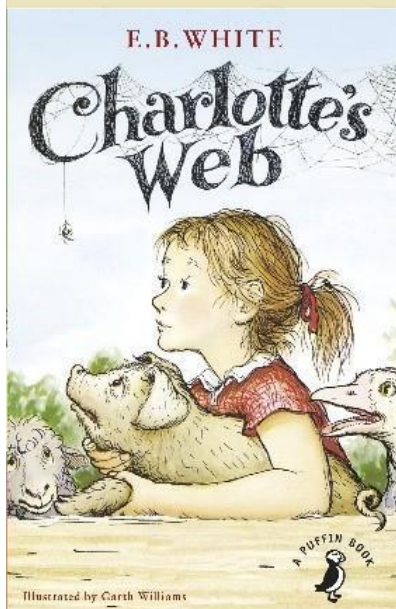
There once was a boy...and one day a penguin arrives on his doorstep. The boy decides the penguin must be lost and tries to return him. But no one seems to be missing a penguin. So, the boy decides to take the penguin home himself, and they set out in his rowboat on a journey to the South Pole.

But when they get there, the boy discovers that maybe home wasn't what the penguin was looking for after all...



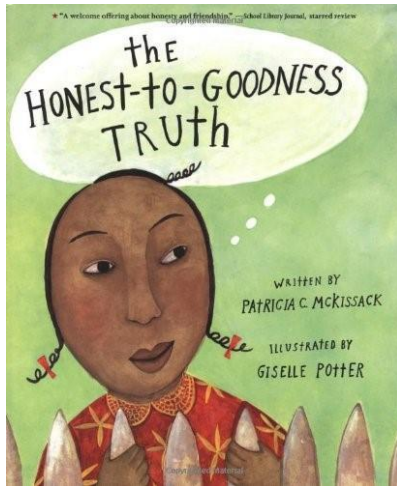
Loyalty - My Friend is Sad, by Mo Williams

Gerald is careful. Piggie is not. Piggie cannot help smiling. Gerald can. Gerald worries so that Piggie does not have to. Gerald and Piggie are best friends. In *My Friend is Sad*, Gerald is sad. How can Piggie be happy if Gerald is sad? Told entirely in speech bubbles with a repetitive use of familiar phrases, this highly original book is perfect for children just learning to read.



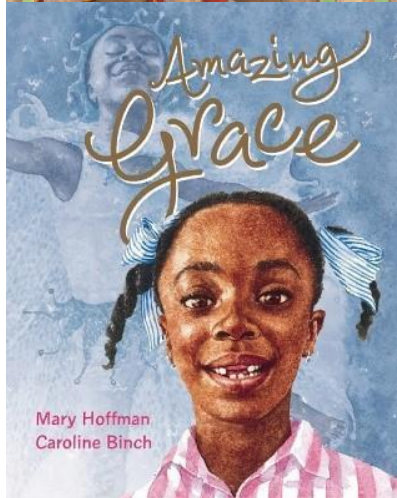
Helpfulness - Charlotte's Web, by EB White

Charlotte's Web has become one of America's best-loved children's books. For fifty years, this timeless tale of how a little girl named Fern, with the help of a friendly spider, saved her pig Wilbur from the usual fate of nice fat little pigs has continued to warm the hearts of readers everywhere.



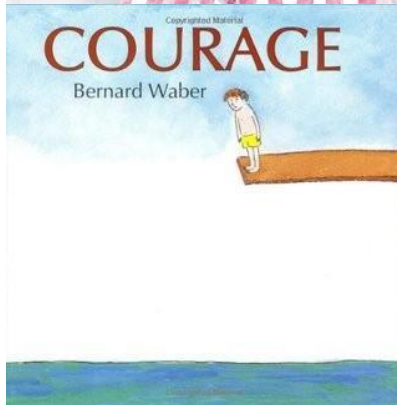
Honesty - The Honest-to-Goodness Truth, by Patricia C McKissack

"Tell the truth and shame the devil," Libby's mama has told her. So, whatever is Libby doing wrong? Ever since she started telling only the truth, the whole world seems to be mad at her. First, it's her best friend, Ruthie Mae, who gets upset when Libby tells all their friends that Ruthie Mae has a hole in her sock. Then Willie gives her an ugly look when she tells the teacher he hasn't done his homework. It seems that telling the truth isn't always so simple. Can Libby figure out what it really means to be truthful and make amends?



