

### **Background**

Our government believes that, 'British society is founded on fundamental values and principles, which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.'

This policy sets out the framework in which St Chad's C.E. Primary School ensures that it actively promotes the fundamental British values of: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made and applies in England
- Individual liberty: Support and respect for the liberties of all within the law
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and these are embedded within our curriculum. These values are found in our own school values: Respect, Commitment, Empathy, Independence, Honesty, Kindness and Belonging.

These values are taught throughout all aspects of school life, and are included in the daily promotion of our 'School Values'. British Values are included specifically in our school assemblies/ worship, Religious Education (RE) lessons and in our Character Education curriculum (which includes Personal Social and Health Education PSHE and SMSC). They are further nurtured through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding. Many of the school's bespoke topics taught, also include the teaching of British Values.

### **Roles and responsibilities**

St Chad's C.E. Primary School understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.

The Headteacher ensures that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.

Teachers and support staff ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.

## Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are accepting of others. Our School Values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the schools' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Through our balanced curriculum and Character Education curriculum, we aim to actively promote principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

Some examples of ways in which we actively promote British Values at St Chad's Primary School:

## Democracy

- Formulate and agree a set of 'class rules' at the beginning of each school year.
- Elect class representatives to our School Council and Eco Council
- Have a democratically elected School Council who meet regularly and provide a 'pupil voice'.
- Allow the children's voice to be heard. We regularly ask for their views, and regularly discuss their learning with them.
- We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.
- Hold regular Pupil Voice meetings with representatives from all pupil voice groups.
- Ask children to support the interviewing process for new staff.
- Discuss democracy within assemblies.
- Carry out debates in assembly and curriculum lessons to encourage free speech and allow children to listen to and consider others points of view.
- The older children also act as playground friends and lunchtime monitors helping younger children.

- Parents' opinions are welcomed at St Chad's through methods such as questionnaires, feedback at parents' evenings and liaison with the Parent Forum.

### The Rule of Law

- Have clear and consistent Behaviour and Anti Bullying policies (based upon positive rewards) which are consistently applied throughout the school. T
- Elect Play Leaders to help children to reflect on, and find solutions to problems at break times
- Provide opportunities for children to reflect about positive and negative behaviour
- Provide an extensive Road Safety programme and Cycling Safety programme throughout the school.
- Have regular visits from our Police Community Support Officer, including children taking part in the Police Cadets scheme
- Have visits to the Newcastle Civic offices.
- Address issues of law during whole-school assemblies as and when appropriate.
- Give considerable time to individual pupils who require additional opportunities to understand the importance of following rules.
- Encourage visits from external agencies to talk to the children in school.
- Elect Play Leaders to encourage fair play in KS1 and KS2 playgrounds.

### Individual Liberty

Our children have the opportunity to make individual choices and express opinions that develop their character and self-belief. However, they are encouraged to develop these qualities in the context of the rights and needs of other members of our school community.

- We model freedom of speech through pupil participation in class in the context of a safe, fair, supportive and ordered learning environment.
- We discuss and challenge stereotypes and implement a strong anti-bullying culture.
- Pupils are actively encouraged to make choices at our school, knowing that they are living 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 teaching.
- Children are encouraged to understand responsibility in school in terms of behaviour and attitude to learning.
- Justice and fairness are key principles within our school.
- Pupils are taught how to be safe and how to act safely. This is given an additional emphasis during anti-bullying week.
- Pupils are reminded of the liberty of others whilst on school visits.

### Mutual Respect

Respect is one of the core values. Children are encouraged to respect themselves and to respect individual differences. This is a fundamental principle that is put into practice in the classroom, around school, in the playground and in assemblies. The values determine the way in which we support and care for each other, for the community and for the environment.

- We promote positive relationships.
- We model positive relationships by all adults working in school.

- The Character, RE and SMSC curriculum which teaches that behaviour has an effect upon those around them and upon their own rights.
- All other aspects of the curriculum (as successfully working in groups requires respect for each other).
- The work of the School Council, Eco Council, House Captains, Play Leaders, Head Boy and Head Girl.
- The positive reward system developed to promote respect.
- Our celebration assemblies when all pupils show respect for the efforts of others.
- Giving responsibility to pupils (House Captains, Play Leaders)
- Participation in events organised to raise money for various charities.
- Active sports teams which support 'Respect'.
- Learning to get along with their peers on educational visits, including residential visits.
- We celebrate some of the festivals celebrated by some of our families, and welcome visitors who can widen our children's horizons even further.

### Tolerance of Those of Different Faiths and Beliefs:

Tolerance is promoted in our school through:

- The stated aims and values of the school.
- The Character Education curriculum which includes- SMSC, PSHE, School Values, British Values.
- The RE curriculum.
- The Modern Foreign Languages curriculum.
- Educational visits to places of religious worship.
- Class and whole school assemblies.
- Festival study and celebration
- Work on prejudice-based bullying during anti-bullying week.
- Using world events as opportunities to positively reinforce life and culture in other countries
- A non-negotiable approach towards the expression of views contrary to our agreed set of values.

### Training

At St Chad's Primary School, staff and governors are made aware of their responsibilities in terms of British values.

Staff are offered the opportunity for further training on upholding the British Values Policy.

### Review

This policy will be kept under regular review by the Headteacher and amended as appropriate to reflect any changes to regulations.

### Policy details

Revised	Autumn 2018
Review Date:	Autumn 2019