



SANDOWN PRIMARY SCHOOL

British Values Policy

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British Values Policy

Promoting Fundamental British Values at Sandown Primary School

1. Introduction

1.1 As of November 2014 the Department for Education (DFE) put in place, in relation to British values as previously expressed in the Government's 2011 Prevent Strategy, a requirement:

'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.'

1.2. Subsequently, the Ofsted Inspection Handbook (June 2015) stated that in relation to leadership and management in a school inspectors will consider:

'how the school prepares positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.' P36

1.3. Thus, fundamental British values can be summarized as:

- **democracy;**
- **the rule of law;**
- **individual liberty;**
- **mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.**

1.4 The expectation is that these fundamental values should be 'actively promoted' which means that the school's ethos and teaching should support them and also that opinions and behaviours that are contrary to them should be challenged.

2. Sandown's vision values

Sandown Primary School has developed its own vision statement values as follows, which support and underpin all aspects of our community life and therefore set the context in which fundamental British values are promoted:

2.1 Bringing Home and School Together

The school working to engage the local community through communicating effectively and celebrating difference to raise aspirations and ambitions for all.

2.2 High Aspirations

Supporting all school community members to be ambitious; have high aspirations; and always expect the best.

2.3 Nurturing Everyone

Ensuring that everyone in the school community is given the best opportunities to achieve through good teamwork, celebrating everyone's achievements and helping every individual achieve the best that they can be.

2.4 Pride in All We Do

Recognising and rewarding everyone for their achievements and effort by creating independent and investigative learners; creative thinkers; risk takers; harmonious team workers; and outstanding ambassadors for the school and community.

2.5 Quality Education

Providing a curriculum which aims to develop all children's learning through joined up thinking to enable them to spend time to consolidate deeper learning before moving on to new learning. A particular emphasis is placed on ensuring children understand concepts before moving on to new learning i.e. concept mastery.

3. Fundamental British values and their relationship to pupils' Personal Development, Well Being and preparation for life.

3.1 Democracy

This value focuses on making decisions together and links with developing self-confidence & self-awareness. In our school community context it is concerned with:

- Children's participatory and contributory role in the school and wider community.
- Children's views.
- Valuing others' views and values.
- Valuing and talking about feelings.
- Age appropriate democracy in action; for example by taking a vote on the theme in a role play.

3.2 Rule of Law

This value relates to managing feelings and behaviour. In our school community context it is concerned with:

- Understanding own and others behaviour.
- Understanding that rules matter and why.
- Understanding that actions have consequences.
- Distinguishing right from wrong.

- Staff and children creating rules and codes of behaviour; for example age appropriate rules about tidying up and ensuring all children aware that the rule applies to everyone.

3.3 Individual Liberty

This value is concerned with freedom for all and links with self-confidence and self-awareness, and awareness of other people and communities. In our school community context it is concerned with:

- Positive sense of self.
- Supporting self-esteem and self-confidence.
- Taking risks.
- Talking about learning experiences.
- Staff encouragement of a range of experiences.
- Using the language of feelings and responsibilities.
- Reflecting on differences and appreciating the freedom to have different opinions.

3.4 Mutual respect and tolerance

This value essentially is about treating others as you want to be treated and links to making relationships, managing feelings and behaviour, towards other individuals and in social/community contexts. In our school community context it is concerned with:

- Policies and procedures which create an ethos of inclusivity and tolerance.
- Children's engagement in the wider community.
- Children appreciating and valuing similarities and differences between themselves and others; families, faith, communities, cultures, traditions.
- Sharing and discussing practices, celebrations and experiences.
- Tolerant behaviours; e.g. sharing, respecting others.
- Sharing stories that reflect and value diversity of children's experiences.
- Resources and activities that challenge; gender, culture and racial stereotypes.

