

Promoting British Values



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Ratified by Governors	
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Signed – Chair of Governors	
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Mission Statement

Life is an adventure, embrace it
Life is a challenge, meet it
Life is an opportunity, capture it

Aim

As a church school we highlight the following six Christian values:

Respect Responsibility Humility Forgiveness Thankfulness Honesty

As a school rooted in the teachings, values and spiritual life of the Church of England, we aim to:

- Make our expectations clear to everyone regarding the Prevent Strategy
- To ensure that the ethos and culture of our school promotes equality of opportunity, and diversity and prevents any form of direct or discriminatory behaviour
- Ensure the right environment is provided for staff and pupils to be aware of their rights and responsibilities towards themselves, others and the world around them

1. Introduction

- 1.1. The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*
- 1.2. The Government set out its definition of British values in the 2011 Prevent Strategy.
- 1.3. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine Fundamental British Values would be completely at odds with schools’ duty to provide SMSC. The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

2. Examples of actions school can take

- 2.1. The following list is from the DfE’s advice for maintained schools: *Promoting fundamental British values as part of SMSC in schools*. The list is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:
 - include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;

- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

3. Promoting British values through SMSC

3.1. The DfEs advice is that schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students 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 students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

3.2. The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;

- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

4. Promoting British Values at Tackley Church of England School

Democracy

- 4.1. At Tackley, the school council meets regularly with the Headteacher to discuss issues raised in class council meetings. The council is genuinely able to effect change within the school. Their class votes children on to the student council.
- 4.2. All children in the school take part in the voting process to elect House Captains and Vice Captains at the start of the academic year.
- 4.3. Children have an annual questionnaire where they are able to put forward their views about the school.

The Rule of Law

- 4.4. The importance of laws, whether they are those that govern the class, the school, or the country, is consistently reinforced at Tackley School. Pupils decided the school rules and are taught these from an early age the school rules.
- 4.5. Pupils are taught the value and reasons behind rules and laws; that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- 4.6. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

- 4.7. At Tackley, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education.
- 4.8. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through E-Safety and PSHE lessons. They also understand that with rights come responsibilities.
- 4.9. Children are equipped with the tools to choose from Comfort, Challenge and Adventure activities, which aim to support and consolidate and challenge their understanding.

Mutual Respect

- 4.10. Mutual respect is one of the school's core Christian values, together with responsibility, forgiveness, honesty, humility and thankfulness. Children learn that their behaviours have an effect on their own rights and those of others.
- 4.11. Our school Behaviour Policy makes clear the importance of a positive approach to ensuring appropriate behaviour. Our belief is that 'the behaviour that gains the attention is what we get most of' therefore, we actively promote positive behaviour. All members of the school community treat each other with respect.

- 4.12. All children are paired with a buddy from another year group for whole school events such as visits to church.

Tolerance of those of Different Faiths and Beliefs

- 4.13. At Tackley we actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others, together with multi-cultural weeks and our recent work on the Global Learning Programme.
- 4.14. The children visit places of worship that are important to different faiths. As a school we work with families from different faiths in order to ensure that all children are included.

5. Governors' Responsibilities

- 5.1. As part of their overall responsibilities, the Governing Body will ensure that the school complies with its duty to promote Fundamental British Values by:
- Ensuring the Risk Assessment to prevent radicalisation and extremism is updated annually
 - That regular updates are included in the Headteacher's report to governors
 - Ensuring the annual safeguarding audit.

6. Monitoring and Review

- 6.1. This policy is a working document. Therefore, it is open to change and restructure as and when appropriate.
- 6.2. The Senior Leadership Team in School will review this policy in three years.

7. Relevant Policies and Documentation

- 7.1. This policy should be read in conjunction with these documents:
- Promoting the education of look-after children DfE July 2014
 - Prevent Strategy
 - Teaching and Learning Policy
 - Safeguarding Policy.