

Policy & Procedure



British Values Policy 2020-2022

This policy is reviewed every three years and was agreed by the Governing Body of Chellaston Junior School in Spring 2020 **and will be reviewed again in Spring 2022**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Chellaston Junior School

British Values Policy

Aims and Vision

Chellaston Junior School



“Together we are **stepping to success**. Together we are **working to achieve our best**.”



Our aim In striving to become an outstanding school, at CJS we will help ALL pupils to be:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society



Rationale

In 2011, The Government set out its definition of British values in the Prevent Strategy, and these values were further reiterated in 2014. Schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so. The changes are designed to tighten up the standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism. A key part of education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background, preparing them for life in Modern Britain

The DfE 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.”

Defining British Values

The fundamental British values are defined by Ofsted as:

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

Curriculum Planning

The following is the Core Entitlement for British Values at CJS:

- the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- all pupils within the school will have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as the school council whose members are voted for by all pupils in every class
- opportunities such as general or local elections will be used to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- the role of extra-curricular activity, such as the Enterprise Group, School Council, Eco Warriors and teaching 'debating' in class will promote fundamental British values.
- The activities will be covered by: Whole School Assemblies, Whole School Events, School Council meetings and curriculum planning in each year group.

At Chellaston Junior School, these values are reinforced regularly and in the following ways.

Democracy

At CJS, we aim to be a UNICEF Rights Respecting schools. Each year the children decide upon their class charter/rules and the rights associated with these. All the children contribute to the drawing up of the charter/rules.

Children have many opportunities for their voices to be heard. We have school councils which meet regularly to discuss issues raised in class. Council members for each year group are voted in by their class.

Children have an annual questionnaire with which they are able to put forward their views about their school.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout lessons during the school day, 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 and Fire Service help reinforce this message.

Individual Liberty

At CJS, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. 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 and PSHE lessons. Whether it is through choice of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect

As a Rights Respecting School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect.

Tolerance – *of those of different faiths and beliefs*

The school is situated in the city of Derby which benefits from a rich cultural diversity. We place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

Where this diversity does not exist within the school community specific efforts are made to develop cultural links and opportunities for pupils to learn about tolerance.

Intended Outcomes (Knowledge and Understanding)

The understanding and knowledge pupils are expected to learn at CJS includes:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that 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 combatting discrimination

Equality Statement

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.