4. Overview of Provision at Sandown Primary School

4.1 At Sandown Primary School, opportunities for promoting Fundamental British Values are identified in all curriculum areas as these areas provide a vehicle for children to progressively encounter the values in ways appropriate to their age and developmental stage on their learning journey through the school. It is especially the case that Religious Education (RE); and Personal, Social, Health & Economic Education (PSHCEe) provide many opportunities to develop and deepen understanding related to British Values. In particular, Spiritual, Moral, Social & Cultural Development (SMSC) across the school is the key aspect of school provision for actively promoting fundamental British values.

4.2 Additionally, the school makes considerable efforts to ensure that all children have exposure within and beyond the school community to a wide variety of experiences that link to applying in 'life contexts' the concepts underpinning British values. Examples include; sporting events and activities, a range of trips and visits (including residential experience), outdoor and adventurous activities, cultural and artistic experiences.

4.3 Key school policies such as Behaviour, Anti-bullying, Spiritual, Moral, Social & Cultural Development, and Equality enshrine community values and aspirations that are supportive of British values and are in turn indicative of the embedded nature of Sandown's own 'Vision Values.'

5. Exemplification of Provision at Sandown Primary School

At Sandown Primary School fundamental British values are/have been supported through a range of experiences and in different contexts as follows: (The listings are not intended to be exhaustive)

5.1 Democracy

- School Council.
- Class voting for School Council members.
- Choosing House Captains.
- Votes on issues and matters e.g. naming the school chickens/names of after school clubs.
- Voice in formulating class rules.
- Circle time participation.
- Ambassadors.
- Buddy system.
- Team working experiences e.g. in PE.
- Pupil Voice opportunities.
- Group working/consensus outcomes.

5.2 Rule of Law

- Behaviour Policy.
- School Vision Values.
- Rewards e.g. House Points/Behaviour Log/wow treats.
- THRIVE initiative.
- Adult affirmation of good behaviour.
- Pupil affirmation of good behaviour.
- Adult consequencing of unacceptable behaviour.
- Pupil peer pressure/encouragement to conform to rules.
- Class rules.
- School uniform.
- Keeping conventions e.g. Table manners/lining up.
- E-Safety rules.
- Education visits from community 'authority figures' e.g. police officers/fire & rescue officers.

5.3 Individual Liberty

- Stars and Wishes.
- Reflection times e.g. Assembly/PSHCEe lessons/reflection charts.
- Circle time.
- Opportunities for voting.
- Opportunities for discussion/debate.
- Opportunities for responsibility e.g. errands/being a monitor.
- Trust e.g. e-Safety compliance.
- Resolving individual differences.
- Setting own learning targets.
- Feedback time.
- After school clubs.
- Transition experiences e.g. between classes/Key Stages
- THRIVE initiative.
- Opportunities to be more independent e.g. school trips.

5.4 Mutual respect and tolerance

- School Vision Values.
- Pupils sharing views with each other e.g. about their religions/cultures.
- Respecting/accepting differing views in class discussions.
- Respecting/accepting similarities and differences between families.
- Foundation Stage emphasis on making & supporting relationships.
- Opportunities for pupils to apologise to each other.
- Opportunities for restorative justice.
- Seeing mistakes in a positive way i.e. as learning opportunities.
- Visits to places of worship/other cultural community provision.
- Visitors with different ethnic/cultural/religious backgrounds.
- Assemblies/collective worship.
- School link with the Philippines.

6. Areas for Further Development

- Evidence gathering, collation and analysis to identify and evaluate impact outcomes for children of their experience of British values.
- Enhanced audit mapping of opportunities for addressing British values across the curriculum and from within pupils' wider experiences of school life.

7. Related Documentation

- Sandown Primary School Vision Values Statement.
- Spiritual, Moral, Social & Cultural Development Policy (SMSC).
- Personal, Social, Health & Economic Education Policy (PSHEe).
- Behaviour Policy.
- Anti-Bullying Policy.
- Equality Policy.
- Prevent Duty Policy.
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools. Department for Education. November 2014.
- Fundamental British Values in the Early Years. East Sussex County Council (ESCC).

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