

Promoting British Values Statement



Created January 2016	Governing Body Approved 21.03.16

The Government set out their definition of British Values in the Prevent strategy document 2014. These were:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

All schools are now required to actively teach and promote these core values.

At Hartburn these values are taught through our wider curriculum and explicitly within subjects such as Religious Education and Personal, Social, Health and Emotional education.

British values are encapsulated in our school vision and through our school ethos. Our regular curriculum planning reviews ensure that pupils have real opportunities to explore the issues in the following ways:

Democracy

- The children decide upon the key elements of their class charter and their rights and responsibilities associated with adherence to agreements.
- School Council elections take place each year. These involve all children listening to peer manifestos and voting for preferred candidates. Council meetings are carried out with a chairperson who adheres to the democratic process.
- Pupil voice surveys inform school improvement actions. The children feedback about learning styles, safety issues, behaviour, playground activities, reward systems and curriculum enhancement opportunities.
- The ethos and learning climate in each classroom encourages pupils to express their preferences and make democratic decisions. (Choice of learning partners, books to read, method of presenting findings, how to organise displays, playtime activities)
- K.S. 2 pupils study life under a dictatorship via their History topic on Nazi Germany. This allows them to draw comparisons and fosters an appreciation of democratic freedoms.

The Rule of Law

- School rules are clear and fair and are reinforced throughout the school day by everyone. The rules help children to distinguish right from wrong and to develop an understanding of consequences for their actions.
- Children are taught the values and reasons behind the school rules; that they are to govern and protect everyone to ensure people are safe from hurt or harm. Children are taught that there are consequences when rules (laws) are broken.
- We have a consistent behaviour code in school with staged responses to inappropriate behaviour. Children are asked to identify which aspect of the rules they have not upheld and explain how they can alter their actions to stay within our code of conduct. Our curriculum teaches children about the importance of staying within agreed boundaries and the consequences of breaking these boundaries
- Visits from authorities such as the police and fire service promote an understanding of the job and role of those with responsibility in the community.
- Key Stage 2 Citizenship days whereby pupil's re-enact courtroom roles and situations help explain the judicial process.

Individual Liberty

- The ethos that supports children to develop their self-knowledge, self-esteem and self-confidence is embedded in our values.
- We expect through our consistent behaviour code that children take responsibility for their behaviour as well as knowing their rights.

- Children are given freedom to make choices in numerous aspects of daily school life e.g. choice of learning activity, choice of school meal, method of recording, participation in extra-curricular activities.
- Children are taught that they have a right to be free from victimisation through our anti-bullying culture and expectations.
- Children are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, for example through our work on e-safety and PSHE lessons.
- Children are taught about the importance of individual liberty and the impact of the loss of this liberty on communities, societies and countries through our history and RE curriculum particularly, the role of inequality in different cultures and countries and the freedom to express personal beliefs and faith practices.
- Children are taught to have compassion and consideration for individuals and groups who suffer as a result of circumstances that affect their individual liberty through charitable fundraising for organisations such as the Save The Children, Children in Need and Comic Relief.

Mutual Respect

- Mutual respect is at the heart of all we do at. Children learn that behaviours have an effect on their own rights and those of others. There is an expectation that all members of the school community treat each other with respect and this is actively modelled by all adults in school
- Children are taught to celebrate the achievements of others and respect differences in talents, abilities and skills. There is an ethos of high praise in school where children's efforts are rewarded publicly in assemblies, by the giving of stickers or certificates and children are sent to other staff in school for further praise and celebration.
- Children are taught to identify and challenge prejudicial or discriminatory behaviour through our curriculum and the ethos which underpins all that we do.

Tolerance of those with different faiths and beliefs

- Our RE curriculum teaches children in school about the beliefs and practices of different faiths and emphasises the need to be accepting and open to systems and practices that are different to their own. All pupils join in with religious festivals such as Christmas, Eid and Diwali and visits to places of worship take place. Children learn about different countries, cultures and traditions through our geography, history and PSHE curriculum. We also seek to provide a window into the wider world through discussion of current affairs and news, through news bites, visits and visitors.