

Roberttown CE (vc) J&I School Governor School Visit Record

Name: Helen Wells	Date: 8 th February 2023	
Purpose of visit:		
<ul style="list-style-type: none"> To collect evidence of British Values and cultural capital in practice at school 		
Structure/Timetable of the visit:		
1:45pm-2:30 Meet with groups of KS2 children		
3:00-3:15pm Meet with Mrs Baker		
Key Staff to see:		
Position	Name	
SENDCo	Mrs Baker	
Key Questions/Issues for Governors to explore:		
<ul style="list-style-type: none"> How does the school promote Fundamental British Values of; democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs when; <ul style="list-style-type: none"> Curriculum planning? Responding to need? Promoting engagement? How is the cultural capital of our pupils celebrated and enhanced in school? 		
Governor's Observations/Evaluation		
<ul style="list-style-type: none"> In discussions with groups of pupils, pupils were able to name most of the protected characteristics in law; offering age appropriate responses in which they explained that you can't treat someone unfairly because of their race, gender, beliefs, gender, disability etc. School policy explicitly references and protects those characteristics to ensure groups and those associated with them are treated equally. Subject leaders have worked hard to ensure the curriculum provides a range of representation of groups and activities that expose pupils to a range of experiences and viewpoints, such as learning about the Paralympics in PE, and displays around school reflect this. Children talked at length about the school ethos and values of Friendship, Trust, Endurance, Thankfulness, Forgiveness and Peace, and how these fit into school life and their experiences. They were able to describe how The Good Samaritan story fits with fundamental British Values and give examples of how they act this out, and how it's celebrated in school. Children described various ways that prejudice is challenged and tolerance is promoted; in the school rules, anti-bullying week activities, what they learn in class and through debates, the Befriender system, in assemblies; such as the Stephen Hawking collective worship the previous day (where children recognised special talents to offer despite difference). Some children described how teachers were good at asking questions that made you think about whether a situation is fair or right. Children described that they have learned about democracy in their lessons, but that they also run democratic systems in school when they elect School Councillors, Eco Councillors to present arguments for decisions they have voted on, taking part in class debates, and how these skills transfer to how they interact in the playground. They described how there are school rules but that classes also write their own class rules together so that everyone gets a say and is invested in them. Children were able to describe the rules around safe use of technology, what happens in online safety week and Safe Use of Technology contracts that they and their families sign. Children explained that they knew what to do if they saw something inappropriate or upsetting. They were able to say this is more difficult at home but what they had 		

learned at school meant they were able to make decisions on how to act when unsupervised.

- Children described enjoying the Carry My Story project, working with and getting to know children from another local school with a different demographic. They explained that the fun activities and pen pal letter writing to their partners at Headlands School meant they had made new friends that they might not have met otherwise.
- Children were particularly moved by recent visits to school by a holocaust survivor, Liesel, who shared her memories with the children so that they could grasp a first-hand human experience. They were particularly touched that Liesel felt able to forgive the wrongs that had been done to her and described her as inspiring.
- PSHCE and RE curriculums have fundamental components of learning about other groups of people, tolerance, respect and getting along. More learning on these themes features in the rest of curriculum, eg learning about political issues and human rights in history.
- Children said they felt safe in school and gave examples of online safety and also how they have practised routines for emergency situations such as fire drills and lock-ins. They described rules that are in place to minimise accidents in the school environment, such as walking indoors, unless it is part of a PE lesson. They said they know who to talk to if they feel unsafe, worried or upset, and knew the difference between a minor issue, such as a friendship issue or feeling stuck in their work (and approaching a befriender or classmate for help) and a serious issue that needs help from an adult in school. Children explained that classrooms have a worry box that teachers routinely check, which is where they can share something that is bothering them on a note (anonymously if they wish) so that the teacher can address it, but explained this would not be used for an urgent issue.
- Some older children were able to describe what individual liberty means; that you can believe and do and say what you want and that its OK to be different, as long as it doesn't hurt anyone else, damage anything or break the law. They gave the example of persecution of Jews by Nazis in WW2 as a belief that was harmful to others and wouldn't constitute as liberty of beliefs. They had learned this in history lessons and discussed whether it was right or wrong.
- Mrs Baker reiterated much of the positive work happening that had been described by pupils. She gave examples of how these attitudes are evident in every day school life but also in special events such as comradery in sports day and the respect and compassion shown to a holocaust survivor.
- Mrs Baker described how equality, Fundamental British Values and protected characteristics are built into the school's policies, but also how it permeates curriculum in all the subjects and other activities such as collective worships, special events and visits such as Carry My Story.
- Mrs Baker explained that subject leaders are mindful of representation within their subject and work hard to consider how to expose pupils to underrepresented groups' experiences and experiences that would be atypical for our demographic; learning about and celebrating other faiths, cultures and ways of life.
- Cultural capital of the school and community is promoted in various ways in school, with a strong emphasis on celebrating the 'identity', traditions and strengths of the local area. This includes celebrating various spiritual festivals in school and in the local community, with close links to the church and residents, working with the Roberttown in Bloom group, learning about local history, taking part in interschools sports competitions and events such as concerts through the Spen Trust. This said, the school also aims to expose pupils to other cultures and traditions, including minority groups in the school; learning about and celebrating a range of belief systems, promoting community links and cohesion through projects such as Carry My Story, school trips to new places; to build links, promote tolerance and raise awareness

