



British Values

Policy Statement

St Barnabas CE VC is committed to ensuring that our pupils grow into adults ready and willing to take their place in society as responsible and caring citizens.

The guiding principles of this policy are that:

- all individuals are of equal value
- similarities and differences, whether individual or group characteristics, are recognised, respected and celebrated
- we foster positive relationships and a shared sense of cohesion and belonging
- we treat all candidates and staff equally in recruitment, retention and development
- we work to reduce and remove inequalities and barriers that already exist
- we actively respect and promote the rule of law and democratic processes.

The Aims of the Policy

This policy commits the school to:

- enabling pupils to achieve excellence in their spiritual, moral, social and cultural development (SMSC)
- actively promoting the fundamental British values
- eliminating unlawful discrimination, harassment and victimisation and any conduct prohibited by the Equality Act 2010
- advancing equality of opportunity between people who share a protected characteristic and those that do not and people of different faiths, beliefs and cultures.

Definitions within the Policy

Protected characteristics are those defined by the Equality Act 2010.

The fundamental British values are defined by the Prevent Strategy 2011 and the Department for Education as:

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

In promoting pupils' SMSC development, the school uses the following Ofsted definitions.

Spiritual development is shown by pupils':

- ability to be reflective about their own beliefs (religious or otherwise) that inform their perspective on life and their interest in, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Moral development is shown by pupils':

- ability to recognise the difference between right and wrong, to readily apply this understanding in their own lives and, in so doing, to respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating, and offering reasoned views about, moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social development is shown by pupils':

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- acceptance of, and engagement with, the fundamental British values
- development and demonstration of skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Cultural development is shown by pupils':

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in, and respond positively to, artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Procedure

Achieving the Policy Aims

The ways we prepare pupils for adult life are embedded in all aspects of the school's life and work.

They include our:

- vision and values
- motto 'let your light shine'
- school ethos: all adults are expected to act as role models to promote mutual respect
- school policies and procedures: these create the framework for all our work and how we carry out our core purpose
- equality objectives, under the Equality Act 2010
- formal or taught curriculum and the extended curriculum, including:
 - collective worship
 - subject schemes of work
 - Jigsaw (our personal, social, health and citizenship education programme)
 - visits and visitors
 - extra-curricular activities
 - the school council
 - eco-work
 - charitable work
 - school jobs and pupil responsibilities
 - contributions to local and wider communities
 - school partnerships

Across the curriculum, teaching will address and examine many conflicting issues but teaching will always present a balanced view of them.

Roles and Responsibilities

Governing body

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. This means ensuring that the school:

- provides a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life
- meets the public sector equality duty and specific duties under the Equality Act 2010
- actively promotes the fundamental British values.

The governing body has the role of monitoring the implementation of the policy.

Senior leadership team (SLT)

The Head and SLT are responsible for:

- formulating and implementing this policy
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- taking appropriate action in any cases of unlawful discrimination or practices
- co-ordinating the curriculum in conjunction with subject leaders to ensure a broad and balanced curriculum
- monitoring the learning experiences of pupils.

All staff

All staff are expected to:

- understand and support the aims of this policy, the requirements of the Equality Act 2010 and our guiding principles
- uphold public trust and maintain high standards of ethics and behaviour by:
 - treating all pupils and adults with dignity and building relationships rooted in mutual respect
 - showing tolerance of, and respect for, the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways that might foster prejudice
 - promoting equality and inclusion in their classroom, amongst pupils, colleagues and with visitors to the school
 - dealing with any prejudice-related incidents that may occur
 - providing and analysing quantitative and qualitative data that supports better understanding of "protected characteristic" groups
 - attending appropriate training to keep up-to-date with relevant issues as identified by the governing body.

All families

Work in partnership with the school to embed these British Values that will encourage our children to grow into adults who are ready and willing to take their place in society as responsible and caring citizens.

Success Criteria

Long term (on leaving school)

- All pupils have made good and outstanding progress in their SMSC development.
- All pupils have a strong commitment to the fundamental British values, and:
 - respect and support democracy
 - understand the difference between right and wrong and support the rule of law
 - have strong self-awareness and self-confidence and accept responsibility for their own actions
 - respect other peoples of whatever individual and group characteristics.

Medium term

- The curriculum provides all pupils with the knowledge, skills and understanding they need to make informed choices.
- The learning environment informs and celebrates similarities and differences.
- Incidents of bullying and harassment are low and dealt with swiftly and effectively.

Ongoing (day to day)

- The school is a happy and cohesive community so that all pupils thrive and progress in all aspects of their development.

Monitoring and Evaluation

The success of this policy is monitored and evaluated by:

- scrutiny of curriculum plans and pupils' work
- observations of progress of all pupils during lessons and in public areas throughout the day
- surveys and formal and informal discussions with pupils
- surveys and discussions with staff
- surveys and discussions with parents and carers
- analysis of data

Policy Review

This policy will be reviewed on the date below by the Community, Curriculum and Inclusion Committee.

Signed _____ Date _____

Policy review date: _____