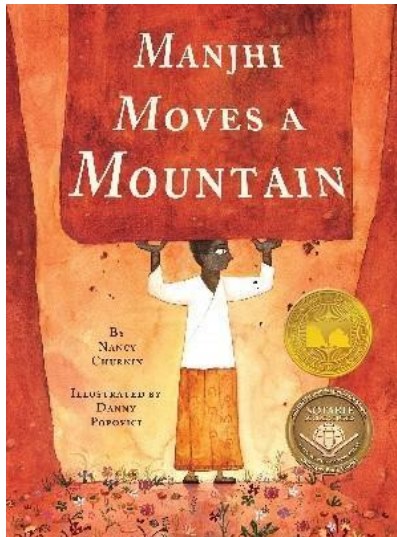
Enthusiasm - Amazing Grace, by Mary Hoffman

Grace loves to act out stories. Sometimes she plays the leading part, sometimes she is 'a cast of thousands.' When her school decides to perform Peter Pan, Grace is longing to play Peter, but her classmates say that Peter was a boy, and besides, he wasn't black... But Grace's Ma and Nana tell her she can be anything she wants if she puts her mind to it...



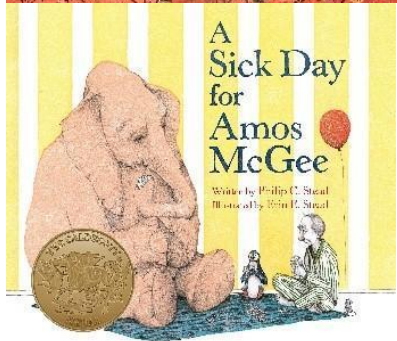
Courage - Courage, by Bernard Waber

There are many kinds of courage. Big acts of courage and the everyday kinds that normal, ordinary people exhibit all the time, like "being the first to make up after an argument" or "going to bed without a night-light." Bernard Waber explores the many varied kinds of courage and celebrates the moments, big and small, that bring out the hero in each of us. Now a lap board book.



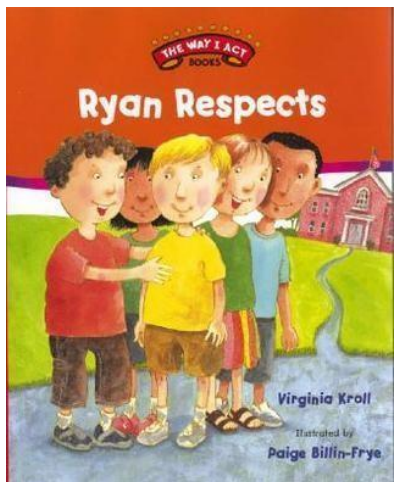
Determination - *Manjhi Moves a Mountain*, by Nancy Churnin

Dashrath Manjhi used a hammer and chisel, grit, determination, and twenty years to carve a path through the mountain separating his poor village from the nearby village with schools, markets, and a hospital. *Manjhi Moves a Mountain* shows how everyone can make a difference if their heart is big enough.



Thoughtfulness - *A Sick Day for Amos McGee*, by Philip C. Stead

Friends come in all sorts of shapes and sizes. In *Amos McGee's* case, all sorts of species, too! Every day he spends a little bit of time with each of his friends at the zoo, running races with the tortoise, keeping the shy penguin company, and even reading bedtime stories to the owl. But when Amos is too sick to make it to the zoo, his animal friends decide it's time they returned the favour.



