

British Values Statement

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

St Nicholas C of E Primary School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. St Nicholas C of E Primary School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The government set out its definition of British values in the [2011 Prevent Strategy](#).

The five key British Values are:

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

The academy uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways St Nicholas C of E Primary School seeks to instil British Values.

Democracy

- Our school runs a school council which is elected by the children in each class so that delegates are sent to school council and then feed back to the rest of the class.
- Our eco-council is elected by peers in each year group. They meet regularly and plan litter-picking, planting etc.
- Our Y6 monitors and house-captains are voted for by their peers. They choose the people they believe would serve them well, and those who would treat others with respect and tolerance.
- We regularly talk to groups of children about their experiences of learning in school and how this can be improved.
- The school is engaged in a democracy project with a cluster of local schools and are using debating as the vehicle to explore democracy. This project concludes with a visit to the House of Commons on 20th July 2015.

The rule of law

- When we introduce the children to a new school year we introduce them to the class rules but also talk to them about the Christian Values which underpin these rules.
- Pupils are taught about being good to be green and that there are consequences when these rules are broken which are always carried out as that certainty is vital.
- Class 6SD led whole school worship, inviting parents to join us, about respect.
- From time to time Police Officers have visited school to reinforce the message that for all actions there are consequences and it pays not to break the rules. It helps that these Police Officers are also governors so that they are familiar faces.
- The school is currently introducing a rights and responsibilities charter which will be implemented across the school and implemented in different locations such as the playground and the

classroom. This helps the children to understand that they have rights but also have responsibilities placed upon them.

Individual liberty

- Pupils are encouraged to be individuals within a collective family. Boys who attend ballet and tap classes are held up as role models and valued. We have had boys who have attended dance school on leaving in Y6 with a view to dancing on the stage. Pupils value their skills and respect them.
- Pupils happily take part individually in whole school worship knowing that they will be supported by staff and not intimidated by the number of people in the hall.
- Boys in year 6 dressed up in school plays, secure that the school community would laugh with them.
- Gypsy Roma children are open about their culture and talk openly about their lifestyle, in a safe, secure environment.
- On the rare occasion that any bullying does take place it is dealt with firmly in line with the school policy. Both bully and bullied receive support to help them either change or support them. There are always consequences for the aggressor.

Mutual respect

- Any issues between children are dealt with by bringing the parties together and demonstrating the relationships which need to be in place which is always built upon mutual respect.
- Mutual respect is modelled every day by the staff.
- Children across all year groups peer assess and evaluate each other's' work, giving constructive feedback.
- Philosophy for Children and class debates show children know how to interact with each other with respect.
- Children are encouraged to prepare a talk to their class about any given topic; children listen attentively and ask questions sensitively.
- The children demonstrate respect for each other and for the adults in school by holding doors open for each other, supporting each other and by working both across the year group with other children and with other children in the school.

Respect of different faiths and beliefs

- The children develop an appreciation and respect for different faiths through our collective worship. For example, children are told about the places that are special to different faiths.
- The teaching of RE builds a respect for and understanding of different faiths which the children exemplify in their interactions with each other.
- Where we have teachers and pupils from different faith backgrounds we celebrate the diversity of the faiths within our school through the sharing of practices, special places and beliefs.
- Year 4 celebrated Hanukkah prior to Christmas; Reception celebrate Diwali, Y5 visit a Sikh temple; Y6 shared the Passover plate.
- During Literacy, the children share stories from other cultures.
- The school is currently engaged in a project which celebrates the Jullundur brigade of the Queen's Lancashire Regiment which was a Sikh, Muslim and Hindu brigade of World War 1 soldiers who fought for Britain.
- This work supports the children's appreciative understanding of Britain as a multicultural society.