

Friar's Grove Primary School



Teaching and Learning Policy

Approved by:	Curriculum and Pupil Related Committee	Date:
Last reviewed on:	January 2025	
Next review due by:	January 2026	

Aims

This policy aims to:

- › Explain how we will create an environment at our school where pupils learn best and love to do so
- › Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- › Promote high expectations and raising standards of achievement for all pupils in our school
- › Involve pupils, parents and the wider school community in pupils' learning and development

Our School Vision and Mission Statement

Growing minds and hearts for a whole world of opportunities



An engaging curriculum and effective learning will establish strong roots of knowledge, skills and understanding.



A welcoming and inclusive ethos will nurture and grow excellent personal and social skills.



An appreciation of our world and its diversity will enable our children to branch out into the global community.

Our school vision is an amalgamation of the input of all stakeholders, including school staff, children, parents/carers and Governors. The vision is reviewed yearly by the School Leadership Team, to consider whether it needs to be altered as the school develops.

Once the vision of the school was clear, school staff then worked on the mission statement – what approaches would maximise our chances of achieving our vision?

We will:



Ensure maximum progress and retention of learning and grow reflective, enthusiastic learners willing to go 'above and beyond'.



Design and deliver a broad and engaging curriculum relevant to our school and our children's future world.



Embed a welcoming, inclusive school ethos, enabling all to 'Thrive' and supporting children and families through vulnerable times.



Nurture a sense of pride and self-reflection in children, families and staff, developing the skills of resilience and empathy to grow a happy, harmonious and healthy community.



Develop opportunities to appreciate the wonder of our world and its rich diversity through new experiences, different environments and study of people and places near and far.



Ensure all children, regardless of disadvantage or vulnerability, aim high and strive to do their best, so that they have the greatest number of choices and opportunities as they go out into the world.

Our guiding principles

In order to achieve our school vision, school staff consider research, considering all the latest findings, advice and new ideas in education. These approaches are considered in the light of what we understand about our children and our school, and which would be beneficial to introduce at the current time. In this way, we can allow new approaches to embed and be successful. These are the principles that we follow at our school:

- **That the curriculum needs to be knowledge based, to ensure that all children, especially those who may be disadvantaged, gain the knowledge and vocabulary they need to do well.**

Gaining knowledge and vocabulary allows children to take part in further and future learning. This deepens their understanding of the world and of themselves. Talking about what they have learnt develops their communication skills and self-confidence and improves their understanding and written work. Using the knowledge in activities and tasks develops their skills, concepts and interests.

- **That the curriculum needs to be designed with our children in mind and allows them to study fewer things in greater depth (rather than rushing through a too-full curriculum)**

Our curriculum is ambitious and linked to what our children in particular need. We want to allow children to build their knowledge across the school years, returning to and building on previous learning, so that by the time they leave us they will have developed the knowledge, concepts and skills which will be most useful for their future study and for their personal development. We offer regular recall activities, so that this knowledge is embedded in the long-term memory.

- **That learning is best understood when it is broken down and taught in chunks, taking account of prior knowledge and cognitive load and where strategies are used to ensure everyone is thinking.**

Teachers teach with an end result in mind. They use what the children already know and they are clear about what they want the children to remember, understand and be able to do by the end of a unit of work. The teachers break down and sequence this learning so that it is manageable for their class. They understand the principles of cognitive load (appendix 1) and apply these to their approaches. They ensure that all children are thinking in a lesson by using strategies such as cold calling, shoulder partner discussions, show-me boards and lolly lotto.

- **That children learn best when they feel safe, happy and accepted.**

We ensure that the ethos of our school is calm, friendly and welcoming. We take our safeguarding responsibilities seriously and have robust systems in place. Our Behaviour Policy encourages positive learning behaviours, and our approaches allow children to reflect on their

behaviour, repair and restore. We develop positive relationships with children. We are an inclusive school and work hard to accept and include all children, whatever their need.

