



Marden High School

Promoting British Values Policy Statement

Rationale

At Marden High School we value the diversity of backgrounds of all students, families and the wider school community.

The Department for Education states that there is a 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 Department for Education defines British Values as follows:

Democracy

The rule of law

Individual liberty

Mutual respect

Tolerance of those of different faiths and beliefs

Our school reflects British values in all that we do. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

Purposes

We promote British values because we want to play our part in:

- Perpetuating and encouraging full involvement in democracy
- Strengthening the legal principles of justice and fairness
- Protecting individual freedoms
- Fostering positive relationships based on respect and courtesy
- Ensuring acceptance of cultural and religious diversity
- Encouraging a caring and tolerant environment and protecting our students from the effects of extremist views and language

At Marden High School, we actively promote British values in the following ways:

Democracy

We promote responsible participation in democratic processes by:

- Encouraging involvement with elections for our school cabinet, UK youth parliament and the young mayor of North Tyneside
- Teaching about the development and process of democracy in history and Personal Development
- Sharing tasks of responsibility in lessons
- Giving students an insight of the running of their school with takeover activities
- Providing effective countermeasures to attempts to radicalise our students
- Election of School Council and Head Boy and Head Girl
- Pupil Voice is addressed through student focus groups, questionnaires and surveys
- Informal voting on issues within form times and lessons
- Achievements are celebrated both in lessons and in our Celebration Assemblies and rewards are embedded into our school culture and ethos
- We promote a school environment where questions are valued and encouraged

The Rule of Law

- The school's ethos promotes and encourages respect and helps students to distinguish right from wrong
- Our Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to students, staff and parents/carers. We raise awareness of bullying by being part of the National Anti-Bullying Week and Internet Safety events
- Through Personal Development lessons students 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. Visits from authorities such as the police and fire service help reinforce this message

We promote respect for and adherence to the rule of law by:

- Providing a safe and happy environment in which the students' needs come first, e.g. strict adherence to health and safety guidelines in subjects such as science and design technology
- Fair and just application of our behaviour for learning policy
- Appointing prefects so that students have a role in maintaining an orderly environment
- Encouraging respect for rules and authority in sport and other team activities
- Teaching aspects of British law in history, business, Personal Development and RE

Individual Liberty

- We pride ourselves on a school culture and ethos that builds respect, tolerance and resilience. Both in and out of lessons students are actively encouraged to make the right choices, knowing that they are in a safe and supportive environment
- Students are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and Personal Development lessons
- We have a robust anti-bullying culture (refer to Anti-Bullying Policy and Behaviour

- Policy)
- Vulnerable students are supported to make appropriate decisions and staff ensure that adults supporting them are doing so with the students' best interests
 - We conduct annual student and parent surveys and use the results to inform the coming year's school development plan

We promote individual liberty and equal opportunities by:

- Giving freedom of expression without fear of ridicule
- Encouraging independent learning in all lessons and creativity across the curriculum
- Giving choice of tasks
- Providing forums for discussion, debate and development of ideas and beliefs in and out of lessons
- Differentiating support for individuals so that no one is left behind
- Improving self esteem
- Personalising subject choices in KS4

Mutual Respect

- Respect is one of the core values of our school. Our students know and understand that it is expected that respect is shown to everyone, adults and children
- Displays around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our Behaviour Policy
- Staff and students are encouraged to challenge prejudicial or discriminatory behaviour. All such incidents are recorded

We promote mutual respect by:

- Providing a safe and happy environment in which the students come first
- Including everyone, regardless of race, creed, sexuality, class or ability
- Fair and just application of our behaviour for learning policy which is based on praise over criticism
- Our well developed rewards system
- Our commitment to fostering good relationships everywhere in school
- Our zero tolerance of bullying, discrimination and inappropriate language and behaviour
- Fundraising for causes across the world
- Responsible and considerate peer assessment, group presentations and all collaborative work
- Celebrating success in assemblies

Celebration of different faiths and beliefs

We celebrate different faiths and beliefs by:

- Teaching about world religions in RE
- Advocating understanding and respect in lessons, assemblies, reflection time and all other school activities
- Accepting differences in beliefs
- Welcoming new pupils of all faiths and none

- Discussions about prejudices and prejudice-based bullying in form time
- Recognition and discussion of religious celebrations in lessons, form times and assemblies
- Members of different faiths or religions being encouraged to share their knowledge to enhance learning within classes and the school eg, a discussion of fasting during Ramadan
- Through the Personal Development and RE curriculums students being encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations

Our Designated Safeguarding and Prevent Duty Lead is Bronia Reece

Ratified by Governors January 2020

To be Reviewed January 2022