



**South Hiendley Primary School**

## **British Values Policy**

Subject Leader: Ashley Sagar

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# British Values

## RATIONALE: Promoting British Values at South Hiendley

The DfE have 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 since been reiterated in 2014.

At South Hiendley we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world.

### General Aims

- To ensure that everyone connected with the school is aware of our values and principles. This includes where and how British Values are promoted.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that all pupils' education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why, including being able to distinguish right from wrong and to respect the civil and criminal law of England.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and respect an appreciation of the many cultures that now enrich our society.
- To give pupils the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast-changing society.

### Democracy

Democracy is richly embedded within the school. Pupils have the opportunity to have their voices heard through our School Council, Sports Council (representatives for both of these are elected by the children during a democratic process) and through Pupil Questionnaires. This is shared through all aspects of school life and also with parents, carers and children from Reception to Year 6.

Dumbledore, McGonagall, Snape and Lupin are the four Houses at our school. Each House has a Captain and a Vice captain, voted for by the children in each House following speeches made by

Year 6 children. The rest of the council is made up of representatives from the other classes. These too are voted in by their peers. The School council meets regularly and discusses issues raised in class, during House Meetings or as a whole 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 regular school days, as well as when dealing with behaviour and through school collective worship time. At the start of each academic year, classes in school, with the support of their teacher, create their own 'Classroom Rules ' using positive language. 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. South Hiendley is a 'Restorative Practice' School, whereby all adults as well as the children have been taught how to de-escalate any problems that may arise through structured discussions with all parties involved until an agreeable resolution has been found.

Visits from authorities such as our Police Liaison Officer, the Fire Service and other external visitors are a regular part of our calendar events and help reinforce this message.

### **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 all pupils to make choices safely, through provision of a safe environment and an empowering approach through education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely through: Picture News assemblies, Ask It! sessions, Circle Times, PSHE lessons, Anti-Bullying and E-Safety weeks. Pupils are further empowered through being part of a school council. Pupils are given the freedom to make a wide range of choices from attending extra-curricular clubs to supporting fund raising and charitable events.

### **Mutual Respect**

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. All members of the school community treat each other with respect. Displays around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

South Hiendley Primary School continues to maintain and make new links within the local community. We hold weekly sessions of FEET and Stay and Play (groups for young children and their parents), we take part in the yearly South Hiendley Gala, run a PTA and take part in Inter and Intra Sporting events. On a wider scale we also take part in out of school activities such as 'Young Voices,' a residential visit to Kingswood Peak Adventure and other trips linked to our topics. These events allow children to take part in in a whole range of activities, which enhance their learning and life experiences.

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

South Hiendley Primary school is situated in an area that is not greatly culturally diverse. The school recognises its role in preparing children for life in modern Britain. We actively promote celebrations of diversity of different faiths and cultures. Our religious education syllabus is the Wakefield agreed syllabus. Through our curriculum, including RE and Personal and Social Education, we reinforce messages of tolerance and respect. We have good links with our local church. Termly visits by the whole school have long been established whereby as a community we come together to celebrate Harvest, Christmas and Easter. Visits to the church by individual classes also take place so that pupils can learn more about the Bible, church buildings and other celebrations.

## **Equality and Diversity**

At South Hiendley we are committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. We aim to provide an education which is sensitive to individual needs and accessible to all children regardless of special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. The school seeks to promote awareness, understanding and respect for diversity in our world. This is achieved through the celebration of special days and festivals; an engagement with awareness raising events and the embedding of lessons learned through the achievements of individuals from diverse backgrounds across disciplines and through history.

## **Extremist Views**

The school will not tolerate extremist views and this will be dealt with in liaison with the appropriate bodies. All staff have been trained and informed of the Prevent Agenda and are aware of the signs of radicalisation and what to do if they are concerned about a pupil.

## **Political Matters**

As part of Picture News, political matters can be raised by the pupils or others. Our policy is that political matters can be discussed with pupils but only in a balanced, non-biased fashion. This discussion takes part in the weekly assembly and is followed up in class by the class teacher that week. This allows children to share their understanding and experience a range of different viewpoints.