- **That teachers teach best when they work in an environment that champions teamwork, personal development and trust.**

Teachers work at their best when they have the respect, understanding and support of the whole school team, including the Senior Leadership Team and children's families. As a school we encourage questions and concerns to be raised in a positive way. Teachers are aware of 'how we do it here' as this gives security and consistency but also know that they are trusted to develop and investigate a new approach and report back on its effectiveness. Senior Leaders take workload and well-being into account when making any decisions and take into account staff views when introducing new approaches and expectations. Leadership is shared and delegated across the school, with all teachers having a whole school subject leader role, alongside their teaching role.

- **That learning is most powerful when it is linked to the children's own lives and the lives of others and when it involves real experiences and high-quality stories.**

All humans are innately interested in themselves and other people and we use this interest to help the children reflect on how their learning relates to them and their lives and to encourage empathy for the lives of others. We plan memorable experiences to develop a love of learning and give our children experiences that they may not otherwise have. We use the power of books and the internet to help children learn about different eras, ideas, people and places, while also increasing their learning within a subject, vocabulary and reading skills.

Roles and responsibilities

School Governors will:

- Offer challenge and support to the school on their teaching and learning strategies, curriculum and pupil outcomes.
- Scrutinise information on teaching and learning, curriculum and outcomes shared in termly Curriculum Committee meetings and termly Full Governor meetings and ask questions to aid their understanding and to challenge the approaches chosen.
- Participate in agreed approaches for monitoring and report back findings in Governor meetings.
- To champion and support the work of the school and the approaches to teaching and learning when interacting with other stakeholders.

School leaders will:

- Co-ordinate and oversee the development, use and effect of teaching and learning approaches and ensure there is staff meeting and/or management time to discuss approaches and undertake monitoring / planning / group work.
- Share expectations clearly and trust staff to carry out tasks and new approaches.

- Revisit expectations to ensure they are understood and approaches are consistent across the school.
- Lead the development of the school curriculum.
- Work collaboratively with school staff, give opportunities to share points of view and negotiate approaches.
- Delegate responsibilities and tasks to individuals, groups and working parties across the school.
- Monitor the effectiveness of approaches to teaching and learning and the curriculum by monitoring outcomes, children's work, lessons and children's feedback.
- Act quickly where there are concerns.
- Consider workload and well-being in all decisions.

Subject leads will:

- Develop the curriculum in their subject according to agreed whole school approaches.
- Model best teaching in that subject.
- Monitor learning in that subject and report back on outcomes.
- Be aware of strengths and weaknesses in the teaching of the subject and have a plan in place to develop the subject.
- Use research to understand the latest approaches in the subject.
- Give up-to-date advice on teaching and learning in that subject.
- Ensure there are adequate resources for the subject and manage the budget to give good value for money.

Class teachers will:

- Use the agreed approaches to teaching and learning.
- Show a willingness and desire to continuously improve their practice, by making time to reflect on the effect of their practice, discuss teaching and learning approaches, respond to feedback and learn from colleagues and research.
- Plan in collaboration with year group partners and follow the whole school curriculum.
- Adapt approaches and the curriculum so that every child is included, makes progress and experiences success.
- Support and encourage every child to engage in their learning and make progress, despite any additional need, trauma, mental health concern or challenging behaviour.

Learning Support Assistants will:

- Support the teacher in delivering the curriculum and know their role in the classroom.
- Support all children in the class to make progress by assisting in classroom management and positive learning behaviours, giving individual explanations and encouragement, working with small groups and supervising the class in the teacher's absence.
- Work with individual children and groups to revisit basic skills and previous learning, with the aim of reducing the gap between them and their peers.

- Report back to the teacher on any class or child they have worked with, especially where there are concerns or a break-through in their learning.
- Support and encourage every child to engage in their learning and make progress, despite any additional need, trauma, mental health concern or challenging behaviour.

We encourage children to show our school values:

- I will have **ambition** to always do my best.
- I will show **integrity** and be proud to make the right choice.
- I will **respect** myself, other people and everything in our world.

