



CHRISTOPHER PICKERING PRIMARY SCHOOL



Promoting British Values Policy



British Values

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Be the Best you can Be!

Headteacher: Mrs Jane Marson

Date: Summer 2018

Next Review Date: Summer 2020

All decision making at Christopher Pickering Primary School is informed by the desire to raise:
Standards of achievement
The quality of teaching and learning
The continued personal development of pupils and staff
and
To enjoy learning, working and being together
Safeguarding Children in our care

Christopher Pickering Primary School recognise that “...through their day to day contact with pupils and direct work with families, our education staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to the appropriate agency.” (Working Together to Safeguard Children 1999).

Christopher Pickering Primary School

Promoting British Values Policy

Background:

This policy is related to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Children Act 2011

The following documentation is also related to this policy:

- Citizenship and Belonging: What is Britishness? (Commission for Racial Equality)
- Diversity and Citizenship (DES)
- Prevent Strategy 2011
- Promoting British Values as part of SMSC (DES)
- Teacher's Standards (DfE)
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Introduction:

The DfE guidance about promoting fundamental British values as part of SMSC in schools states:

'Schools should 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.'

Children should develop skills and attitudes that:

'allow them to participate fully in, and contribute positively to, life in modern Britain.'

Christopher Pickering Primary School believes that British values are best defined as:

'democracy, the rule of the law, individual liberty, mutual respect and tolerance of different faiths and beliefs' although these values are not actually unique to Britain alone.

We support the rule of English and criminal law and we 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 want to ensure that our pupils are prepared for life in modern Britain by the active promotion of, and respect of, British values.

We give pupils 'first hand experience of the diverse make up of modern British society' by teaching them respect for other faiths and developing their awareness and knowledge of communities different than their own. We value the diverse ethnic backgrounds of all of our pupils and throughout the year we hold a variety of events to celebrate these.

The school supports the ethos of promoting British Values and preparing our pupils for life in 21st century Britain. We believe that the school's teachers uphold public trust in the profession and maintain high standards of ethics and behaviour. We believe that each pupil should achieve their best by developing the key skills of respect, teamwork, resilience, tolerance and self esteem.

Aims:

- To actively promote and embed 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 that they are prepared for life in modern Britain by the active promotion of, and respect of, British values.
- To share good practice within school and with other schools.
- To work with other schools and with the local authority to share good practice in order to improve this policy.

British Values at Christopher Pickering Primary School:

At Christopher Pickering Primary School we uphold and teach pupils about the British Values which are defined as:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of Those of Different Faiths and Beliefs.

These values are actively planned for, and explicitly taught, through our curriculum. They are implicit within our school's ethos and values and are also modelled in the way in which we run our school demonstrating respect, tolerance and democracy for all.

We take the opportunity to actively promote British Values through our daily assemblies and also our whole school systems and structures, such as electing and running our School Council, House Leaders and so on. We ensure that our curriculum planning and delivery secure real opportunities for exploring these values. British values are embedded throughout school in our broad and balanced curriculum. Children are given the opportunity to practise the skills and attitudes required for them to participate fully in a democratic society. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist views'.

At Christopher Pickering Primary School these values are reinforced regularly and in the following ways:

Democracy:

Democracy is an important value at our school and is evident as a UNICEF Rights Respecting school. Pupils have the opportunity to have their voices heard through our School Council. The elections of members of the School Council and Head Girl and Boy of each House, are based on pupil votes. Children recommend each other for awards. Children work together and agree their positive behaviour codes that all of the community work and live by. Each class makes a weekly award (Pickering Pal) to a member of their class who they believe has modelled the values of respect, responsibility, perseverance or friendship. In addition we follow current affairs programmes through assemblies and through the curriculum where we can teach democracy through events such as the General Election.

The Rule of Law:

The importance of laws and rules, whether they are those that govern the class, the school or the country are consistently reinforced throughout regular school days. Our Good Behaviour code is clear and gives children clear guidance of the expectations for good behaviour. Children are asked to identify which part of the school code they have broken to ensure that a connection is made and understood. House Points and dots are in place to reward pupils for always being good and living their life by the chosen set of rules. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibility that this involves and the consequences when laws are broken. Visits from authorities such as the police, fire service, ambulance etc are regular parts of our calendar and help to reinforce this message.

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 secure environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these responsibly, for example through our e-safety teaching and PSHE lessons. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs, choose the level of challenge in some lessons and are becoming increasingly involved in child – led learning, e.g. planning and delivering child led assemblies.

Mutual Respect and Tolerance of Those Different Faiths and Beliefs:

Our school ethos and Good Behaviour policy are based around our core values at school and embody Christian values such as ‘respect’ and ‘responsibility’ and these values determine how we live as a community at Christopher Pickering Primary school. Assemblies are based on Values for Life and are central to how we expect our community to live together. Anti-bullying assemblies and programmes on human rights teaching, all reflect our commitment to mutual respect. Equally, our charity work helps to reinforce our links with our local community. Children and adults alike are challenged if they are disrespectful in any way. Values are highly visible round the school and can be seen as part of our agreed Good Behaviour code. Tolerance of those with different faiths and beliefs is achieved through enhancing pupils’ understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Assemblies and discussions involving prejudices and prejudice based bullying have been followed and supported by learning in RE and PSHE. We encourage children to research and discover differences and similarities between us and our European neighbours. Likewise we build curriculum opportunities, and use events such as the Olympic Games and World Cup, to study and learn about life and culture in other countries.

Roles of Stakeholders:

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;
- responsibility for ensuring that the school is prepared for any type of inspection;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- be prepared for all types of school 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

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School personnel will:

- comply with all aspects of this policy;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and 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 expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- promote good behaviour;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the school council;
- take part in questionnaires and surveys.

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify 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 in homework on time;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

Raising Awareness of the Policy:

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance.

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
 - Prevent strategy to avoid radicalisation or extremist activities.
- receive periodic training so that they are kept up to date with new information

- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Review:

To be reviewed in Summer 2020

Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Promoting British Values				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	

Question	Equality Groups																		Conclusion							
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	Does or could this policy have a negative impact on any of the following?		✓			✓			✓			✓			✓			✓			✓			✓		
Does or could this policy help promote equality for any of the following?	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
S.M.McGlinchey	Summer 2016	Governors	Summer 2016