

West Ham Church School

Promoting British Values

We believe this policy relates to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Children Act 2011
- Education Act 2011

The following documentation is also related to this policy:

- Citizenship and Belonging: What is Britishness? (Commission for Racial Equality)
- Diversity and Citizenship (DES)
- Equality Act 2010: Advice for Schools (DfE)
- Prevent Strategy 2011
- Promoting British values as part of SMSC (DES)
- Teachers' Standards (DfE)

We believe British values are best defined as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' although these values are not actually unique to Britain alone.

At West Ham Church School, we:

- enable children to develop their self-knowledge, self-esteem and self-confidence;
- enable children to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage children 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;
- enable children to acquire a broad general knowledge of and respect for public institutions and services in England;
- further harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We promote British values through teaching our chosen Christian Values:

Houses – patron saints / celebrate saints' days

- Term 1: Responsibility.

As we begin a new school year, we review our responsibility to focus on what we say and do and how this impacts on our learning. We begin the recruitment process for West Ham Helpers where KS2 children apply for jobs such as Eco team, healthy team, PA, audio etc, taking part in a shared responsibility for our school. We celebrate the Harvest festival in All Saints Church led by upper key stage two. We take responsibility for looking

after others in our food donations within the local community. Work together to raise money for local charities and fundraise for our school.

- Term 2: Peace

We begin the term by reflecting on the peace borne from Remembrance Day and those who died for their country, leading into the peace of Christmas time and our nativity performed by EYFS in school and key stage one in All Saints church.

- Term 3: Respect

A value that runs through the whole year but highlighted in term 3 as we refocus on our behaviour and expectations within the school. It reminds us to value ourselves, those close to us and the natural world.

- Term 4: Friendship

Lower key stage two perform the Easter story where we emphasise Jesus's friendships and how we can be good friends, help others and learn about healthy friendships.

- Term 5: Perseverance

Term 5 is the culmination of all our work to date where summative assessment takes place particularly for year 1 in phonics, year 2 and 6 SATs. We encourage one another to try our best and to stay calm to help us focus when needed.

- Term 6:

This value was decided by the children of West Ham Church School in the form of a debate. Five of our most important values were retained while the final value was chosen from values we had focused on previously.

British values are firmly embedded through our school systems such as:

- buddies
- West Ham Helpers
- School Council with democratically elected class representatives
- whole school behaviour policy which focuses on positive behaviour management, and encourages children to take responsibility for their own behaviour
- celebrations of each other's success
- teacher-child communication boxes
- inclusion of children from all ethnic backgrounds, faiths and beliefs
- house system
- peer mediators

Also, at the start of the school year we have a focus on British values as pupils settle into their new classes. We link this to our Rights Respecting School (silver award, January 2018) where UNICEF's articles on children's rights are discussed and made a part of the class rules.

We support the rule of English and criminal law and we will not teach anything that undermines it.

We have a duty to actively promote and embed these values and to challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We believe these values are reinforced regularly through a broad and balanced curriculum and through:

- being a UNICEF Rights Respecting school, the school council, pupil questionnaires, school councillor elections, class charters (**Democracy**)
- school rules, playground rules, safety rules, visits from the Police, visits to a council chamber and to meet local councillors (**Rule of Law**)
- e-Safety, PSHE, extra-curricular activities (**Individual Liberty**)
- Golden Rules, behaviour policy (**Mutual Respect**)
- RE, PSHE, celebration of different faiths and cultures, visit to places of worship of world faiths, promoting languages of EAL pupils, links with schools in other countries (**Tolerance of those of Different Faiths and Beliefs**)

We give pupils 'first-hand experience of the diverse make-up of modern British society' by teaching them respect for other faiths and developing their awareness and knowledge of communities different than their own. We value the diverse ethnic backgrounds of all our pupils and throughout the year we hold a variety of events to celebrate these.

We 'expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school' and 'not to undermine fundamental British values'.

We aim to be judged at least good in all school inspections by ensuring that pupils understand the importance of British values and leave school ready to play their full part in British society.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To actively promote and embed British values.
- To give pupils first-hand experience of the diverse make-up of modern British society.
- To challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values.

- To keep our pupils safe and ensure they are prepared for life in modern Britain by the active promotion of and respect of British values.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school is prepared for any type of inspection;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- be prepared for all types of school inspection;
- work closely with the link governor;
- challenge any pupil, member of the school personnel, parent or governor who expresses opinions contrary to fundamental British values;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment

➤ speaking with pupils, school personnel, parents and governors

- annually report to the Governing Body on the success and development of this policy.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents and governors;
- plan and deliver good to outstanding lessons;
- have expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- promote good behaviour;
- be aware of all other linked policies;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;

- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Ethos
 - Spiritual, Moral, Social and Cultural
 - Dealing with Extremism and Radicalisation
 - PSHE
 - RE
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Reviewed in July 2019