We hope that Parents and Carers will:

- Understand and support the school's approaches.
- Make sure that children arrive at school on time and ready to learn every day, unless illness prevents them.
- Communicate using the same respectful approach that they would expect from staff.
- Take an interest in their child's progress by attending meetings and opportunities to share work and projects.
- Let the teacher know if they are concerned about something.
- Support their child to complete homework and to read at least 4 times a week.
- Instil in their children an understanding of the value of learning and encourage them to follow the school values at all times.
- Work with the school to overcome any concerns.

Our Approaches to the Learning Environment

Our latest understanding of the classroom environment which is most likely to encourage optimal learning is:

- A tidy, uncluttered, well-organised classroom, with systems, resourcing and labelling which are understood by the children.
- Working wall displays for English and Maths, which are interactive, referred to regularly and reflect the current learning.
- Muted colours used in displays which are in the children's eye-line when the teacher is teaching, to minimise distraction from learning (this is especially important for children with sensory processing issues).
- Displays reflect and celebrate other learning, especially in science, PSHE, RE, other subjects and help the children to recall the learning.
- Displays promote a positive approach to learning and behaviour and other reminders which the teacher feels are useful to the class.

Teachers decide how they would like to arrange desks in classrooms, to best suit their class and style of teaching. Desks may be moved for different activities.

When deciding on seating arrangements, teachers allocate children to desks and will usually change allocations each half term. Teachers consider the children's current attainment, behaviour for learning and friendships. The principles of the Kagan approach are used and children are put into a pair with a child of a different standard of attainment. We call these pairs 'shoulder partners'. We have found this to be advantageous for both children, as one child is able to practise how to explain and verbalise what they know, while the other child is able to benefit from that child's level of vocabulary and understanding. This approach avoids putting children into ability groups, which run the risk of the children feeling labelled and having less opportunity to learn from their peers. There will be times, however, when the teacher chooses to draw together a group of children who are working at a similar standard for particular activities.

Planning

It is essential that lessons are planned well and adapted from commercial schemes to ensure 'challenge for all' and meet the needs of the class and individuals within the class.

See our EYFS policy for more details on our school's teaching and learning in the early years.

Collaborative planning:

- Teachers work collaboratively in their year group to identify specific outcomes for the unit of work that cater for the full range of achievement of their pupils.
- They use below age related outcomes where needed for pupils with SEND.
- They identify opportunities for more able children to work at greater depth or breadth.
- They identify any key questions or assessment points that might be needed to shape adaptations during the teaching of the sequence.
- They identify any issues that pupils may find particularly difficult that might need further breakdown into small steps or targeted support.
- They agree the final outcome tasks that will require pupils to use and apply their new knowledge in meaningful and challenging ways.

Collaborative or individual planning and resource preparation:

- Teachers identify appropriate activities and resources to deliver the defined outcomes.
- They ensure there is 'challenge for all' and avoid the use of worksheets.
- They consider manipulatives, active and outdoor learning, group work and individual practice.
- They plan for creative thinking, ensuring that the final outcome is individual to the child.
- They distribute the preparation of resources between them.

Individual adaptation of planning:

- Teachers decide on the starting points for their own pupils and the route to achieve the agreed outcomes.
- They adapt their input and match the activities to the needs of their class.

Teaching and Learning Approaches

Teachers are clear on the principles of High Quality Teaching (see table below) and what this looks like in our school. Teachers plan work which gives their class an appropriate level of challenge and use the principles of Rosenshine in their approaches (appendix 2). They consider prior knowledge of the children and aim to increase the children's independence over a series of lessons. They may begin with lots of scaffolding and modelling and move on to work which requires more independent thought. Teachers will use strategies such as modelling, thinking aloud, breaking tasks into smaller achievable chunks, discussing possible mistakes to avoid, mind maps and planning formats for children to use.

Teachers recognise that it is essential that children have adequate amounts of practice and will plan for children to re-visit and re-use their learning, as it is through regular re-visiting that this moves to the long term memory. Basic skills such as phonics, spellings and times tables are taught and practised regularly and learning is checked with regular low-stakes tests, aiming to improve on the child's own personal best.

