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**British Values**

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.”

**British Values at BWA**

At BWA we uphold and teach pupils about the British Values which are defined as:

* democracy
* rule of law
* individual liberty
* tolerance of those of different faiths and beliefs
* mutual respect

These values are taught explicitly through our core values and integrated learning skills as well as through lessons in Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach the British Values through planning and delivering a broad and balanced curriculum, ensuring that we include real opportunities for exploring these values.

In addition to this the school takes opportunities to actively promote British Values through our daily assemblies and whole school systems and structures. One way in which we do this is through electing and running a successful School Council. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

At BWA these values are reinforced regularly and in the following ways:

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| **British Value** | Democracy | |
| **Statement** | Democracy is an important value at our school. Pupils see democracy borne out in a variety of ways and see this as an essential component of successful team working. They are taught that citizens can influence decision-making through the democratic process. | |
| **How we ensure our pupils are taught about democracy** | | **Impact** |
| **School Council**  Pupils have the opportunity to have their voices heard through our School Council. The elections of members of the School Council (yr 1- 6) are based on pupil votes. We have a display of our elected representatives in a communal space for the whole school community to see.  Fortnightly School Council meetings are held and minutes are kept. Representatives are invited to report at least annually to the Local Governing Board.  We invite MPs and local Councillors to visit school.  **Collective Worship /Curriculum**  Key Stage and SLT Assemblies may focus on current affairs where we can teach about democracy or key events such as Remembrance Sunday. Books in our libraries reflect issues in our world (tolerance, equality etc.)  **Behaviour**  As a class pupils and staff reflect on the class rules and expected behaviour – to make the right choice. These expectations are displayed in each classroom and actively used by children and adults to support our calm school environment.  All staff are committed to ensuring they support our pupils in making the right choice.  **Pupil Surveys**  Pupil surveys are carried out to inform leaders what is going well in school and give suggestions on how to improve things further.  **Celebration**  Awards are given weekly and termly. Children are recommended for awards when they are excellent learners, make good choices and come to school every day. | | Active participation in a democratic system.  They experience first-hand how citizens can influence decision-making through the democratic process and can talk to real-life candidates about their role.  Children are able to work co-operatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.  They experience first-hand how citizens can influence decision-making. |

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| **British Value** | Rule of Law | |
| **Statement** | The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout the school day. Our pupils have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.  Our behaviour codes are clear and children are reminded to make the right choice.  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. | |
| **How we ensure our pupils are taught about the Rule of Law** | | **Impact** |
| **Class Rules**  Pupils learn a sense of ‘right’ and ‘wrong’ through the setting of our Class Rules – within our overall Behaviour Policy with its clear rewards and sanctions. School and class rules are shared with parents at our Curriculum Evening in the Autumn Term.  **Focus Weeks/Events**  **BHM** – we celebrate Black History Month every year with a variety of events. This helps us to introduce work around civil rights through Martin Luther King, Rosa Parks, and Nelson Mandela.  **Anti-bullying** – every year we hold a focus week. Parents are also invited to attend a workshop when we share our school policy.  **E-Safety** - every year we acknowledge Safer Internet Day in February with a variety of events and support parents in keeping pupils safe online.  **Curriculum**  RE/PSHE/Citizenship lessons on the rule of law and parliament.  Visits from authorities such as the police, fire service, ambulance etc. are regular parts of our school calendar.  PE lessons promote the concept of fair play.  **Home School Agreement**  This agreement is signed at the Induction meeting and states what is expected from the school, pupil and parents to ensure everyone at BWA enjoys coming to school and thrives. | | Pupils have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.  Pupils distinguish right from wrong and to respect the civil and criminal law of England.  Pupils are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these.  Pupils are encouraged to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.  Pupils understand that there are consequences for not following the rules.  Pupils are taught about tolerance and harmony between different cultural traditions by enabling them to acquire an appreciation of and respect for their own and other cultures.  Pupils acquire a broad general knowledge of and respect for public institutions and services in England. |

