

# St Mary's C.E (A) Primary School Muckleston

## Promoting British Values

April 2015



**Policy written: May 2015 by Jane Hughes**

**Policy reviewed and approved by Sally-Ann Shotton (Chair of Governors)**

**Policy adopted by the Full Governing Body on 28<sup>th</sup> April 2015**

**Next review date: April 2016**

This policy is to be read alongside our Spiritual, Moral, Social and Cultural, Collective Worship, R.E, Equality, E-safety, Inclusion, Behaviour and PHSE&C policies. This policy specifically covers the aspect of how we promote British values within the broader context of our schools broad and balanced curriculum.

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."***

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated this year (2014).

We believe British values are best defined as "democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs" although these values are not unique to Britain alone.

We support the rule of English and criminal law and will not teach anything that undermines it.

We have a duty to actively promote and embed these values and to challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values.

We believe these values are reinforced regularly through a broad and balanced curriculum and through:

- The school council, pupil questionnaires, school council elections, class rules ( **Democracy**)
- School rules, playground rules, safety rules, visits from the police, visits from local councilors( **Rule of law**)
- E-safety, PSHE, extra –curricular activities (**Individual liberty**)
- Behaviour policy( **Mutual respect**)
- RE, PHSE, celebration of different faiths and cultures, visits to places of worship. ( **Tolerance of those of different faiths and beliefs**)

We give pupils first hand experiences of the diverse make up of modern British society by teaching respect of different faiths and cultures.

We expect teachers to uphold the public trust in the profession and maintain high standards of ethics and behaviour, within and outside school and not to undermine British values.

We aim to ensure that our pupils understand the importance of British values and leave school ready to play their part in British society.

We listen to the views of our pupils through the school council and encourage children to express their views and acknowledge and support Article 12 of the United Nations Conventions on the Rights of the child.

We as a school community have a commitment to equality in all aspects of school life.

### **Aims**

- To actively promote British values.
- To give pupils first hand experience of the diverse make up of modern British society.
- To challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values.
- To keep our pupils safe and ensure they are prepared for life in modern Britain by active promotion of and respect for British values.
- To share good practice within our school and with other schools.
- To work with other schools and the local authority to share good practice in order to improve this policy.

At St Mary's these values are reinforced regularly and in the following ways.

### **Democracy**

Each year the children decide upon their class rules and the rights associated with these. All the children contribute to the drawing up of the class rules.

Children have many opportunities for their voices to be heard. In September the pupils choose a charity of the year. Pupils present to the school their reasons why a particular charity should be chosen. After a week of presentations the whole school votes in a democratic election. We have a school council which meets half termly to discuss issues raised by pupils in their class.

The council has its own budget and is able to genuinely effect change within the school.

Children have an annual questionnaire with which they are able to put forward their views about the school.

### **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws,

that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

### **Individual Liberty**

Within school, 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 choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it is through choice of a learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### **Mutual Respect**

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

### **Tolerance of those of Different Faiths and Beliefs**

St Mary's is situated in an area which is not greatly culturally diverse; therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. As a school we celebrate Divali, Harvest, Christmas, Easter, Chinese New Year, Hanukah, Ramadan and Eid. Our RE and Collective worship teaching reinforce this. Children visit places of worship that are important to different faiths.

## **Responsibility for the policy and procedure**

### **Role of the governing body**

The governing body has:-

Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;

The governing body is responsible for ensuring:-

- that the school is prepared for any type of inspection;
- compliance with all statutory responsibilities;
- that the school complies with all equalities legislation;
- that there is a nominated Equalities governor to ensure that appropriate action will be taken to deal with prejudice incidents or incidents that breach this policy;
- that funding is in place to fund this policy
- governors make effective use of relevant research and information to improve this policy;
- all policies are made available to parents;
- that the School Council are involved in the development, approval, and implementation of this policy;
- that there is an identified link governor who visits the school regularly, to liaise with the Headteacher and to report back to the governing body;
- that this policy is implemented, monitored and evaluated.

## **The role of the Headteacher**

The headteacher will :-

- ensure that all personnel, pupils and parents are aware of and comply with this policy;
- be prepared for all types of inspection;
- work closely with the link governor;
- challenge any pupil , member of the school personnel, parent or governor who expresses opinions contrary to fundamental British values;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by;
  - observing lessons
  - speaking with pupils, school personnel, parents and governors
- annually report to the governing body on the success and development of this policy

## **Role of the nominated governor**

The nominated governor will:-

- Work closely with the headteacher who is also the co-ordinator
- Ensure that this policy and other linked policies are up to date
- Ensuring that everyone connected with the school is aware of this policy
- Attend training related to this policy
- Report to the governing body every term;
- Annually report to the governing body on the success and development of the policy

