

## **The Gateway Federation – 2015**

### **Promoting British Values**

The DfE have recently 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.

At the Gateway Federation, these values are developed in the following ways: In June 2014, the Prime Minister emphasised the important role that British values can play in education. Further, how well a school promotes such values is an aspect of Ofsted’s inspection process.

Although in 2014-15 this is something which is developing in its significance for schools, it is not something new at the Gateway Federation. British values are promoted in much of what we do, during school assemblies/collective worship, Religious Education, Forest Schools and Personal, Social and Health Education (PSHE) sessions. The values are also integral to our vision and values.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including ‘extremist’ views.

The British values we espouse are not unique to Britain. We acknowledge that they differ in no way from the values of the many countries and the cultural backgrounds represented by our families.

Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.

#### **Being part of Britain**

As a school, we value and celebrate the diverse heritages of everybody. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Harvest Festival during the autumn term and trips to the pantomime in at Christmas. We also value and celebrate national events, a recent example being the 100th anniversary of the start of World War One. We engage in Forest School activities learning about sustainability, environmental issues and local flora and fauna.

Further, children learn about being part of Britain from different perspectives. Two specific examples of when we teach about being part of Britain are:

**Geographically:** Our rivers, coasts and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:

- its coasts, rivers and mountains
- where Britain is in relation to the rest of Europe and other countries in the world

**Historically:** Key moments in British history are studied in the topics such as ‘London’s Burning’ and significant historical figures.

### **Democracy**

Children, parents and staff have many opportunities for their voices to be heard throughout the Gateway Federation. Democracy is central to how we operate.

An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote etc. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The council has its own budget and is able to effect change within the school; in the past, the School Council has hosted visits from the Member of Parliament, the Mayor and other honoured guests. The Council are actively involved in recruitment and in providing teachers with feedback. The council also meet up with other school councils to discuss local town and school initiatives.

Another example of ‘pupil voice’ is:

- children are asked to respond and reflect on the teaching and learning they receive as well as make suggestions for the School Council to consider.

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. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

Parents’ opinions are welcomed through methods such as questionnaires, surveys at parents evenings, working groups and opportunities to comment on weekly newsletters.

### **Rules and Laws**

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses the school rules and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Class have their own rules. Our behaviour card system is a set of rules understood and respected by the children. Our ethos is to promote the positive.

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. These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules

### **Individual Liberty**

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:

- choices about what learning challenge or activity
- choices about how they record their learning
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our PSHE lessons. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E- Safety and PSHE lessons. Whether it be through choice of challenge within learning, participation in extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### **Mutual Respect:**

Part of our school ethos and behaviour policy revolves around core family values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. The school is an inclusive community, welcoming and supporting pupils within a culture of mutual respect. There is no discrimination within the school. Pupils are proud of their school and grow up as confident learners.

### **Tolerance of those of Different Faiths and Beliefs:**

Our pupils share a growing understanding of their place in a culturally diverse society and they have opportunities to experience diversity. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Our RE curriculum enables our children to learn about different faiths and to share their own. Both schools in the Gateway Federation serve areas which aren't very culturally diverse and so we are proud to promote and celebrate different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims and ethos.

Our central aim to 'prepare children for the future' drives us towards ensuring that our pupils are able to live and work alongside people from all backgrounds and cultures. This will be particularly necessary in a future where due to technological advances will make the 'world a smaller place.'

Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect.

Specific examples of how we at the Gateway Federation enhance pupils' understanding and respect for different faiths and beliefs are:

- through Religious Education, PSHE and other lessons where we develop awareness and appreciation of other cultures – in English through fiction and in art and music by considering cultures from other parts of the world.
- celebrating cultural differences through assemblies, themed weeks, noticeboards and displays.

Whilst instances contrary to our values are relatively rare, no school can guarantee that there will never be instances which are contrary to our values. Each is treated seriously in line with our policies and expectations.