
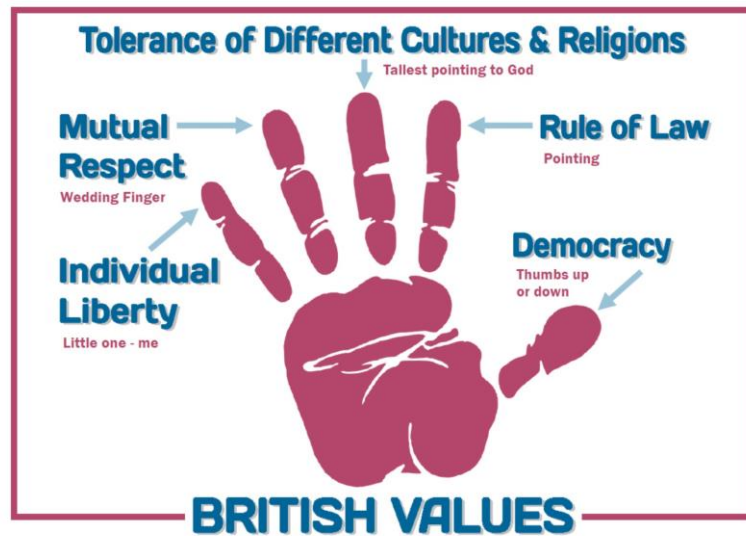




British Values Statement
(Learning and Growing Together)

For Information Only

Issued	1st March 2024
Review Cycle	Every 2 years or when there is a change in statutory guidance or legislation
Review Date	March 2026
Signed Headteacher	



1. Overview

- a. The DfE have 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.
- b. At Merriott and Haselbury Plucknett Federation Schools we understand that the society we live in is diverse and therefore, our curriculum and life within school is created to reflect this. For our pupils, we aim to continually weave the thread of social, cultural, moral and spiritual British Values throughout day-to-day school routine.
- c. Underpinning this are the values and understanding of democracy, law, liberty, respect, tolerance, tradition and heritage. The teaching of British Values is integrated through the Spiritual, Moral, Social and Cultural (SMSC) learning that takes place across all curriculum areas.
- d. The ‘Equality Act 2010’ protects all individuals from discrimination and it is the Federation’s duty to ensure that all individuals have equal access and opportunity to all that is on offer. Funding, including that for pupils with special educational needs and disabilities (SEND) and disadvantaged pupils, is used to target inequalities, to ensure equality.

2. Upholding and Teaching Pupils about British Values.

- a. These values are defined as:
 - i) Democracy
 - ii) Rule of Law
 - iii) Individual Liberty
 - iv) Mutual respect
 - v) Tolerance of those of different faiths and beliefs



- b. These values are taught explicitly through planning and delivering a broad and balanced curriculum.
- c. The Federation identifies and takes opportunities to actively promote British Values through our daily activities and routines.
- d. We also actively promote British Values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.
- e. We are aware that actively promoting British Values means we need to challenge pupils, staff or parents / carers who express opinions contrary to fundamental British Values including extremist views.

3. **British Values are reinforced regularly and in the following ways:**

- a. **Democracy** Democracy is embedded within the Federation schools. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas and have their voices heard through small and large group times.
 - i) Our School Council promotes the democratic process - pupils nominate and vote for their representatives within the School Council.
 - ii) Our feedback policy enables pupils to respond to feedback and influence the learning process.
 - iii) Children create and adhere to class rules. They are taught that they have rights and responsibilities within their learning environments.
 - iv) Pupils and parents are surveyed regularly and the results of those surveys inform aspects of the School Development Plan.
 - v) We have a house system and House Captains are elected.
 - vi) Children are encouraged to voice their opinions in formal and informal ways (suggestion boxes for school council, questionnaires, teacher and Headteacher discussions with pupils).