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| **British Value** | Individual Liberty | |
| **Statement** | Our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum.  Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely.  Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs, choose the level of challenge in some lessons and are becoming increasingly more involved in child–led learning.  Pupils have an understanding that the freedom to choose and hold other faiths and beliefs is protected in law. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and views. Children are strongly encouraged to develop independence in learning and to think for themselves. | |
| **How we ensure our pupils are taught about Individual Liberty** | | **Impact** |
| **Making Choices**  Our Behaviour Policy encourages pupils to make the right choice through being made aware of consequences of choices and actions.  Assembly themes, e-Safety, RE and PSHE lessons focus on choices.  After School Clubs – children can choose from wide range of clubs on offer.  Differentiation planned for all in lessons and children encouraged to challenge themselves at all levels.  Pupil Surveys - Leaders interview pupils about their learning and achievements – so that individual learning styles can be taken into account.  Pupils make appropriate decisions to use good learning behaviours in class to maximise the progress in their learning, making positive contributions establishing ‘law and order’ in our classes.  School Council make decisions based on information and through consultation. | | Children understand about the importance of accepting responsibility and of their right to be heard in school.  They are consulted on many aspects of school life and demonstrate independence of thought and action. |

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| **British Value** | Tolerance of different faiths and beliefs | |
| **Statement** | Our pupils are taught to have an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. They understand that the freedom to choose and hold other faiths and beliefs is protected in law.  We expect the whole school community to show tolerance and harmony between different cultural traditions by enabling our pupils to acquire an appreciation of and respect for their own and other cultures.  This is achieved through enhancing pupils’ understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. | |
| **How we ensure our pupils are taught about Tolerance** | | **Impact** |
| **Collective Worship**  Themes planned to promote values.  **Behaviour Policy**  Our policy supports pupils to respect difference.  All incidents of racism or any form of bullying related to disability, religious or other issues is registered and returns are required by the LA.  **Curriculum**  PSHE Programme, including guest speakers from charities.  Debating is a regular part of lessons. Pupils listen to contrasting viewpoints.  Ensuring that tolerance is registered through our resources e.g. books that describe different religions, family circumstances etc. that deal with potential racist or homophobic issues.  Our RE curriculum, which now reflects all world religions, is taught across the school. The celebration of religious differences and similarities is delivered through a focus on Christmas, Easter, Eid, Holi, Passover, Rosh Hashanah, Diwali etc.  Topical influences on the curriculum - we use opportunities such as the Olympics and World Cup to study and learn about life and culture in countries around the world.  **Whole School Community**  Staffing, PTA and governor representation that celebrate diversity and tolerance.  International Days – with foods and costumes from around the world.  Grandparent/Mother and Father’s Day celebrations in school. | | Pupils understand that the freedom to choose and hold other faiths and beliefs is protected in law.  We learn together in a calm and respectful environment.  When wrong choices are made consequences are put in place as well as an opportunity to forgive and move on.  Pupils can articulate why respect is important; how they show respect to others and how they feel about it for themselves.  Pupil’s behaviour demonstrates their good understanding of this value in action.  Pupils accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.  Pupils are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.  Adults can model how to show tolerance and harmony between different cultural traditions which helps our pupils to acquire an appreciation of and respect for their own and other cultures.  The whole school community is invited to join the PTA.  The whole school community is invited to celebrate together which models tolerance to our pupils. |

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| **British Value** | Mutual Respect | |
| **Statement** | Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PSHCE and curriculum.  Our CARE values are well understood by the school community. Respect is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment.  Our school ethos and behaviour policy are based around our core values at school and embody values such as ‘respect’ and ‘responsibility’. | |
| **How we ensure our pupils are taught about Mutual Respect** | | **Impact** |
| **Role Models**  All adults in the school community are expected to model mutual respect in their dealings with one another, with a focus on manners.  **Rules**  Through the deciding of class rules to share differing beliefs.  Children are praised for demonstrating good manners around the school e.g. holding doors open for others.  **Fundraising**  School Council regularly organise fundraising activities for charities: ‘Macmillan, NSPCC and Red Nose Day’. Our charity work and invitations to charities to come into our school all help in teaching mutual respect as well as reinforcing our links with the local community.  **Collective Worship**  Assemblies are based on key values and are central to how we expect everyone to go about their life at our school. Anti-bullying assemblies and programmes on human rights teaching, all reflect our commitment to mutual respect. | | Pupils can articulate why respect is important; how they show respect to others and how they feel about it for themselves.  Pupil’s behaviour demonstrates their good understanding of this value in action.  Pupils are encouraged to show respect for other people.  Pupils have an understanding of the importance of identifying and combating discrimination. |