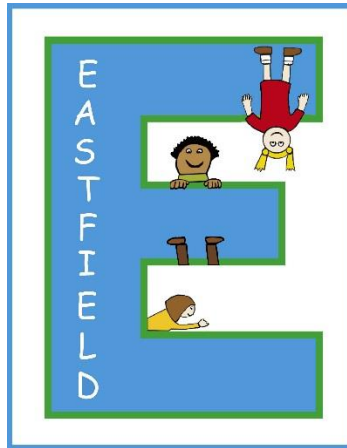


# Eastfield Primary School



## British Values Policy

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Appendix – British Values document on the school’s website

## Statement of intent

This policy sets out the framework in which Eastfield Primary School will ensure that it actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

These values are officially taught through the Religious Education (RE) and Personal Social and Health Education (PSHE) curriculum and are further nurtured through the school’s ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.

## 1. Legal framework

1.1. This policy will have consideration for the following guidance:

- Ofsted, School Inspection Handbook, 2015.
- DfE, Improving the Spiritual, Moral, Social and Cultural (SMSC) development of pupils, 2013.

1.2. This policy is carried out in conjunction with our following other policies:

- Preventing extremism and radicalisation policy
- Behaviour Policy

## 2. Roles and responsibilities

2.1. Eastfield Primary School understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.

2.2. The Head teacher will ensure that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.

- 2.3. Teachers and Teaching Assistants will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.
- 2.4. Pupils are expected to treat each other and staff with respect, in line with the school's Behaviour Policy.
- 2.5. We explore British Values through our school assemblies and PSHE / RE lessons – a list of assembly themes are available on request.

### 3. Democracy

- 3.1. At Eastfield Primary School pupils have numerous opportunities to have their views heard e.g. through pupil questionnaires, the pupil-elected school council and being involved in the creation of our new school rules. Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

### 4. The rule of law

- 4.1. Eastfield Primary School has a high regard for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our pupils are involved in the creation of class rules to inspire them with this understanding.
- 4.2. At Eastfield Primary School pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their well-being and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law.
- 4.3. Eastfield Primary School organises visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.

### 5. Individual liberty

- 5.1. At Eastfield Primary School we foster a safe and supportive environment where pupils are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.
- 5.2. Pupils are taught about their rights and personal freedoms and are encouraged and advised on how to exercise these safely, for instance through our phase assemblies, our teaching on e-safety and PSHE lessons. Older pupils are encouraged to reflect on individual liberty and not take it for granted through assemblies, where staff share real-life stories of people in countries where there are instances when individual liberty is strongly discouraged and even considered unlawful.

### Mutual respect

- 5.3. Respect forms a core pillar of Eastfield Primary School's ethos. Pupils are treated with respect and learn to treat each other and staff with respect.

5.4. This is reinforced through our Behaviour Policy and posters throughout the school promoting mutual respect.

## 6. Tolerance of those of different faiths and beliefs

- 6.1. Eastfield Primary School acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity.
- 6.2. Throughout the year, assemblies are held focusing on bullying, with reference to prejudice based bullying, and discussion is encouraged.
- 6.3. Tolerance of those of different faiths and beliefs is supported by the RE and PSHE curriculum.
- 6.4. We encourage our pupils from different faiths or religions to share their knowledge with their peers to enhance their learning.

## 7. Staff training

- 7.1. At Eastfield Primary School staff are made aware of their responsibilities in terms of British values during their thorough human resources induction.
- 7.2. Staff will be offered the opportunity for further training on upholding the British Values Policy.

## 8. Review

- 8.1. This policy will be kept under regular review by the Head Teacher and amended as appropriate to reflect any changes to regulations.

Please refer to the **DFE Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools November 2014**

Curriculum Committee: July 2015, July 2016, July 2018, July 2020

Next review: July 2022

## APPENDIX

## **Promoting British Values at Eastfield Primary School (website statement)**

*The DfE has recently 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 been reiterated again in 2014.

At Eastfield, we ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. A variety of curriculum areas provide vehicles for furthering understanding of these concepts and in particular, our RE and PSHE lessons provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

### **DEMOCRACY**

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our School Council, house system, pastoral and sports buddies and also through our Head Girl and Head Boy. Each year the children decide upon their class charter through their SEAL and PSHE lessons; in addition, children have been democratically involved in helping to create new school rules.

### **THE RULE OF THE LAW**

The importance of laws and rules, whether they are those that govern the class, the school or the country are reinforced throughout our time in school. Our positive behaviour system is based upon 4 Golden Rules and if children are given chances or consequences then it is always against these agreed 4 rules. Children are asked to identify which rule they have broken to ensure that a connection is made and understood. Pupils are taught the value and reasons behind laws (that they govern and protect us) and the responsibilities that this involves and the consequences when laws are broken. Visits to Eastfield from the Police and Fire Service help to reinforce this message.

To encourage and promote good behaviour, attitude and work, we have devised a reward system which is consistently followed throughout the school. We are committed to praising children's efforts and we endeavour to praise the child informally, individually, during group work, in front of the whole class and the whole school. Children are rewarded for achievement and behaviour, including the use of good manners. Rewards are given in the form of stickers, house points and certificates.

Children's achievements are also recognised and shared with parents and the community during weekly merit 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 know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely through our PSHE lessons, circle time sessions and also through our Esafety lessons. Pupils are given the freedom to make choices e.g. signing up for after school clubs, choosing their dinner, selecting equipment at playtime, choosing home reading books, deciding how to spend 'vouchers.'

### **MUTUAL RESPECT**

Our school aims and behaviour policy are based around the values of 'respect and responsibility' and these values determine how we live as a community at Eastfield Primary School. 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 school rules and classroom charters, as well as our behaviour policy.

One of our school rules is 'Respect each other and our school.'

### **TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS**

Eastfield is a diverse school. We actively promote diversity through our celebrations of different faiths and cultures. RE and PSHE lessons reinforce messages of tolerance and respect for others. Assemblies and discussions involving prejudices and prejudice based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths and religions and those who speak languages other than English are encouraged to

share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths.

***At Eastfield Primary School, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including extremist views. Eastfield Teachers have had training in the 'Prevent Strategy / Agenda.'***