



FRIEZLAND PRIMARY SCHOOL
British Values Policy

Date written / reviewed	February 2017
Date of next review	February 2019
Headteacher	
Chair of Governors	

Philosophy

Friezland Primary School is committed to serving its community. For Friezland the term 'community' has a number of dimensions including:

- the school community - the pupils it serves, their families and the school's staff and Governors;
- the community within which the school is located - the school within the community of Greenfield and the people who live or work in the village;
- the community of Britain - all schools are by definition part of this community, and
- the global community - formed by EU and international links.

As a small semi-rural primary school we are conscious of the need to continually widen our perspective to ensure that the best decisions are made for our children. We recognise the multi-cultural, multi-faith nature of the United Kingdom and understand the crucial role we play in promoting these values.

Friezland approaches the promotion of fundamental British values in line with the Government's PREVENT theme of the anti-terrorist strategy CONTEST. These British Values are: democracy, individual liberty, the rule of law, mutual respect, and tolerance of those with different faiths and beliefs. Each is defined below and placed within the school's context through the use of examples. It is, without question, everyone's duty to ensure they do not undermine these fundamental British values as detailed in the current Teacher Standards Part Two: Personal and Professional Conduct.

At Friezland we feel that the promotion of British Values will ensure young people understand the importance of respect, and will leave school as well prepared as is possible, in modern Britain. Through our work, pupils will gain a good understanding of the values that underpin the privileges, rights, responsibilities and duties of citizenship. We will aim to equip young people with the knowledge, skills and understanding to make a positive contribution to the harmony of our local and national community. We will aim to develop responsible young people who support and positively value community cohesion.

This policy will make a key contribution to the school's positive ethos. The head teacher and Governing Body will assess the impact of this statement and monitor its operation. It should be viewed in conjunction with the school's other policies especially the Race and Equality Policy, Equal Opportunities Policy, PSHCE Policy and Behaviour Policy.

Democracy

Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.

In school we promote the importance of democracy through such things as:

- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- The School Council: we ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes as members are voted for by the pupils.
- Children's views are taken into account through the use of questionnaires, the annual review of the School Improvement Plan and, inclusion on interview panels for staff recruitment.

Individual Liberty

Individual liberty suggests the free exercise of rights, generally seen as outside Government control.

In school we promote the importance of individual liberty through such things as:

- Children have key roles and responsibilities in school such as Sport Leaders, School Councillors, Eco-Committee, School Buddies and MUNCH (tuck shop) monitors.
- A wide range of extra-curricular clubs offer pupils the opportunity to develop Key Skills and make choices.
- The use of 'Children's University' across extra-curricular activities.
- Our Year 6 pupils participate in a three day residential each summer.
- Children are actively encouraged to make the 'right' choice within school, knowing that they are in a safe and supportive environment.
- The increasing liberty afforded to pupils as they move through school i.e. School Buddies, Sport Leaders, MUNCH monitors.
- Elements of choice within the school canteen within healthy boundaries.
- Cyber-safety lessons and workshops.

The Rule of Law

All people and institutions are subject to and accountable to law that is fairly applied and enforced.

In school we promote the importance of the rule of law through such things as:

- Consistent use of 'School Expectations' across school.
- 'Non-negotiables' used consistently across school.

- Marking and feedback, as well as home-learning policies, set clear boundaries which are explained clearly to children.
- Links between GMP and our PCSOs who support school events and visit classes to deliver workshops across the year on pupil safety.
- Year 6 pupils attend an annual 'Crucial Crew' event.
- The Fire Service visit annually to deliver safety workshops.
- Class 4 pupils attend the Annual Safety Workshop and Quiz and represent school at a local level.
- Classes access the LA Road Safety Workshops.
- KS2 access Bikeability training and Y2 pupils access scooter safety workshops.
- We regularly monitor and review behavior incidents in school and share them with relevant stakeholders.

Mutual Respect

The proper regard for an individual's dignity, which is reciprocated.

In school we promote the importance of mutual respect through such things as:

- Respect is embedded in our 'School Expectations' which are the basis of our behaviour policy and school ethos.
- Our PSHE programme of study and assembly themes teach concepts such as managing relationships, citizenship and responsibility.
- A school uniform policy is enforced and both pupils and staff wear the Friezland logo with pride.
- Circle Time is used across school to promote themes such as: empathy, respect, tolerance and difference.
- Philosophy for Children (P4C) is used to give pupils an opportunity to discuss a range of current issues. Topics have included: anti-bullying, racism, war, religion and love.
- Our RE curriculum teaches mutual respect for a range of different religions and faiths.

Tolerance of those of different faiths and beliefs

A fair, objective and permissive attitude, to those whose faith and beliefs may differ from one's own.

In school we promote the importance of tolerance of those with different faiths and beliefs through such things as:

- Visits to a range of places of worship are part of the RE programme of study.
- Visitors of different religions and faiths are welcomed into school and are often part of whole school assemblies.
- Philosophy for Children (P4C) is used to give pupils an opportunity to discuss a range of current issues. Questions raised for discussion have included: Is there a God? What is Britishness? and Is war necessary?
- Participation in the School Linking Network programme, allows pupils to engage in activities with pupils of a different faith, religion, ethnicity and socio-economic background.

- Our RE programme of study allows pupils to examine a range of faiths and beliefs and promotes acceptance and tolerance of them.

Equal Opportunities

Provision is made for all pupils regardless of ability, disability, Special Educational Need, medical condition, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos.

Monitoring & Evaluating

Policy and practice is monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision will be monitored by the PSHE / SMSC co-coordinator in conjunction with the Headteacher. Monitoring may take the form of lesson observation, planning, book scrutinies or discussions with pupils. Feedback will be given to all staff along with recommendations to inform future policy and planning. Personal and professional development of the PSHE / SMSC co-coordinator will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice. All staff are involved in the review and development of this policy.