

British Values Policy



Towngate Primary Academy

Subject leader: Mrs Annabel Berry

Promoting British Values

Our government believes that, 'British society is founded on fundamental values and principles, which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.' The values we support are not unique to Britain and are shared by many people in the world represented by the diverse families at Langford. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and these are embedded within our curriculum. These values are found in our own school values identified by our values based learning curriculum. Our school rules also support this; Be Ready; Be Respectful; Be Safe.

We plan assemblies and lessons, particularly in PSHE; VBL; Picture News and RE, to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect. The topics and lessons in the school's curriculum are designed carefully and planned by teachers to provide a rich learning experience that will have a positive impact on pupils' spiritual, moral, social and cultural development. Whilst focusing on all children developing good skills in English and Maths and all subjects, we ensure they experience extra-curricular clubs such as music, a variety of sports, the arts and outdoor learning. Visits are planned linking with the class topic to provide children with further understanding of the world they live in. We also link with other schools to take part in singing and sporting events. Competitions provide the opportunity for children to meet other children from different schools whilst experiencing the process of decision-making and understanding rules and fairness. As well as promoting British values, we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views and principles. All staff working in the Academy have received Prevent training.

Overview – Being part of Britain

Here at Towngate Academy, 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 and celebrations at Christmas. We also value and commemorate national events such as Remembrance Day.

Further to this, 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", and "Britain during 1940s".

We also take pride in studying our local area.

British values

Democracy

Democracy is embedded in the school. Pupils are 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. The democratically elected School Council provides a more formal platform for class representatives to raise issues and suggest fundraising ideas. The older children also act as playground friends and lunchtime monitors helping younger children. Parents' opinions are welcomed at Towngate through methods such as questionnaires, feedback at parents' evenings and liaison with the PTA.

The rule of law

The whole school was involved in creating our school rules, empowering the children to understand the importance of rules. The importance of law, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days; when dealing with behaviour and through school assemblies. In order to help children understand how society cannot operate without a set of laws, we teach them how our school rules create an ordered, fair and safe place in which to learn. The class rules are agreed by the children and are displayed in classrooms. We help children to distinguish right from wrong and adopt restorative justice approaches to resolve conflicts. The school has a clearly structured behaviour policy which all stakeholders understand and follow. Visits from the police to talk to the children encourage pupils to understand that the law protects us and is essential for our well-being and safety.

Individual liberty

Our children have the opportunity to make individual choices and express opinions that develop their character and self-belief. However, they are encouraged to develop these qualities in the context of the rights and needs of other members of our school community. We model freedom of speech through pupil participation in class in the context of a safe, fair, supportive and ordered learning environment. We discuss and challenge stereotypes and implement a strong anti-bullying culture. Pupils have key roles and responsibilities in school e.g. members of the behaviour panel; playground buddies etc. 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 philosophy lessons. Whether it is through choice of challenge, of how they record, choose their lunch options, of participation in extracurricular clubs and opportunities etc., pupils are given the freedom to make choices.

Mutual respect and tolerance of those with different faiths and beliefs

Respect is one of the core values. Children are encouraged to respect themselves and to respect individual differences. This is a fundamental principle that is put into practice in the classroom, around school, in the playground and in assemblies. We are lucky to have a diverse school community encompassing different languages, backgrounds and faiths. We help our children to acquire an understanding of, and respect for their own and other cultures and ways of life. We celebrate the languages spoken by some children in the school and the festivals celebrated by some of our families, visit different places of worship and welcome visitors who can widen our children's horizons even further. Our philosophy lessons encourage regular discussions and debate; this encourages our pupils to respect the views and beliefs of others. We follow the Wakefield agreed RE syllabus, which provides a broad and balanced education on a range of faiths, religions and cultures.

Extremism

The school is aware of the need to be vigilant when it comes to extreme attitudes or behaviour of any kind and appropriate actions will be taken accordingly. All staff are full trained in the prevent duty. Our overriding aim is to teach children to be resilient to such attitudes. This involves pupils being taught how to ask probing questions and make sound judgements for themselves about what is right and wrong.

Further links: Departmental advice on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) development.

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-throughsmsc>

Departmental advice for schools and child care providers on The Prevent Duty

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/preventduty-departmental-advice-v6.pdf

What is Values-based Education?

Values-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic achievement and develops students' social and relationship skills that last throughout their lives.

The positive learning environment is achieved through the positive values modelled by staff throughout the school. It quickly liberates teachers and students from the stress of confrontational relationships, which frees

up substantial teaching and learning time.

It also provides social capacity to students, equipping them with social and relationship skills, intelligences and attitudes to succeed at school and throughout their lives.

Find out more and visit <http://www.valuesbasededucation.com/>

Values Based Education at Towngate Primary Academy

Aim

At Towngate Primary Academy, it is our aim to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

Rationale

At Towngate Primary Academy, we give regular thought to how values can be used to support the child as a reflective learner and promote quality teaching and learning.

In our society, children are increasingly encouraged through advertising to think of happiness as something, which can be found simply in the material world. They are generally encouraged to experience life in a world, which is external to their inner selves.

As a school community, we believe that the ethos of the school should be built on a foundation of values.

