

Building resilience not reliance.



# Promoting British Values Policy

We are a Rights Respecting School in accordance with UNICEF (United Nations Children's Fund). Our aim is to promote and protect the rights of all children in Ganton School to an education, to be healthy, to have a childhood, to be treated fairly and to be heard so that they can survive, grow, participate and fulfil their potential. Ganton School puts the United Nations Convention on the Rights of the Child (CRC) at the heart of all policies, practice and ethos.

Everyone at Ganton School who comes into contact with children and families has a role to play in safeguarding and promoting the welfare of children by;

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.
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Working Together to Safeguard Children 2018

Headteacher: Mr Eddy Wharton

Review Date: September 2020

An inclusive community committed to excellence in personalized learning and well-being



## **Promoting British Values Policy**

### **Background:**

This policy is related to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Children Act 2011

The following documentation is also related to this policy:

- Citizenship and Belonging: What is Britishness? (Commission for Racial Equality)
- Diversity and Citizenship (DES)
- Prevent Strategy 2011
- Promoting British Values as part of SMSC (DES)
- Teacher's Standards (DfE)
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### **Introduction:**

The DfE guidance about promoting fundamental British values as part of SMSC in schools states:

'Schools should 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.' Children should develop skills and attitudes that:  
'allow them to participate fully in, and contribute positively to, life in modern Britain.

Ganton School believes that British values are best defined as:

'democracy, the rule of the law, individual liberty, mutual respect and tolerance of different faiths and beliefs' although these values are not actually unique to Britain alone.

We support the rule of English and criminal law and we will not teach anything that undermines it.

We have a duty to actively promote and embed these values and to challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values. We want to ensure that our pupils are prepared for life in modern Britain by the active promotion of, and respect of, British values.

We give pupils 'first-hand experience of the diverse make up of modern British society' by teaching them respect for other faiths and developing their awareness and knowledge of communities different than their own. We value the diverse ethnic backgrounds of all of our pupils and throughout the year we hold a variety of events to celebrate these.

The school supports the ethos of promoting British Values and preparing our pupils for life in 21<sup>st</sup> century Britain. We believe that the school's teachers uphold public trust in the profession and maintain high standards of ethics and behaviour. We believe that each pupil should achieve their best by developing the key skills of respect, teamwork, resilience, tolerance and self-esteem.

### **Aims:**

- To actively promote and embed British Values.
- To give pupils first-hand experience of the diverse make up of modern British society.

- To challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values.
- To keep our pupils safe and ensure that they are prepared for life in modern Britain by the active promotion of, and respect of, British values.
- To share good practice within school and with other schools.
- To work with other schools and with the local authority to share good practice in order to improve this policy.

### **British Values at Ganton School:**

At Ganton School we uphold and teach pupils about the British Values which are defined as:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of Those of Different Faiths and Beliefs.

These values are actively planned for, and explicitly taught, through our curriculum. They are implicit within our school's ethos and values and are also modelled in the way in which we run our school demonstrating respect, tolerance and democracy for all.

We take the opportunity to actively promote British Values through our daily assemblies and also our whole school systems and structures, such as electing and running our School Council, House Leaders and so on. We ensure that our curriculum planning and delivery secure real opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist views'.

At Ganton School these values are reinforced regularly and in the following ways:

### **Democracy:**

Democracy is an important value at our school and is evident as a UNICEF Rights Respecting school. Pupils have the opportunity to have their voices heard through our School Council. The elections of members of the School Council is based on pupil votes. Children recommend each other for awards. Children work together and agree their positive behaviour codes that all of the community work and live by. In addition we follow current affairs programmes where appropriate through assemblies and through the curriculum where we can teach democracy through events such as the General Election.

### **The Rule of Law:**

The importance of laws and rules, whether they are those that govern the class, the school or the country are consistently reinforced throughout regular school days. Our Good Behaviour code is clear and gives children and staff clear guidance of the expectations for good behaviour. Playground rules are simple but explicit. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibility that this involves and the consequences when laws are broken. Visits from authorities such as the police, fire service, ambulance etc. are regular parts of our calendar and help to reinforce this message.

### **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 secure environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these responsibly, for example through

our e-safety teaching and PSHE lessons. Pupils are given the freedom to make choices, e.g. joining extra-curricular clubs, choose the level of challenge in some lessons and are becoming increasingly involved in child – led learning, e.g. planning and delivering child led assemblies.

### **Mutual Respect and Tolerance of Those Different Faiths and Beliefs:**

Our school ethos and Good Behaviour policy are based around our core values at school and embody Christian values such as ‘respect’ and ‘responsibility’ and these values determine how we live as a community at Ganton School. Assemblies are based on Values for Life and are central to how we expect our community to live together. Anti-bullying assemblies and programmes on human rights teaching, all reflect our commitment to mutual respect. Equally, our charity work helps to reinforce our links with our local community. Children and adults alike are challenged if they are disrespectful in any way. Values are highly visible round the school and can be seen as part of our agreed Good Behaviour code. Tolerance of those with different faiths and beliefs is achieved through enhancing pupils’ understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Assemblies and discussions involving prejudices and prejudice based bullying have been followed and supported by learning in RE and PSHE. We encourage children to research and discover differences and similarities between us and our European neighbours. Likewise we build curriculum opportunities, and use events such as the Olympic Games and World Cup, to study and learn about life and culture in other countries.

### **Roles of Stakeholders:**

*The Trust Board and Local Governing Body has:*

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school is prepared for any type of inspection;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

*The Headteacher and the Senior Leadership Team will:*

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- be prepared for all types of school inspection;
- work closely with the link governor;

- challenge any pupil, member of the school personnel, parent or governor who expresses opinions contrary to fundamental British values;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
  - observing lessons
  - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy

*School personnel will:*

- comply with all aspects of this policy;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents and governors;
- plan and deliver good to outstanding lessons;
- have expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- promote good behaviour;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

*Pupils will:*

- be aware of and comply with this policy where possible;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their daily lives;
- listen carefully to all instructions given by adults;
- seek help if they do not understand;
- participate actively in all lessons;
- participate in discussions about progress and attainment where possible;
- treat others, their work and equipment with respect;
- support the school Good Behaviour Code and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the school council;
- take part in questionnaires and surveys

*The School Council will be involved in:*

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

*Parents/carers will:*

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - class assemblies
  - school concerts
  - fundraising and social events
  - family learning events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;
- support the school Good Behaviour code and guidance necessary to ensure smooth running of the school.

### **Raising Awareness of the Policy:**

We will raise awareness of this policy via:

- the School Handbook
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as monthly newsletters and termly newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance.

### **Training:**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:

- All aspects of this policy
  - Ethos
  - Spiritual, Moral, Social and Cultural
  - PSHE
  - RE
  - Equal opportunities
  - Inclusion
  - Safeguarding – specifically the PREVENT strategy
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- receive periodic training so that they are kept up to date with new information
  - receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Initial Equality Impact Assessment																									
Impact Groups			Pupils			Staff			Families			Governors			Volunteers			Visitors			Wider Community				
			✓			✓			✓			✓			✓			✓			✓				
Does or could this policy have a negative impact on any of the following?																									
Age			Disability			Gender			Gender Identity			Pregnancy or Maternity			Race			Religion or Belief			Sexual Orientation			Verdict	
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
	✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help to promote equality for any of the following?																									
Age			Disability			Gender			Gender Identity			Pregnancy or Maternity			Race			Religion or Belief			Sexual Orientation			Verdict	
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
✓			✓			✓			✓			✓			✓			✓			✓			✓	
Does data collected from the equality groups have a positive impact on this policy?																									
Age			Disability			Gender			Gender Identity			Pregnancy or Maternity			Race			Religion or Belief			Sexual Orientation			Verdict	
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
✓			✓			✓			✓			✓			✓			✓			✓			✓	
Conclusion:			We have come to the conclusion after taking an initial equality impact assessment that a full assessment is / <b>is not required.</b>																						
Status of Policy:			Existing Policy																						
			New/Proposed Policy																						
			Updated Policy															✓							
Initial Equality Impact Assessment completed by:																									
Eddy Wharton																									
Initial Equality Impact Assessment approved by:																									
Senior Leadership Team																									
Date: September 2018																									