- b. **The Rule of Law** The importance of Laws, whether they be those that govern the Federation or the country are consistently reinforced throughout regular school routines, as well as when dealing with behaviour and through group activities. The children are aware of the consequences of not following the rules in their school community. The children learn to understand the difference between right and wrong in all aspects of school life throughout the session. 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. We encourage and promote good behaviour, positive attitudes and good work- As a Federation of schools, we are committed to praising children's efforts, endeavouring to do so informally, individually during the session or in front of the whole class. Children are rewarded not only for achievement / progress, but for good behaviour.
 - i) We have clear rules, expectations of behaviour and a Whistle Blowing policy which is adhered to by all pupils, staff and other stakeholders.





- ii) Each class has a class charter created by the pupils at the start of each academic year.
- iii) School assemblies follow regular themes and include online safety, road safety, stranger danger and caring for the environment.
- iv) Attendance and punctuality are good disciplines, and all stakeholders are aware of the importance of being at school.
- v) Pupils follow, respect and understand the need for different rules in different situations, i.e., PE lessons, school visits, classrooms and the playground.
- vi) Pupils are awarded certificates in recognition of their learning behaviour during Praise Assembly.
- vii) The school supports pupils in regulating their own behaviour to make choices for the well-being of themselves and others.

- c. **Individual Liberty** Our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for our pupils to make informed choices, through a safe environment and an empowering education. Our children are encouraged to give their opinions and share these ideas with due regard for the feelings of others. As part of our PSHE curriculum we place a huge emphasis on the social and emotional learning of our children. We celebrate achievements both in and out of school during group time or individual discussion with children.



- i) Children are provided with boundaries which encourage them to make choices safely.
- ii) Pupils are encouraged to respectfully express their views and beliefs.
- iii) Pupils have key roles and responsibilities within school, such as, School Council, Playground Leaders and House Representatives.
- iv) Pupils have the opportunity and are encouraged to take part in a broad range of extra-curricular activities.
- v) Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example, through our assemblies, PHSE and online safety lessons.
- vi) Pupils know who to speak to if they are worried or concerned about themselves or others, e.g., teachers, teaching assistants and lunchtime staff.

- d. **Mutual Respect** 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 taught to treat each other with respect. Staff at the school promote respect for others and this is reiterated through our setting by way of planned activities, emotional awareness activities, discussion and learning rules, as well as in the Federation's Behaviour Policy. Young children will challenge each other when not showing respect and encourage each other to be respectful. They will inform staff and staff follow through with "Conflict Resolutions". All children are encouraged by staff via well modelled behaviour to respect each other as individuals.



- i) Pupils work in teams, share ideas in public and show respect for other pupils' opinions during class discussions, assemblies and concerts.
- ii) School rules reinforce mutual respect.



- iii) All members of the school community treat each other with respect and model this in behaviour with colleagues and pupils.
- iv) Pupils work together in different groupings and situations in different lessons and subjects.
- v) Children from every background and ability are encouraged to take a full part in all school and extra-curricular activities.
- vi) All pupils participate in live productions and assemblies throughout the school year.

e. **Tolerance of those of Different Faiths and Beliefs**

This is achieved through enhancing understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

Discussions involving prejudices and prejudice-based conflicts are adapted to suit children's ages and developmental stages. Members of different faiths or religions, especially parents / carers and other family members are encouraged to share their knowledge to enhance learning within the school. We actively promote diversity through our celebrations of different faiths and cultures. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within the school. Throughout school life the children are encouraged to discuss differences between people such as their faith, ethnicity, disability, or gender.

- i) Our RE and PSHE curriculum provides children with a broad and balanced understanding of world religions and promotes respect for the beliefs of others.
- ii) We provide opportunities to look at celebrate cultural diversity and actively recognise the different beliefs of those with a faith and those with no faith within our school.
- iii) We provide resources to ensure that all pupils are effectively integrated into the teaching and learning process and the wider school community, including those that join at different starting points.
- iv) A range of topics are covered during assemblies including the significant individuals and stories from different cultures and backgrounds as well as religious festivals.



f. **British Traditions and Heritage** We celebrate the

role of Britain both historically and in the present day. We want pupils to have knowledge of and be proud of their British heritage and the cultural and historical traditions that we are renowned for the world over. This involves celebrating Royal events, Remembrance Day, and festivals such as Harvest, Christmas and Easter.