The values we focus on are:

- Respect
- Responsibility
- Tolerance
- Thoughtfulness
- Friendship
- Love
- Courage
- Appreciation
- Honesty
- Empathy
- Co-operation
- Positivity
- Unity
- Peace
- Happiness
- Hope
- Patience
- Care
- Humility
- Determination
- Trust
- Freedom

These are at times addressed directly through lessons and assemblies but also permeate the whole curriculum. Either way, they are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to consider these values and thereby to develop the knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civil adults.

Teaching and Learning

The elements of Values Education are:

- Ensuring that the school's institutional values are consistent with the values that pupils are encouraged to develop.

- The active promotion of a whole school policy that has the support of all the staff and is led and monitored by the head teacher.
- A programme of school assemblies that introduce and explore a value each month. Pupils are encouraged to be actively involved in exploring their understanding of values.
- Direct teaching about values in the classroom. These sessions provide opportunities for personal reflection, moral discourse and appropriate activities, which promote understanding.

Teaching and Learning about Values takes place in the following ways:

- By teachers explaining the meaning of the value, (see Appendix I).
- By pupils reflecting on the value and what it means to them and their own behaviour.
- By pupils using the value to guide their own actions.
- By staff modelling the value through their own behaviour.
- By ensuring that values are taught implicitly through every aspect of the curriculum.
- Through the work of the School Council and Academy leaders.
- By involving all staff, governors and parents in the values programme through newsletters which explain how school and home can work together to promote positive values.

Children's Needs

In order for the school's purpose to be effective and for the values to be meaningful to the pupils, the staff understand that the basic needs of children are:

- To be loved.
- To feel secure and know clearly what is expected of them.
- To be valued.
- To have a balance of activities – active/passive; quiet/talking; communicating/reflective; taught skills/exploratory work.
- To have help to develop relationships.
- To develop self-awareness and a knowledge of the world outside of themselves.
- To have creative experiences, including external exploration and internal reflection.
- To be fully involved in the process of education.

Teacher Behaviour

In order to try to meet the needs of children, staff try always to be consistent in their own behaviour and in their expectations of the children. They:

- Value all the children.
- Display great patience and listen carefully to children.
- Focus on and emphasise the positive.
- Face reality and help pupils to come to terms with difficult issues as they arise, such as death.

- Only disapprove of poor behaviour, never the child.
- Try to make time for one another.
- Are mutually supportive.
- Speak quietly.
- Are valued by the governors and the community.
- Communicate with parents to ensure that they appreciate the school's values and to ensure that there is a common understanding.

Pupil skills

Throughout the school the development of the following skills, which contribute to reflective thinking about values, are encouraged:

- Displaying helpful politeness and good manners to everyone in school.
- Speaking quietly and politely to others.
- Listening carefully to and thinking about what others are saying.
- Reflection.
- Empathy and tolerance.
- Using imagination.
- Visualisation techniques.
- Stillness.
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion, understanding and practise.
- Articulating thoughts clearly in order to enhance communication skills.
- Walking quietly about the school building.
- Developing positive attitudes to work and play.
- Accepting personal responsibility for actions.
- Care and respect of other people's property.

Activities that promote Reflective Thinking

Teachers are especially mindful of the activities that promote positive thinking and incorporate these into their teaching as much as possible. These include:

- Creating a peaceful climate in the classroom and on the school site.
- Taking children to beautiful places to experience peaceful places and encourage them to value them.
- Pupils setting their own targets for their work and behaviour.
- Pupils involved in the assessment of their own work.
- Giving opportunities for decision-making.
- School's behaviour policy that clearly defines how the school puts emphasis on behaving well and positive thinking.
- Giving time in class for pupil to respond to some of the basic needs within us: friendship, love co-operation, to clarify their understanding of values.
- Allowing children to sit and work in silence to think through their own thoughts.
- Helping children to be relaxed and unstressed but focussed on their activities.
- Including visualisation as a teaching technique to help in the development of the imagination and memory.
- Opportunity for role-play so that skills associated with negotiation, co-operation and assertiveness are developed. This helps children to understand the potential consequences of giving way to peer pressure.

Benefits for the Pupils

The benefits that come when children are expected to be reflective about values are:

- Children behaving more calmly and purposely.
- Children able to concentrate and reflect more on their own behaviour.
- Children being more self-aware and self-accepting.
- Children being more considerate to others and less ego-centred.
- Children taking a greater responsibility for their own actions.
- The improvement of self-confidence and self-esteem.
- Pupils knowing themselves better and being able to relate to others more effectively.

Conclusion

The approaches outlined in this policy describe how the school uses core values as a basis for its work. The success of our approach to teaching and learning is not easily measured but it is evident in the school's positive ethos and in the personal qualities that pupils display in the community.

Implementing the Values Education Programme

- Values are introduced in assembly each month children become familiar with 'the meaning and understanding of the core value'; the language and ideas.
- Support is needed, especially in the early years: manners, routines, picking up the positive and giving praise when children show respect etc.
- We have high expectations and clear boundaries: the foundation of good values require good discipline.
- We aim for a calm, reflective atmosphere which facilitates contemplation. Then the children get to know themselves better and develop a sense of responsibility for their own lives and happiness.
- At the start of the year, class rules are decided with the children: the rules are then real and meaningful for the children.
- Opportunities are taken to discuss values throughout the curriculum.
- As teachers, we try to live the values: we teach best by being role models.
- Values is 'At the heart' of our curriculum at Towngate

Policy Review Date:

This policy will be reviewed in September 2019 by Annabel Berry – Headteacher.

Headteacher:	Date:
Chair of Governors:	Date: