

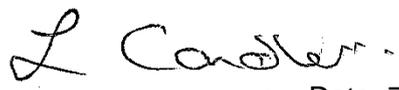


The Woodlands

British Values Policy

Signed  Date: 7th Sept 2017

on behalf of the Management Committee

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To be reviewed: 1st Sept 2018

This policy gives guidance to staff on British Values and should be read alongside the Teaching and Learning Policy, SMSC Policy and Behaviour Policy.

Introduction

As of September 2014, the 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”?

The Department for Education defines British Values as:

- democracy
- the rule of law
- individual liberty and mutual respect
- tolerance of those with different faiths and beliefs

Ofsted Version	DfE Version
Democracy	Respect for democracy and support for participation in the democratic process
The rule of law	Respect for the basis on which the law is made and applies in England Support for equality of opportunity for all
Individual liberty	Support and respect for the liberties of all within the law
Mutual respect and tolerance of those with different faiths and beliefs	Respect for and tolerance of different faiths and religious and other beliefs

What does ‘Actively promote ...’ mean?

- Focus on, and show how, the school’s work is effective in securing these values
- Challenging pupils, staff or parents who express opinions contrary to British values

Rationale

The Woodlands is committed to serving our community and surrounding areas. We recognise that the United Kingdom is a richly diverse, multicultural and multi-faith country, and understand our responsibility in promoting and encouraging a culture and ethos that upholds British Values.

Our school is highly inclusive and reflects British values in all that we do. We nurture our learners on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our learners to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

Aims

At the Woodlands – and in line with the individual pupils' capacity to understand the concepts and ideas – we aim to:

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
- Hold 'mock elections' so pupils learn how to argue 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

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
- Include visits from the police in the curriculum
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

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
- Follow the UNICEF rights respecting schools agenda

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
- Organise visits to places of worship
- 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

Teaching and Learning

Every school is expected to ensure that its curriculum enables the pupils to explore what it means to be British. Within this, schools are encouraged to develop the pupils' ability to:

- Describe their own identities and the groups that they feel they belong to;

- Recognise different identities and experiences;
- Appreciate that identity consists of many factors;
- Recognise that each person's identity is unique and can change;
- Begin to understand the idea of stereotypes.

At The Woodlands, children have been involved/are involved in the following types of activities linked to British Values:

Democracy

- All learners are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve them. Learners also have the opportunity to have their voices heard through pupil questionnaires and pupil surveys.
- At Key Stage 3 and 4, learners chose the school uniform themselves.
- Learners contribute in the construction of the timetable.
- Learners have input on the rewards system.
- Learners have had involvement in the selection processes of new staff.

Rule of Law

- School rules and expectations are clear, fair and regularly promoted.
- Learners are always helped to distinguish right from wrong, in the classroom and in the local and wider community.
- Learners are encouraged to respect the law and The Woodlands enjoys visits from and to authorities such as the Police, Fire Service, etc. to help reinforce this message.
- The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to learners, staff and parents and carers.

Individual Liberty

- Within school, learners are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment.
- Learners are supported to develop their self-knowledge, self-esteem and self-confidence.
- Learners are encouraged to take responsibility for their behaviour and our intensive pastoral support reinforces the importance of making the right choices.
- Learners are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE and Citizenship lessons.
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents.
- We actively challenge any individual expressing opinions contrary to fundamental British Values, including extremist views.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

- Respect is one of the core values of our school. The learners are helped to know and understand that it is expected that respect is shown to everyone.
- Learners are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and learners are encouraged to challenge prejudicial or discriminatory behaviour.
- Through the PSHE curriculum and the ethos of the school, learners are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.

- Although our own school community lacks diversity, we offer a culturally rich and diverse curriculum in which we help learners understand the contribution that all faiths and cultures have made on British society and a global dimension to our work is embedded in many of our Creative Curriculum topics and the themes we teach. These curriculum topics offer children the chance to reflect on our core values and British life.

Roles and Responsibilities:

Responsibility for promoting British Values lies with the whole school community. It requires professionalism (based on Teachers Standards and Performance Management) from teachers and staff in the school and in return expects learners to understand the part they play in the process so that they can take responsibility for their own learning.

Key roles and responsibilities include:

- The Management Committee in defining and agreeing the principles underlying the school policy and in monitoring and reviewing its application;
- The Headteacher in framing the school policy and, with other members of the Senior Leadership Team, organising support for the implementation of the policy and the monitoring of the school environment;
- Teachers in observing the Teachers Standards and ensuring they are fulfilling their professional roles and responsibilities and providing guidance on British Values;
- All staff in ensuring they model British Values and ensuring the consistent application of the policy;
- Learners in ensuring they learn about British Values and model these values throughout the school day and in their learning.

Monitoring and Evaluation:

The Senior Leadership Team will regularly review the work on British Values, via the school calendar, by observing lessons/classrooms; completing learning walks; analysing visitor feedback; speaking to learners and analysing pupil and parent feedback. After any of these take place, an analysis will be made and feedback will be given to staff.

A review of classroom/lesson observations, planning scrutiny, work scrutiny and learning walks should inform the following:

- Improvement in learners' achievement and attainment
- Improvement in the Teaching and Learning across the provision
- Deeper understanding of British Values
- Evidence of work linked to British Values

The desired outcomes for this policy are improvements in students learning and greater clarity amongst learners, teachers and parents concerning pupils learning, achievement and progress.

The performance indicators will be:

- An improvement in learners' attitudes and attainment
- An improvement in behaviour across the school
- Improvement in the Teaching and Learning across the provision
- Reduction of racist, bullying and homophobic incidents