Children must face difficulties when learning but if the work is too hard they will have cognitive overload and no learning will take place. It is expected that all children will complete work taught at the standard of the year group, with the teaching being adapted where necessary. The work should be achievable for all, given appropriate time, effort and support.

Where children are working well below their peers, the teacher will plan individual work for English and Maths and may further adapt the work for other subjects. They will ensure that the child is given regular support in class from the teacher and the LSA. These children are likely to be on the SEND register and may have an EHCP. They will also have regular 121 or group support, to enable them to fill any gaps in learning, according to their One Plan, however the teacher will ensure that the child still receives a broad and balanced curriculum.

Some children will be able to learn at greater depth. If any child is quick to pick up the learning and is not finding it a challenge, the teacher will provide an activity linked to the learning of the class which has additional challenge, depth or breadth. These children may also be challenged to explain their learning, building their skills in explanation, breaking what they know into blocks and responding to the understanding and questioning of others.

All children need to have dialogue with each other. This is useful in giving them practice in expressing their learning, listening to others and considering different points of view. Children learn to reason, discuss, argue and explain when engaging in activities requiring them to talk with others.

Children are encouraged to have ambition to do their best. They learn the skills of Metacognition, to be able to reflect on their approach to learning and their achievements. These reflections may be verbal or written in books but are an important part of their learning. Teachers often remind children that mistakes help them to learn and these are discussed openly in the classroom.

Teachers use the fundamental strategies of adaptive teaching in all subjects, continuously monitoring and evaluating the children's understanding and giving feedback. This may mean that plans are changed, if the teacher feels, for instance, an aspect of learning needs more time.

Teachers monitor and evaluate learning at a whole class, group and individual level, using questioning and regular recall activities, including quizzes. They evaluate the work the children are completing in the lesson so that immediate verbal feedback can be given, which then leads to a greater understanding and a higher standard of work. Teachers will also remind children about the expected standards of presentation and handwriting at this time. Teachers will also consider the work once it is completed.

Teachers are aware that the theory of learning styles (visual, auditory and kinaesthetic) is now de-bunked. They aim to use different approaches to learning, according to what is being taught. They recognise that the pace of a lesson is important and that the children will find it difficult to concentrate on the teacher's input for more than about 15 minutes (this increases with age) and so will include active, group and independent learning in lessons where appropriate. Teachers are also aware that children work best when there are few distractions, so, when children are working independently, the class is encouraged to work quietly and to limit movement around the classroom, although again this is dependent on their age and the activity being completed.

	Demonstrating HQT	Demonstrating highly effective HQT
Adaptive Teaching	The teacher adapts plans before and during the lesson to ensure every child learns well	The teacher adapts plans before and during the lesson to ensure every child learns well and often make accelerated progress, especially vulnerable children (SEND, lowest 20%, disadvantaged, GD)
Recall	Regular (daily or almost daily in M & E) recall activities are evident in books and these are carefully planned to link to current and previous learning	Regular recall activities are evident in books and these are effective in targeting and moving on areas that the teacher has noticed need revisiting
Every child thinking	The teacher uses methods which ensure that every child is thinking and the children are used to these methods.	The teacher uses methods which ensure that every child is thinking and it is evident that the methods are suited to every child.
Gathering information on learning	It is evident that the teacher is actively considering information gathered using different, effective methods and the information is used to adapt the lesson \ future planning. The children are used to these methods	The teacher has chosen the most effective method of gathering information for that part of the lesson and uses the information to adapt the lesson \ future planning. The children are proficient in the methods used
Interventions	Interventions take place as planned and lead to good improvements in learning	Interventions take place as planned and lead to accelerated improvements
Outcomes	Test outcomes show most of the class is working beyond last year's standard	Attainment has improved by a large percentage

