



British Values Policy

Background:

The DfE has recently 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.”

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister. As Old Church is a Church school we incorporate British Values with Church Values to become School Values. These are displayed very clearly on the wall; each value is discussed in assembly with children and examples of children or bible stories used to explain the value and make it more meaningful to the children. These values are intrinsic in everything we do in school.

The School Values are:

OBJECTIVE
LOYAL
DEPENDABLE
CARING
HELPFUL
UNDERSTANDING
RESILIENT
COMMITTED

These values are cross referenced with British Values and SMSC and this policy should be read in conjunction with this document.

At Old Church these values are reinforced regularly and in the following ways:

Democracy:

Democracy runs through many of the decisions made in school. Pupils have the opportunity to have their voices heard through our School Council, Circle Time and Pupil questionnaires/ interviews/ school lunches, Votes for Schools. The elections of School Council members are based on pupil votes. Our school behaviour policy involves rewards which the pupils are consulted on.

The Rule of Law:

The importance of Laws, whether they are those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; etc. are regular parts of our calendar and help reinforce this message.



Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, or of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around our School Values under the umbrella of 'Respect':

- Responsibility
- Education
- Skills
- Pride
- Environment
- Community and
- Teamwork.

Children are part of discussions and assemblies related to what these values mean and how they are shown. Each Assembly on a Monday is planned carefully with the Vicar to include a theme related to values linked to a story from the Bible. Work around the school promotes respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. We have regular visits to local places of worship and members of different religions come into school to work with the children. We also celebrate Diversity through a diversity week where we value and learn to understand our differences.

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