

# **LITTLE KINGSHILL COMBINED SCHOOL**

## **BRITISH VALUES STATEMENT**



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# British Values Statement

Little Kingshill Combined School is committed to serving its community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Glyn School is dedicated to preparing students for their adult life beyond the formal examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The Department For Education emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

The Department for Education states that there is a 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 Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

## **Democracy**

All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. The School Council is elected annually and has had a marked impact on the provision within the school. For example, over the last three years the Council has been involved in gathering information and feeding back to the school leadership with ideas for the development of the school playground. They have also been instrumental in determining the school's core values over time.

Children also have the opportunity to have their voices heard through pupil questionnaires. For example, school security was improved in response to pupils stating that they felt unsafe with the existing perimeter fencing.

The principle of democracy is explored in the curriculum as well as during assemblies.

Our new school behaviour policy involves rewards which the pupils have discussed.

An example of where we address the issue of democracy, extremism and human rights is in Year 6, where children learn about World War Two and teaching includes a strong focus on. They learn about Anne Frank and the Holocaust with a lot of discussion about liberty and respect for those with different faiths and beliefs.

This is followed up with a visit to Normandy where they visit sites associated with the fighting and also war graves of the fallen from opposing sides of the conflict.

In addition, the school has a link with a local special school whose pupils have made visits to Little Kingshill. This has been used as an opportunity to widen our pupil's perspective and understanding of people with severe special needs that they would rarely meet otherwise.

## **Rule Of Law**

Our school has a set of its own rules, which are integral to our learning and ethos every day. These rules are shared within classes and understood by pupils. The rules establish positive expectations which are reinforced regularly and opportunities are sought frequently to praise positive choices. Pupils' modelling behaviour consistent with the school's high expectations are recognised and used as role models to others.

Through assemblies and the school's PSHE/Citizenship curriculum, children develop an understanding of law and fairness appropriate to their age. Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies and on the playground.

The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff, parents and carers.

## **Individual Liberty**

Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment, for instance by signing up for extra-curricular clubs.

The classroom ethos based on discussion and mutual respect supports the pupils in terms of expressing their thoughts and feelings in a safe environment.

Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.

Pupils are encouraged to take responsibility for their behaviour.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE lessons.

Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school governing body has taken an active role in this and the results of a whole-school pupil survey were widely published. The school also operates a robust system of logging incidents.

Pupils have key roles and responsibilities in school, such as monitors for various tasks about the classroom and whole school, house captains, recycling monitors, office assistants, librarians, Junior Road Safety Officers and Positive Play leaders.

Children are valued for their differences and there is as wide a variety of extra-curricular clubs as possible. We strive to enable children to try new things, develop new skills and practise existing ones. Care is taken to provide equal opportunities for all, with gender stereo types being challenged wherever possible. For example, girls playing in competitive football or tag rugby matches and boys in netball matches.

## **Mutual Respect and Tolerance of Those with Different Faiths and Beliefs**

Class Rules are drawn up at the beginning of each academic year to set clear expectations of respectful conduct and good learning behaviour. This is all outlined in the Behaviour Policy.

Classes run regular PHSE sessions where children discuss differences between people. We work hard to ensure the pupils value and respect these differences and see them as positives.

A consistent behaviour policy is in place and children are encouraged to take responsibility, with support when needed, to resolve conflict and repair relationships.

Regular Merit Assemblies are held to celebrate pupil's achievements both in and outside of the classroom. These assemblies help everyone to feel valued and have their strengths recognised by others.

Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.

By joining our local Sporting Partnership, all children at our school participate in sports events. These ensure children experience competitive events and have an opportunity to put into practice both their sporting skills and their sportsmanship.

Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.

Links and visits are promoted with local faith communities and places of worship. For example, children in Year 2 visit the local Baptist Church and years 3 and 4 visit the Mosque and 5 and 6 Hindu Temple.

We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our curriculum topics. These curriculum topics offer children the chance to reflect on our core values and British values.

In the past two years pupils have supported children in schools in underprivileged areas. For instance, pupils donated stationery items to children in a school in Nepal and supported events to raise funds for constructing toilets in a rainforest school in Ecuador.