Hamworthy Federation

British Values

The Department for Education 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.”

At Hamworthy Federation, we actively promote fundamental British values, and this is mapped out in our curriculum, across the whole school. Listed below are some examples of how we promote these values in our school community:

- School assemblies
- Religious Education curriculum
- Personal, Social and Health Education (PSHE) curriculum

Values

At Hamworthy Federation, these values are reinforced regularly:

Democracy: Pupil voice is significant in regard to life at Hamworthy Federation. We show we are democratic by giving children opportunities to voice their thoughts and opinions.

The Rule of Law: 'The rule of law value' plays a fundamental part at Hamworthy Federation as we place safety and behaviour at the heart of our Federation. Children are taught from an early age the rules and routines of the school and how to stay safe.

Individual Liberty: We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. As a Federation, we actively encourage children to make choices, knowing that they are in a safe and supportive environment. Our pupils are taught to know, understand and exercise their personal freedoms and to understand how to exercise these safely, such as in our e-safety and PSHE lessons.

Mutual respect: Mutual respect is at the core of our school life. Children learn to treat each other and staff with great respect. This is evident when walking around the classrooms and play areas across the Federation.

Tolerance of those with different faiths and beliefs: We offer a culturally rich and diverse curriculum in which major religions are studied and respected. At Hamworthy Federation we strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.



UNCRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account	
All adults will: • Ensure that everyone has a right to voice their opinion. • Ensure the child's, parents' and staffs' voice is heard • Support children to take turns • Encourage children to share • Support children to become independent and take responsibility • Support children to learn boundaries • Give children the opportunities to make choices • Promote a climate to share opinions and ideas • Ensure that children are listened to • Respect everyone as an individual • Role model behaviour • Celebrate differences in people • Support children to have a positive sense of their own identity and culture	**School Provision** • Pupil Voice • Pupil Questionnaires • School Council – children voting for their class representative and make change happen across the Federation • House Captains /peer mediators/playground pals/Whizz Kids/ Eco warriors • Sport: Fairness, sportsmanship and turn taking • Federated ethos • School Behaviour Policy • Assemblies that emphases the importance of teamwork, considering the views of others and why democracy is important • Religious Education curriculum • Cross curricular Speaking and Listening opportunities • Visitors to school e.g local councillors • Parent Questionnaires • Staff Questionnaires • Staff Meetings / Briefings • Performance Management / Review meetings • EHCP pupil passport/ pupil voice • 'I wish my teacher knew' opportunities to share pupil voice. • Pastoral support/interventions
UNCRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them	
• Support children to understand right and wrong • Support children's understanding of how the law of the land and our school rules help to keep us all safe and happy • Share and support the rules of the Federation with all stakeholders • Ensure children understand the consequences of their actions • Ensure children have a sense of fairness	• School Behaviour Policy shared with all stakeholders and on the website • Pupil Voice • Religious Education curriculum • Children encouraged to take responsibility for their own actions • System of 'Restorative Justice' • Safeguarding/Antibullying/ SEND policies & procedures • Behaviour log/Bullying log/ Racist incidents log • School Council

• Listen to the child's voice when deciding the setting's rules and boundaries	• School Assemblies on the themes of fairness/ discrimination/NSPCC PANTS • Support from local police liaison officer (i.e. assemblies) • Online safety day • PSHE curriculum coverage • Displays around school
 UNCRC Article 31: All children have a right to relax and play, and to join in a wide range of activities Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights	
• Plan for individual children • Ensure all information about the child's progress and development is shared with both child and parents. • Ensure children have access to resources • Support parental choice • Support children to make the right choices • Listen to everyone's point of view • Ensure all stakeholders are considerate of others and the environment	• Quality experiences beyond the classroom – trips, clubs, visitors • High quality playtimes, resources and supervision • Pupil Voice - school council, house captains, Y6 responsibilities, buddies, mediators, sports leaders, Eco warriors, librairians, SEND annual review • Adaptive planning/ teaching • PSHE and RE Curriculum – encouraging children to learn about both themselves and others • Federated ethos • Encouraging the children to be independent and reflective learners - 5Rs • Anti-bullying policy –visits from the NSPCC to reinforce STOP principles • Support Plans/ EHCP/Medical plans etc. • Parents/Pupil Meetings • Positive Behaviour Policy • Home School Agreement • Storm break • Inter school sports events • Kindness week • EHCP provision planning/ IEP's
 UNCRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from UNCRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not	
• Work together as a team respecting each other • Provide positive role models • Value individuality • Value all cultures and beliefs • Respect all languages • Respect each other's space • Ensure all stakeholders feel safe • Provide effective induction for all • Provide opportunities to consult parents • Enable parents to be involved in their children's learning	• Positive Role models – adults and children • Positive behaviour approaches – rewards, celebrations, purposeful praise • PSHE and RE Lessons emphasising that every person is unique • Learning about other faiths • Learning about other cultures and diversity- geography • Assemblies that teach about equality – gender, race, disability including national events – Invictus Games, Paralympics, Women's Month, Black History Month

	• Celebrating festivals of other cultures e.g. Diwali, Chinese New Year • Parent, pupil, staff questionnaires • Staff code of conduct • Behaviour response plans • Working with families to support children MHST & BCP Navigator
 UNCRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.	
• Combat discrimination through awareness • Ensure ethos of setting reflects an awareness of all cultures and beliefs • Have knowledge and understanding of other cultures and beliefs • Celebrate diversity within and outside the setting • Role model behaviour and attitudes towards others • Encourage all parental input in the setting • Ensure that any discrimination identified is addressed within our schools	• Assemblies that teach about acceptance, equality – i.e. anti-bullying • Learning about other faiths, languages, festivals and cultures • Ethos / vision – Every child, Every day, Every possibility • Evidence across wider curriculum subjects • RE and PSHE learning • Parental involvement • Safeguarding and Child Protection Policy, SEND Policy, Equalities Policy, • Website – Visitors Code of Conduct, home school agreement, induction