outside of the Roberttown 'bubble'. Teachers discuss current issues (nationally and globally) with pupils in an age-appropriate way, encouraging debate and understanding of the world in which we live. Children are encouraged to reflect on what their responsibility is in relation to issues considering questions such as what can I do to help? or what would I do if...?

- Homework is often designed to work on issues around British Values, or experiences that enhance the understanding and appreciation of cultural capital which helps children to discuss these issues with their family too, eg interview a family member about their memories of different members of the royal family, or ask an older relative how faith traditions have changed over the years.
- Mrs Baker explained that data is routinely collected from pupils through pupil voice surveys about attitudes and how they feel in school. This is considered with other information from data recording systems such as CPOMS to inform targeted action that addresses any issues with particular individuals or groups, as well as gaps in the curriculum.
- All staff and governors undertake Prevent/Extremism and mandatory safeguarding training and understand what to look for and how to act on concerns.

Culture observed in the school

- The pupils have a good understanding of what the fundamental British Values are and what they mean. They are able to give examples of how they learn about them in the curriculum and other school activities, as well as explaining how they link to the school ethos and flagship story of The Good Samaritan.
- When spending time in school it is evident that pupils demonstrate tolerance, respect and kindness in the way that they interact and get along with each other, and that this is modelled by staff. Pupils are confident that when an issue does arise, they have the skills, strategies and support to resolve it quickly and fairly.
- Staff are proactive in their approach to promoting fundamental British Values, cultural capital and the SMSC diet offered to pupils, keeping themselves informed on current issues and accessing training, and forward planning from pupil voice data and curriculum review.

Any Key Issues Arising for the Governing Body:

- Issues in conflict with fundamental British Values are reported in the Headteacher's Report, such as, incidences of bullying or online safety issues. Online safety and appropriate use of technology by pupils out of school continues to be a worry for school staff. How pupils use technology and what they are exposed to (particularly in gaming and social messaging apps) at home is difficult to control. The school continue to work hard to educate pupils and parents about online safety but this should be continually revisited and planned for.
- As a school community we need to be aware that our demographic is relatively limited, so providing exposure to and experience of diversity to our pupils is important to enhance their awareness and interaction with other groups and communities.

Action Following Governing Body Meeting:

- HW to share Equality, Fundamental British Values and SMSC training materials from Ian Ross to other governors as a reference for governor visits-especially useful for the 'culture observed in the school' section of governor visit reports.

- Governors to routinely consider questions relating to equality, fundamental values and culture in their subject visits to continue to collect evidence of how these areas are interwoven in the school ethos and every day school life.

Signed:H Wells.....Governor