Respect - *Ryan Respects*, by Virginia L. Kroll

Ryan is fast like a cheetah, but his friend Doug is not. After they get timed in gym, Doug comes in behind everyone else. "Doug the Slug," chants Ryan and he gets a lot of laughs. Doug is upset but Ryan doesn't notice.



Kindness - *Be Kind*, by Pat Zietlow Miller

What does it mean to be kind? When Tanisha spills grape juice all over her new dress, her classmate contemplates how to make her feel better and what it means to be kind. From asking the new girl to play to standing up for someone being bullied, this moving and thoughtful story explores what a child can do to be kind.

School Council and Subject Ambassadors

The school has two school councillors per class across year groups 1 to 6. Regular meetings are held throughout the term with the headteacher. We are very proud of the decisions our School Council make and the impact councillors have on our school. Each class from Year 1 elects two councillors to represent their class on our School Council. School Council Meetings allow the children to have a say in how our school improves. School Newsletters are frequently used to pass on information from School Council Meetings. There are also 2 Subject Ambassadors who work with the subject leaders to help feedback and develop the chosen subject who then report back to the wider school community via school council meetings.

No outsiders: Everyone Different, Everyone Welcome

No outsiders: Everyone Different, Everyone Welcome resource and framework teach the Equality Act (2010) to primary school children. No Outsiders was written by Andrew Moffat (MBE), a Deputy Head Teacher in Birmingham. The approach uses assemblies and story books to teach children about all aspects of difference and diversity. These principles are promoted in the Equality Act (2010) and are in line with the British Values. The programme aims to provide a whole school approach that promotes and celebrates difference and diversity and create an environment where children feel happy and excited about living in modern Britain.

UK Parliament Education Online Workshops

The workshops are for KS2 pupils and last approximately 1 hour. They are delivered by staff from the UK Parliament via Microsoft Teams. Each session is designed to be broadcast live and students will have discussion opportunities in relation to the content. Workshops include:

Introduction to UK Parliament

In this session pupils will learn about the work and role of the House of Commons and the House of Lords. They will learn about the difference between UK Parliament and Government, the work of MPs and members of the House of Lords, how laws are made and how they can get their voices heard.

Laws and debating

In this session pupils will be introduced to how laws are made and who makes them. They will explore laws that can affect us all, follow the progress of a Bill through the House of Commons and the House of Lords, and take part in a virtual debate.

Virtual 360 Tour

In this session, pupils will virtually visit UK Parliament with an interactive guided 360° online virtual tour. They will explore rooms inside The Palace of Westminster with a personal guide on a journey to democracy. Discovering how the UK Parliament works empowers students to get involved and be active citizens.

Our Impact

A Whole School Approach

In accordance with The Department for Education we aim to actively promote democracy and British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The Key Values are democracy, rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs.

Britain is a multicultural society. We believe that it is essential for children to develop an understanding of a variety of cultures. As a school we are working towards improving our provision to meet this objective. We aim to help children grow into people who respect and care for all people.

Disclosure

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive, and non-judgemental.

All disclosures should be recorded and shared with the Designated Safeguarding Lead.

Confidentiality

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support. The child protection and safeguarding policy should be followed in this instance.

Working with parents and carers

If it is deemed appropriate to inform parents, there are questions to consider first:

- Can we meet with the parents/carers face-to-face?

- Where should the meeting take place - some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present - students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to the pupil's record and a Care Plan created if appropriate.

Supporting parents

We recognise the family plays a key role in influencing children and young people's cultural experiences and emotional health and wellbeing; we will work in partnership with parents and carers to promote these by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems.
- Ensuring parents are aware of special religious celebration days or awareness events which are celebrated during term time through our weekly school newsletter.
- Highlighting sources of information and support through our communication channels (website, newsletters etc.).

Policy Review and Evaluation

This policy has been reviewed and discussed by all staff and the Governing Body.