

## **British Values Statement**

As directed under new Ofsted guidance, September 2014, we at Hathern CE Primary School seek opportunities to actively promote British Values. We are committed to serving our community and surrounding areas. We recognise the multicultural, multi-faith nature make-up of the region as well as the UK and understand the crucial role our school plays in promoting these values. We encourage admissions from all those entitled to education under British law regardless of faith, ethnicity, gender, sexuality, political or financial status. We are a school for all.

Actively promoting also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. At Hathern, values of tolerance and respect permeate all areas of school life. This engenders a climate within which pupils feel safe and secure and facilitates the fulfilment of learning potential. Pupil voice plays an integral part in driving the school forward and school rules at different levels are seen as the foundation upon which this can be achieved.

We value the diverse ethnic backgrounds of all pupils and families and our curriculum, with SMSC embedded, celebrates these. It is a curriculum that teaches elements of democracy, civic responsibility, rules and laws, the monarchy, equality, values, environmental awareness and understanding of other faiths. We believe that by working in this way, it teaches tolerance and respect for the differences not only in the wider community but also the world.

The following are a selection of activities and external accreditations that are evidence of our commitment to British values (as defined by the DfE):

### **Democracy**

- Children are involved in Democratic processes e.g. voting for the school council, sports council and shared rewards.
- The school council itself is led by a member of staff and adheres to democratic processes, reporting its actions to the Governing Body.
- The school council has met with our local MP to find out more about democracy and government.
- Pupil and parent questionnaires ensure that the voice of carers is heard.

### **The rule of law**

- We have links with the local police who come into school to educate the children about upholding British law.
- 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, visits from and assemblies involving other agencies eg: Police, Fire service & Drug awareness teams help to reinforce this learning
- We have a robust anti-bullying culture and a positive behaviour policy which encourages tolerance and mutual respect.
- We regularly review behaviour incidents in school and share these with key stakeholders.

### **Individual liberty**

- Pupils have key roles and responsibilities in school, such as those provided by their classteachers, eg assembly monitors, IT technicians, etc.
- Pupils are actively encouraged to make independent choices with the knowledge that they are in a safe, secure and supportive environment.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our sSafety and PSHE lessons.
- Through our extra-curricular clubs and opportunities, pupils are given the freedom to make choices.
- The aims, ethos and vision statement are embodied in all that we do in school.

### **Mutual respect**

- Respect is integral to the ethos of our school it is highlighted in Collective Worship.
- Our PSHE curriculum embodies values of mutual respect through units of learning such as Relationships and Being a Responsible Citizen.
- Our full time Sports Coach actively promotes an attitude of equality and fairness.

### **Tolerance of those of different faiths and beliefs**

- Our RE curriculum provides a broad and balanced education on a range of faiths, religions and cultures.
- We have a growing number of EAL children and actively use school resources to promote their learning and integration into our school society.
- MFL teaching shares cultural similarities and differences
- We have partner schools in France and Tanzania and shared activities have allowed us to share language and culture.
- Visits to different places of worship as well as visits from community figures with different faiths and beliefs embed mutual respect and tolerance
- Outstanding judgement in SIAS inspection November 2012.