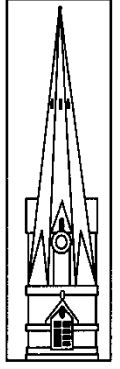


*Higher Walton C.E. Primary
School*



British Values Policy

Last reviewed: September 2024

Next review: September 2026

“Life in all its fullness” (John 10 v 10).

Our British values policy is based upon our **school core Christian values of friendship and forgiveness, courage and creativity, respect and responsibility, trust and tenacity** along with wider Christian values of love, peace, reconciliation and justice.

MISSION STATEMENT

Higher Walton CE Primary School aims to celebrate everyone’s uniqueness, enabling our children to flourish and reach their true potential. We do this in a caring, supportive and stimulating environment, so that everyone has the very best opportunity to manifest, “Life in all its fullness” (John 10 v 10).

VISION

Our school vision is “Life in all its fullness” (John 10 v 10). Within this school each child is considered as a unique child of God. All members of our school family are welcomed into a safe and secure Christian environment where they are valued, included and accepted. Our Christian ethos promotes self-worth, self-respect and trust, so that everyone develops the confidence to ask questions, talk through problems and explore values and beliefs leading to responsible behaviour and citizenship.

British Values Policy

Introduction

The Department for Education (DfE) requires all schools to promote the historical and current values that underpin the national identity known as “Being British”. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

What is “Britishness”?

British values have been defined as:

- Respect for democracy and support for participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Individual liberty, support and respect for the liberties of all within the law
- Respect for and tolerance of different cultures, faiths and other beliefs

Aims

At Higher Walton CE Primary School we aim to promote these values in the following ways:

Democracy:

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Help pupils learn how to debate and defend points of view
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

Examples of what we do:

- We have a clear Pupil Voice at Higher Walton CE Primary School. Our School Council is formed from pupils elected by their classes. It collects the views of pupils and plays a significant part in decision making where appropriate in the school.
- We collect the views of pupils as part of our curriculum monitoring process and make adaptations to match the interests of pupils where possible, to promote motivation and a love of learning.

Rule of law:

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Promote an understanding and appreciation of the role of the Police in a democratic society

Examples of what we do:

- We have a clear Behaviour System in the school which was drawn up by pupils and staff and is shared with parents. Its values encourage the building of respect for self and others in the school community.
- We work closely with our local Police Community Support Officers to promote the understanding and respect for British Law. They are invited into school to work with Higher Walton children.

Individual Liberty:

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture
- Ensure that the views of pupils, parents and staff are valued and sought. All pupils are made aware, where possible, of others' needs and how to support each other.

Examples of what we do:

- We have a detailed and regularly reviewed school policy document on bullying. All children carry out work at least yearly to promote the understanding of what bullying is, and what they should do if they encounter any incidents of bullying in school. Children share this knowledge with parents through parents' assemblies, and the school seeks the view of parents through consultation questionnaires, and its open door policy.
- All teaching staff are aware of the Prevent Strategy, and have undertaken Counter Terrorism training.
- Staff are also aware of what procedures to follow should they encounter any instances of prejudice-based bullying.
- The Deputy Headteacher is the school's Inclusion Lead and works with our vulnerable children and families to ensure best outcomes for all pupils.
- The school has an anti-bullying week and takes part in Safer Internet days.

Respect and tolerance:

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Regular visits to church
- Organise visits to other places of worship
- Invite visitors into school of a different faith
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers
- Pupils are encouraged to celebrate diversity, recognise their own and others strengths, encounter, celebrate and appreciate difference.

Examples of what we do:

- We teach about a wide range of faiths through the shared syllabus adopted by Blackburn Diocese, QUESTful RE. Each day we hold collective worship assemblies in which we teach respect for our own culture and those of others.
- We celebrate other religious occasions through links in our wider curriculum.
- We teach actively within our Spiritual, Moral, Social and Cultural education about tolerance of people from different cultures, faiths and background, and that discrimination is unacceptable.
- We hold frequent charity raising events where pupils are closely involved in both decision making and delivery. The school raises money for Comic Relief, Sport Relief, UNICEF, MacMillians and a local food bank.
- Our community work incorporates a number of British traditions e.g. Traditional summer fair in which children run their own stalls, an annual Christmas Nativity where children entertain local residents and perform traditional carols.
- We hold regular events in school to promote the understanding of other cultures e.g. French Day and a celebration of Chinese New Year with a dragon dance.

Preventing Radicalisation and Extremism in School:

Radicalisation is the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is the holding of extreme political or religious views. Higher Walton CE Primary School seeks to protect children from extremist views and materials and to promote skills, values and understanding which will enable them to participate fully and safely in our democratic society.

Examples of what we do:

- Children are helped to understand the importance of democracy and freedom of speech, through our curriculum, assemblies and the elected School Council members.
- Children are taught how to keep themselves safe, in school and when using the internet. See E- Safety Policy, Safeguarding policy, PREVENT policy, remote learning policy
- Children's wellbeing, confidence and resilience is promoted through our planned curriculum and extra-curricular learning opportunities.
- Children are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Ensure that all staff are trained to deal with any incidents regarding extremism and understand how to deal with them appropriately and refer them to the senior leadership team.

Monitoring and review

The governing body regularly reviews any incidents. Governors participate in regular training with regard to the safeguarding procedures (including PREVENT). This policy is reviewed every two years by the governing body.