

BRITISH VALUES

RATIONALE

Overdale Infant School has British Values at the heart of its ethos and curriculum. Our dedication to ensuring that our pupils leave the school as independent and responsible citizens, meaning that our work supports and fulfils the school's duty to promote British Values, as defined by the DFE document 'Promoting fundamental British values through SMSC in schools'.

AIMS AND OBJECTIVES

As a result of the promotion of British values, our pupils will gain:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combating discrimination

At Overdale Infant School, we take every opportunity to promote the fundamental British values of:

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

In actively promoting British Values, we also focus on and can show, how our work with pupils is effective in embedding fundamental British values. Actively promoting also means challenging pupils, staff, parents or carers that may express opinions contrary to fundamental British Values, including extremist views.

CURRICULUM PLANNING

Promoting Democracy

The school has an active School Council, made up of democratically elected pupils, who meet regularly and inform decision making around the school. Surveys of pupils, parents and staff are carried out annually to gather opinions about all aspects of the school and results influence the school improvement plan. The school operates a system of restorative practice to resolve conflicts in peaceful and fair ways. Every person involved has a voice in this process.

As part of our assemblies and lessons, pupils are given general knowledge of public institutions and services and how these are held to account. In all lessons, pupils are encouraged to express and argue their points of view in an atmosphere of respect.

Promoting the Rule of Law

Pupils are actively taught to distinguish between right and wrong and to make reparation as needed. Pupils are taught that there are positive and negative consequences to their actions, and that breaking school rules has clear and predictable outcomes, as with British law.

When school rules are discussed, pupils can see how they are designed to protect everyone in the school community. We work in partnership with our police liaison officer, to give advice on personal safety but also to reinforce messages that some activities are illegal and what the consequences might be. We place an emphasis on sports and promoting the rules and laws of team games.

Promoting Individual Liberty

Our school aims to help each student achieve self-confidence, initiative and independence. We actively teach pupils to take responsibility for their behaviour as well as knowing their rights. We educate and provide boundaries for pupils to make informed choices, through a safe environment and an empowering education.

As a school, pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our e-Safety assemblies and lessons. We challenge stereotypes in all areas of the curriculum and are truly inclusive, so that all pupils can participate fully in all areas of the curriculum, including opportunities where pupils develop their understanding of important issues and debates. Bullying, though rare, is taken seriously and addressed swiftly. We believe in Freedom of speech and the responsibilities that come with this, are modelled through student participation and that we respect each other's viewpoints.

Promoting Respect and Tolerance

The curriculum and ethos promote respect for individual difference. Religious Education and PSHE for all pupils, along with other curriculum areas help pupils acquire an understanding of and respect for their own and other cultures and ways of life.

We ensure that any prejudicial or discriminatory behaviour is challenged and recorded, with pupils made aware of the seriousness of such incidents.

Mutual Respect: Our school ethos and behaviour policy has been established around Core Values such as 'Respect' and pupils have been part of discussions and assemblies related to what this means and how it is shown. This is reiterated through our classroom and learning rules, as well as our behaviour policy. Pupils learn that their behaviours have an effect on their own rights and those of others. Staff and pupils treat each other with respect.

Tolerance of those of Different Faiths and Beliefs: The school is a multi-cultural and multi-faith positive ethos. We actively promote diversity through our celebrations of different faiths and cultures. Assemblies, Religious Education and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school.

ASSESSMENT AND RECORDING

There are no formal arrangements for assessing individual pupils in British Values. Assessment for learning is done through questioning, observation and sometimes recorded pieces of work.

Pupil progress in British Values is reported annually to parents through reports and parents' evenings as part of PSHE and RE.

MONITORING AND REVIEW

Accountability for British Values is through the regular review of the British Values policy by the co-ordinator and governing body. Pupil review is also sought through the use of breaktime and reception buddies, the school council and other pupil steering groups.

Policy written: January 2021

To be reviewed: January 2022

This policy should be read alongside to PSHE policy.