Accountability	The teacher is accountable for the class outcomes and this is shown in the approaches used e.g additional interventions, adapting lessons, tutoring, contacting parents, speaking to subject leads	The teacher shows a determination to ensure the outcomes are very good
Books	Evidence of high expectations in presentation for every child High expectations in handwriting, number formation, grammar, spelling evident in books and leads to consistent improvements All work marked according to the policy Worksheets are only used where it is necessary e.g. charts, diagrams. Most work is written in books, having been modelled by the teacher	Evidence of high expectations and all or nearly all children present their work consistently well Due to high expectations all or nearly all children have consistently good handwriting, number formation, grammar, spelling evident in books The work in books is attractive and creative and of a high standard.
Behaviour management	Behaviour is challenged appropriately and effectively. The teacher has authority in the class and deals with behaviour effectively and in a positive manner without it affecting the learning The teacher remains calm and assertive and maintains positive relationships The behaviour policy is followed re escalation to others in school One plans / regulation plans are followed	

Teaching children working below the expected year group standard

Approaches include:

Adapting the curriculum so that it matches the current standard of attainment and understanding of children working below the expected year group standard.

Planning for smaller steps to reach the same standard as the rest of the class or to make accelerated progress towards this outcome.

Ensuring that manipulatives and other resources are available to aid learning and the child knows how to use these.

Sitting the child with a shoulder partner who is able to support them in their learning by clearly discussing what is being taught and giving them support to complete their work independently.

Giving the opportunity for frequent practice and recall of previous learning.

See the SEND Policy for approaches specific to children with an additional need or disability.

Teaching children working beyond the expected year group standard

The teacher plans for 'challenge for all' and has thought about the sequence of learning of the unit for different groups of children.

The teacher has identified opportunities within the sequence of learning for MA children to:

- ✓ deepen learning
- ✓ work at greater breadth
- ✓ to accelerate learning.

The teacher facilitates learning through discussion, questioning.

- Same activity, different info / number / animal etc. (breadth)
- A 'big' question, related to whole class learning (depth)
- Work on a problem or puzzle linked to class learning (depth)
- Present what they know – to a peer, in written form, recorded, presented to the class (explanation of learning)
- Work more quickly through the planned curriculum (accelerated learning)
- Work on an activity or project linked to class learning / own interests (breadth/depth, explanation of learning)
- Plan challenge activities to move on to when children have completed class work.
- Content of books - 'beautiful work' (explanation of learning)
- Explain, debate and present what they know using high quality vocabulary and meta-cognitive skills (depth)
- Greater depth and breadth learning opportunities and adapting of learning to different contexts (breadth/depth)

What is challenge?

Challenge is about providing work that makes learners think deeply and engages them in healthy struggle. Many respected researchers such as Daniel Willingham and Robert and Elizabeth Bjork have said that if you make learning too easy children don't have to work hard to make sense of what they are learning and as a result forget it quickly. As Willingham has stated 'Memory is the residue of thought'.

What constitutes challenge?

- Demanding and complex vocabulary and resources
- Higher order concepts
- Probing questions – and learners are encouraged to pose questions
- Tasks that demand explanation, reasoning and justification
- Involves problem solving and critical thinking
- Desirable difficulties – having to think for themselves
- Takes effort
- Can take learning beyond the classroom
- Surprise, puzzle, ambiguity, risk taking, the unexpected.

1

Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points. School leaders and subject leaders will monitor and evaluate the impact of teaching on childrens' learning through regular Learning Conversations, supplemented by sharing children's books, visiting classrooms and speaking to children.

Links with other policies


This policy links with the following policies and procedures:

- Behaviour policy
- Homework Policy
- Curriculum and Subject Leader Approaches
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives

➤ **Appendix 1**


Barak Rosenshine's

PRINCIPLES OF INSTRUCTION




A thematic interpretation for teachers by Tom Sherrington @teacherhead

REVIEWED BY **OLIVIA** Oliver Cavallini @olscav




◊ **REVIEWING MATERIAL** ◊

1 Daily review




Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

10 Weekly and monthly review




◊ **QUESTIONING** ◊

3 Ask questions




The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

6 Check for student understanding




◊ **SEQUENCING CONCEPTS & MODELLING** ◊

2 Present new material using small steps




Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps that each be practised.

