

British Values Policy

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Indicate whether the document is for public access or internal access only <i>(Strikethrough text, as appropriate)</i>	Public Access – PDF copy to be posted on School-website Internal Access Only – copy to be held on School PC <i>A back-up copy of all Policies is retained by the Clerk to the Longford Board of Governors</i>
Indicate which legislation or statutory guidance document requires this Policy	
Summary/Description:	This document provides Longford Primary School with the guidelines 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.

British Values Policy

Our vision and ethos complement fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Longford CofE Primary School 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. This policy sets out how we are meeting the requirements of section 78 of the Education Act 2002, through our provision of Spiritual, Social, Moral and Cultural (SMSC) education.

British values are promoted in so much of what we do, not least during our collective worships, Religious Education (RE) and Social and Emotional Aspects of Learning (SEAL) sessions.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff, parents or governors expressing opinions contrary to fundamental British values, including 'extremist' views. Attempts to promote systems that undermine fundamental British values would be completely at odds with this policy and our duty to provide SMSC.

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, such as customs in the course of the year; for example, Harvest festival during the Autumn term as well as national events such as Remembrance Day.

Democracy

Children, parents and staff have many opportunities for their voices to be heard. Democracy is central to how we operate.

An example is how we are working with and developing the School Council through the following activities which we are taking forward:

The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of one representative from each year group, the School Council meets regularly to discuss any issues raised by pupils as well as working with the Headteacher on whole school projects.

Other examples of 'pupil voice' are:

- children agree their Class Charter and the rights associated with these; all children contribute to the drawing up of the charter
- children have the opportunity to nominate and vote for others to receive a certificate for great learning or choices
- using Pupil Feedback forms, children are asked to respond and reflect on the teaching and learning

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. Progress is monitored through targets/peer and self assessments and responses to marking. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

Pupils', parents' and staff's opinions and feedback are regularly sought through questionnaires and surveys. These are carefully analysed and the results reported back to all stakeholders. Actions are identified and responded to. This is monitored by the headteacher and Governing Body.

Rules and laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in collective worship and when reflecting on behaviour choices. At the start of the school year, each class discusses and sets its own Class Charter, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

- The Behaviour Policy is 'visible' around the school through our actions and words. Pupils are aware of the expectations, rewards and sanctions that help our school community to work together harmoniously.
- Class charters are agreed and are displayed in classrooms as a reminder of the class's agreement to adhere to the rules and help each other to achieve this.
- In RE and collective worship we teach children about the 10 Commandments and how these relate to the laws that govern our society.
- In PSHE lessons, using SEAL, we explore behaviour choices and how to keep ourselves safe, including online.

Individual liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about what learning challenge or activity
- choices about how they record their learning
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and SEAL lessons.

Mutual Respect and Tolerance

The School is proud to promote and celebrate different backgrounds and beliefs. Mutual respect is at the heart of our ethos and behaviour policy.

Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or a disability. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

We strive to enhance pupils understanding and respect for different faiths and beliefs through:

- Religious Education, SEAL and other lessons where we might develop awareness and appreciation of other cultures
- learning about the differences in countries and cultures around the world

Sadly, no school can guarantee that there will never be instances which are contrary to this value.

Implementation

As a result of this policy, and the school's work to promote fundamental British values, pupils will be able to demonstrate the following knowledge and understanding of British values (appropriate to their age):

- 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;
- an understanding of the importance of identifying and combatting discrimination.

We acknowledge that it is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background. At School we will:

- 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;
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

This policy should be read alongside:

- Child Protection
- Behaviour
- Tackling Extremism & Radicalisation Policy
- SMSC
- Whistleblowing
- Code of Conduct