## **The role of school personnel**

School personnel will:-

- Comply with all aspects of this policy;
- Maintain high standards of ethics and behavior within and outside school and not to undermine fundamental British values;
- Work hard to maintain a positive ethos;
- Work hard to maintain a safe respected school environment;
- Show respect for all members of the school community;
- Develop positive working relationships with pupils, school personnel, parents and governors;
- Plan and deliver good to outstanding lessons;
- Have high expectations of their pupils;
- Achieve high standards;
- Celebrate the success of pupils in lessons;
- Promote good behavior;
- Implement the schools equality schemes;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community

## **The role of pupils**

- Pupils will be aware of and comply with this policy;
- Be encouraged to work in partnership with the school;
- Listen carefully to instructions given by the teacher;
- Ask for help if they don't understand;
- Participate fully in lessons;
- Participate in discussions concerning progress and attainment;
- Treat others , their work and equipment with respect;
- Support the schools rules and guidance necessary to ensure the smooth running of the school;
- Talk to others without shouting and will use language which is neither abusive or offensive to others;
- Liaise with the school council;
- Take part in questionnaires and surveys.

## **The role of the school council**

- The school council will be involved in:
- Determining this policy with the governing body;
- Discussing improvements to this policy during the school year;
- Organizing surveys to gauge the thoughts of all pupils;
- Reviewing the effectiveness of this policy with the Governing Body.

## **Role of parents and carers**

- Parents / carers will:-
- Be aware of and comply with this policy;
- Be encouraged to take an active part in the life of the school by attending:-
  - Parents evenings
  - Parent – teacher consultations
  - Class assemblies
  - School concerts
  - Fundraising and social events
- Be encouraged to work in school as volunteers;
- Be encouraged to organize after school clubs or groups;
- Be asked to take part in periodic surveys conducted by the school;
- Ensure regular and punctual attendance;
- Notify the school on the first day of pupil absence;
- Encourage effort and achievement;
- Encourage completion of homework and return it to school;
- Provide the right conditions for homework to take place;
- Expect their child to hand their homework in on time;
- Join the school in celebrating success for their child's learning;
- Support the school rules and guidance necessary to ensure the smooth running of the school;
- Ensure correct school uniform is worn.

### **Raising awareness of this policy**

- We will raise awareness of this policy via:-
- The school website
- The school prospectus
- Meetings with parents such as induction, transition, parent teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Mail on Monday
- Information displays
- Annual reports to parents and Headteacher reports to the governing body.

### **Training**

All school personnel :-

Have equal chances of training, career development and promotion

Receive training on induction which specifically covers:-

All aspects of this policy

Ethos

Spiritual, Moral, Social and Cultural

PSHE

RE

Equal opportunities

Inclusion

Receive periodic training so they are kept up to date with new information

Receive equal opportunities training on induction in order to improve their understanding of the equalities act 2010 and its implications.

### **Equality Impact Assessment**

Under the equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race , religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the effectiveness of this policy**

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the nominated governor.

A statement of the policies effectiveness and any recommendations will be presented to the governing body for further discussions and endorsements.

Jane Hughes – April 2015

Review – April 2016

Link governor – Mrs S.A Shotton

Teaching British Values – whole school 2015 -16

	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths/ cultures
Class 1	Voting for school houses. Elect school council. Class charter/ rules Charity of the year.	Super hero topic – visit from police. Visit to Loggerheads Fire station.	E Safety – PHSE - SOW	Remembrance Commonwealth Day March 14 <sup>th</sup> RE SOW	Country in a box – Summer Term
Class 2	Voting for school houses. Elect school council. Class charter/ rules  Charity of the year.		E- Safety – PHSE - SOW	Remembrance Commonwealth Day March 14 <sup>th</sup>  RE SOW	Country in a box – Summer Term
Class 3	Voting for school houses. Elect school council. Class charter/ rules Charity of the year.	Visit from police – Police Cadet programme for Y5&6	E Safety – PHSE - SOW	Remembrance Commonwealth Day March 14 <sup>th</sup>  RE SOW	Country in a box – Summer Term
Assembly 2 values per term	Values – Trust <hr/> Forgiveness <hr/> Justice <hr/> Thankfulness <hr/> Compassion <hr/> Friendship	Visit from police – safety.		Food Bank Charity work from across the world. Chinese New Year	Stories from other faiths
Whole School	Harvest Service Nativity Service Leavers			Saints Days – St David – 1 <sup>st</sup> March St Patrick – 17 <sup>th</sup> March St George –	World Book Day – stories from around the world.  Hannukah

	Service			23 <sup>rd</sup> April St Andrew – 30 <sup>th</sup> November	
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