4 Provide models



Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teacher give too few.


8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.


◊ **STAGES OF PRACTICE** ◊

5 Guide student practice




Teachers needs to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.

7 Obtain a high success rate



High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

9 Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves.. when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic."

➤ **Appendix 2**

Promoting British Values and preventing extremism at Friar's Grove Primary School:

As a school, we value and celebrate the diverse heritages of everybody. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Christmas celebrations. We also value and celebrate national events, e.g. The Queen's Diamond Jubilee. Further, children learn about being part of Britain from different perspectives. They learn where Britain is in relation to the rest of Europe and other countries in the world and about significant events in British history such as 'The Gunpowder Plot' and key historical figures.

Promoting British values

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

At Friar's Grove Primary, pupils will encounter these principles throughout everyday school life.

Democracy

Children have the opportunity for their voice to be heard through our school council which meets regularly to discuss issues raised within the school. They are elected by their class peers and are involved in making the school a better place to learn. There is an agenda, issues are discussed and minutes taken. The council is able to genuinely effect change within the school and gives our children a better understanding of democracy, e.g. The children voted on opinions about the school menu, suggested extra resources for playtime activities and are often involved in the interview process for new staff.

The Rule of Law

We promote the rule of law by:-

Having a clear, consistent behaviour policy which is consistently applied throughout the school.

Providing opportunities for children to reflect on positive and negative behaviour.

Addressing issues of law during lessons and whole-school assemblies as and when appropriate.

Encouraging visits from external agencies to talk to the children in school.

Using our class reward systems to acknowledge good behaviour as well as good academic work.

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs.

Pupils are actively encouraged to make choices at our school, knowing that they are within a safe and supportive environment.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety and PHSE lessons.

Children are encouraged to understand responsibility in school in terms of behaviour and attitude to learning.

Home / school agreements for all pupils are in place.

Pupils are taught how to be safe and how to act safely. This is given an additional emphasis during anti-bullying week.

We offer a range of out of hours clubs which pupils have the freedom to choose from, based on their interests and needs.

Mutual respect

Mutual respect is at the core of our school life and is one of our school values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community are taught to treat each other with respect.

Our children learn respect through:

The promotion of positive relationships.

The modelling of positive relationships by all adults working in school.

All aspects of the curriculum, in particular the R.E and Personal, Social and Health Education curriculum.

Our use of paired and group work, peer assessment and Kagan principles.

Our Star Learner and Sports assemblies when all pupils show respect for the efforts of others.

Participation in events organised to raise money for various charities.

Learning to live with their peers on educational residential visits.

Tolerance of those of different faiths and beliefs including those with no faith

We put a large emphasis on promoting diversity with the children at Friar's Grove Primary School.

Tolerance is promoted in our school through:

Our stated curriculum drivers and values.

All adults model tolerance of different faiths and beliefs.

The faiths and beliefs of different members of our school community, both children and adults, are explored and used to gain a greater understanding.

Assemblies which are regularly planned to include stories and celebrations from a variety of faiths and cultures. E.g. Diwali.

Our RE, PSHE and MFL curriculum.

Educational visits to places of religious worship.

The school's equal opportunities policy.

Using world events as opportunities to positively reinforce life and culture in other countries (football world cup, the Olympics, etc.).

We believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens.

Tackling Extremism

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values. Also included in the definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Friar's Grove Primary School ensures that it meets its statutory duties with regard to preventing radicalisation. Staff receive regular training on recognising vulnerabilities and radicalisation and they know how to respond to these. Where the school becomes aware of vulnerabilities, these will be supported and diminished through our pastoral care approaches. Where extremism is suspected, this will be referred to the Designated Safeguarding Lead and to Channel.

Our curriculum addresses the issues of radicalisation and the school responds appropriately when there has been an atrocity on the news, ensuring that our children continue to feel safe and understand that violence is never an acceptable way of expressing your views and that extremist views are unacceptable according to our British Values.