

Brookfields School British Values Statement

This statement outlines the key British values we actively promote.



General overview

Brookfields School is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi-faith nature of the United Kingdom and understand the crucial role our school plays in promoting these values to our pupils and wider school community. Through our provision we:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- Promote an understanding of how citizens can influence decision-making through the democratic process;
- Encourage an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- Promote an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- Teach an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- Encourage acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and teach an understanding of the importance of identifying and combatting discrimination.

Democracy

To understand how they can influence decision making through a democratic process.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty

Pupils also can have their voices heard through our School Council, RRS group and pupil surveys. The elections of Pupil Council Members are based solely on pupil votes. The School Council itself is led by 2 members of staff.

The principle of democracy is also explored through the taught curriculum as well as in assemblies.

Individual Liberty

To understand that the freedom to choose is protected in law.

Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils have key roles and responsibilities in school e.g. school council members, 'jobs' in class etc.

We educate and provide boundaries for pupils to make choices safely, through provision of a safe environment and an empowering education. Pupils 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 input and PSHE lessons.

Whether it is through choice of activity, favoured location, choice of snack and lunch options, of participation in extra-curricular clubs and opportunities etc., pupils are given the freedom to make choices.

Mutual Respect

To understand that while people may hold different views, we may show respect towards them.

Part of our school ethos and behaviour policy revolves around core values such as 'Respect'. Pupils have been part of discussions and assemblies related to what this means and how it is shown. These ideas are reiterated through school and classroom rules. Our PSHE curriculum embodies values of Mutual Respect through units of learning such as Relationships and Being a Responsible Citizen.

Through PE and sports coaching, we promote an attitude of equality and fairness and provide opportunities to rehearse these skills in a supportive environment.

On a general level, our school undertake s collective worship and assemblies which uphold traditional values of empathy, respect, and tolerance. These are also taught within PSHE, Citizenship and RE lessons and on an informal nature throughout the school day. Staff model these values for pupils explicitly.

The Rule of Law

To appreciate that living under the rule of law protects us and is essential for our well-being and safety.

The importance of laws, whether they be those that are in place in the class, the school, or the country, are consistently reinforced throughout the school day for example when implementing the school's positive behaviour policy, through assemblies etc.

Pupils are taught the value and reasons behind laws; that they govern and protect us; the responsibilities that they hold and the consequences when laws are broken. Visits from and to local services such as the Police; Fire Service; Ambulance etc. take place and help reinforce and bring to life this message.

We have a clearly structured behaviour policy which all stakeholders understand and follow.

Tolerance of those of Different Faiths and Beliefs

To accept that others have different faiths or beliefs (or none) and these should be accepted and tolerated.

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies, the taught curriculum and 'ad-hoc discussions' involving prejudices and prejudice-based bullying are held.

Meeting the standards

The school does, through a wide range of activities, aim to meet these standards and uses strategies within the Curriculum and beyond to secure such outcomes for children. The list below outlines samples of when and where such British Values are shared. The list is not exhaustive and represents only some of what we do.

Curriculum: Developing the skills required to communicate, make/express choices and find out information. These include writing and reading skills, number skills; including developing an understanding of money,

independent and collaborative work, and activities designed to gain an understanding of the place and society in which they live at a level appropriate to their understanding. The curriculum covers historical and geographical learning about the United Kingdom, as well as international comparisons e.g. through our link schools in South Africa.

Whole school daily acts of collective worship/assembly: The sharing of stories, images, events, music and expectations promote the values and ethos of the school that have their roots in our school rules. These activities take place in a wide range of ways in order to engage the children and be presented at an appropriate level for understanding. As a 'community school', 'collective worship' is nondenominational and recognizes that those attending may have a wide range of faiths, or none. It is however, in line with regulation and is "wholly or mainly of a broadly Christian character".

Religious Education: This involves gaining a greater understanding of religious diversity and practices, which covers key religions represented in the UK. Planning for the subject is directed by the 'Standing Advisory Council on Religious Education (SACRE) – Agreed Syllabus for Religious Education' which is used by all Primary Schools in Halton.

Physical Education: The following concepts are developed through our PE curriculum and also through the pupil's engagement with external coaches; following and developing rules, inclusion, celebrating and rewarding success, participation in activities that promote working and playing together and teamwork.

Learning Outside the Classroom: Fortnightly educational visits allow the pupils the opportunity to have a wider set of learning experiences beyond the school building itself. These visits support all aspects of the children's learning and reinforce and expand upon the taught curriculum. Visits include activities that support Maths and Communication e.g. visiting shops and café's; activities that support History and Geography with visits to local landmarks and places of interest; trips to provide real life experiences of different cultures and religions, whilst underpinning all of this is the opportunity to develop independence and self-confidence.

School Council: This involves members of KS2 and includes the pupils taking part in democratic processes (voting), sharing ideas and working together towards an outcome, planning for events, teamwork and the development of communication skills.

For more information about how the school seeks to represent key British Values, contact the school office and a member of the School Leadership Team will be happy to provide further information. Should you feel that the school is not meeting this requirement, you should contact the school office and request to express your concerns with the Headteacher. Likewise, if you feel that anyone working at the school is, intentionally or otherwise undermining these values, you should report this to the Headteacher.