

Newton-le-Willows Primary School & Nursery



British Values Policy

Status:	NON- STATUTORY		
Responsible Person/People:	Mrs Chisnall Mrs Davies, Mrs Needham, Miss Howard, Mr. Brown, Mr. Ibbotson School Staff		
Responsible Governor:	Mrs Charleston		
Approved by:	Mr. Limb	Signature: <i>Gary Limb</i>	Date: Summer 2021
Last reviewed on:	Summer 2021		
Next review due by:	Summer 2024		

Introduction

At Newton Primary, we believe that promoting the fundamental British Values is a key part of our plan for education. It ensures children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain. All maintained schools have a duty to 'actively promote' the fundamental British Values.

Our Vision and Intent

The aims of educating our pupils in the fundamental British Values at our school are:

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

'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.' (*Promoting fundamental British values as part of SMSC in schools, 2014*)

Implementation

At Newton-le-Willows Primary School we uphold and teach about British Values which are defined as:

- Democracy
- Rule of law
- Tolerance of those of different faiths and beliefs
- Mutual respect
- Individual liberty

At Newton Primary, 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 these. We want to ensure that children are well prepared for modern life in Britain by the active promotion of and respect of British Values.

We give children at Newton Primary 'first-hand' experience of the diverse make-up of modern British society' by teaching them respect for other faiths and developing awareness and knowledge of communities other than their own. We value the diverse ethnic background of all our pupils and throughout the year we hold a variety of events to celebrate these; such as whole school assemblies.

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

These values are taught through Personal, Social, Health and Economic Education (PSHE), using our own PSHE scheme of work for Years 1-6, which is based on guidance from the PSHE Association. We also teach and actively promote British Values through planning and delivering a broad and balanced curriculum; ensuring that our curriculum includes suitable opportunities to explore these values.

Democracy:

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through a variety of opportunities. We work closely with the School Ambassadors to hear their views and opinions. Our School Ambassadors are elected through a democratic process; children write manifestos which are then shared with their peers, who then vote to elect a class representative. Democracy is also embedded within school life in other ways such as: Head Boy and Head Girl, and pupil voice. The children are also given regular opportunities to debate ideas and reflect their thoughts about current events and news within class assemblies and PSHE.

The Rule of Law:

The importance of laws and rules are consistently reinforced. Our system for behaviour is aligned to our School Values. These are: Self-motivation, Teamwork, Resilience, Independence, Vision and Emotional Intelligence. Children are given verbal warnings this is always set against the agreed School Values. When a consequence is given, children are asked to identify which aspect of these they have broken to ensure that this connection is made and understood. Pupils are taught the value and reasons behind rules - that they govern and protect us, the responsibilities that this involves and the consequences when rules are broken. To encourage and promote good behaviour, attitude and work, we have reward systems which are consistently followed throughout the school and we are committed to praising children's efforts. We praise the children informally, individually, during group work, in front of the whole class and the whole school. Children are rewarded not only for achievement in curriculum areas but for showing our school. Rewards are given in the form of badges through Marvellous Me, VIPS and Golden Tickets. Children's achievements are also recognised during weekly celebration assemblies.

Tolerance of Those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society. Within RE lessons, children are able to learn about and celebrate different faiths and cultures. We facilitate opportunities to visit places of worship of world faiths and invite members of our local and wider community to visit and talk to the children about their celebrations, their countries and their life and work experiences.

Mutual Respect:

Our school ethos and behaviour policy is based around our STRIVE values. This is reinforced through badges collected through Marvellous Me and celebrated in class and year group assemblies.

Individual Liberty:

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to think independently, are awarded badges through Marvellous Me and feel that they are able to express their ideas with confidence and that these are valued. At the same time, they are encouraged to be sensitive to the needs of others and be supportive of their peers and younger members of the school community.

Impact

Teachers regularly assess pupil understanding through a range of formative assessment strategies, observations and from looking at completed work in relation to specified objectives. Through individual and team endeavours, they will learn about British Values, collaboration with others, self and peer-evaluation and flexibility. It will also provide them with opportunities to use their knowledge of British Values in a range of applications.

In the EYFS, class teachers assess children's development and progress by making informal judgements as they observe children. This is also combined with summative assessment grading within the appropriate areas for learning at regular intervals throughout the year.

In Key Stage 1 and 2, class teachers gather evidence of what individual pupils know, understand and can do by observing them at work, by listening to them and discussing with them, and by evaluating and responding to any work they produce.

Inclusion

As a school, we ensure that all pupils can engage with learning about the British Values irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances.

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work and adapt teaching strategies and support to suit the needs of all children, including: more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEN and pupils with English as an additional language.

As far as is appropriate, pupils with Special Educational Needs will follow the same curriculum as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

Safeguarding

The school's British Value offer reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of Governing boards set out in the Department for Education's Governance Handbook. In addition, the school acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Equality Impact Statement

When teaching British Values school are committed to:

- eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- fostering good relations between persons/children who share a relevant protected characteristic and persons who do not share it.

As a school, we believe in encouraging a respect and tolerance for all other individuals, no matter the background or characteristics of an individual or group. We believe that through the long term fostering of positive relationships and teaching of strong social, moral and understanding skills alongside PSHE, children and persons of all backgrounds, beliefs, faiths and orientations have the opportunity to thrive, fulfil their potential and set themselves on a path towards becoming a happy, productive and purposeful member of society.

We will ensure all resources and images used are inclusive of all pupils e.g. including those in wheelchairs or wearing hearing aids. This is part of our general inclusive approach to British Values (and in other subjects and within the whole school) and images will represent SEND, LGBT+, a range of ethnicities, and all the protected characteristics. Our choice of images and characterisation will reinforce the message that human sexuality is a positive thing and that no-one person or group of people are excluded in any way. Materials will be available in appropriate learning media, including tactile diagrams and physical materials when required. Our teaching of British Values will take account of all our pupil's needs, culture, development and views. We are aware of language used in British Values and will ensure that it is inclusive.

Health and Safety

We recognise that it is good practice to have a culture where children feel confident to discuss potentially sensitive issues. It could be that discussions in the lessons may raise safeguarding concerns. Any concerns will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

Any external visitors or agencies delivering any aspects the curriculum will be required to pass any concerns raised immediately to the Class Teacher and/or the Designated Safeguarding Lead, along with a written or online record.

The Designated Safeguarding Lead has a comprehensive knowledge of trusted, high quality resources as well as extensive training around a vast array of safeguarding topics and procedures.

Monitoring and Evaluation

Provision of British Values is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring Long Term Plans, Half-Termly Unit Plans and Teaching and Learning.
- Discussion at staff and Governors' meetings.
- Auditing of related policies and their consistent implementation as a whole school.
- Inclusion in the School Improvement Plan (as appropriate).
- Collating evidence of children's work and experiences.
- Sampling of pupil focus groups to evaluate impact on their knowledge, understanding, skill development and attitudes.

Review

The Governing Body reviews this policy **annually**. The Governors may decide to review the policy earlier than this if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved. This policy has been reviewed in light of DFE guidance, latest initiatives and any Local Authority policy and procedures.

Our British Values Policy stands alongside our Equality, SEN/D, Safeguarding Policies and other Curriculum Policies.