

## British Values Policy Statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values. Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

### Procedures

#### *British Values*

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
  - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.

- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
  - Practitioners ensure that children understand their own and others' behaviour and its consequence.
  - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty*, (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
  - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
  - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
  - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
  - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- *In our] setting it is not acceptable to:*
  - actively promote intolerance of other faiths, cultures and races
  - fail to challenge gender stereotypes and routinely segregate girls and boys

- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

### *Prevent Strategy*

Under the Counter-Terrorism and Security Act 2015 [we/I] also have a duty “to have due regard to the need to prevent people from being drawn into terrorism.”

### **Legal framework**

Counter-Terrorism and Security Act 2015

### **Further guidance**

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

This policy was adopted by Charlton Mackrell C of E Primary School in October 2015.

To be reviewed September 2016

Useful documents:

- Guide to the Equality Act and Good Practice (2015)

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| <ul style="list-style-type: none"><li>▪ <b>Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment</b></li><li>▪ Providers must follow their legal responsibilities under the Equality Act 2010.</li></ul> |
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## British Values Statement

In line with Ofsted, we at Charlton Mackrell Church of England Primary School take opportunities to actively promote British Values defined by the Government as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Actively promoting also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. At Charlton Mackrell, values of tolerance and respect permeate all areas of school life. This helps us to maintain a climate within which pupils feel safe and secure and facilitates the fulfilment of potential.



Poppy Day is commemorated and a minute's silence is observed, with everyone holding hands in a circle on the playground. This year, as in previous years, Miss Botterill will play the Last Post on the bagpipes, which adds to the respectful and thoughtful atmosphere of the occasion. Children and staff attend the Charlton Village Remembrance service, where a tribute from the school is placed by two children. Last year, our youngest children walked to the village war memorial to see the wreaths and to pay their respects. We aim to lead a whole school collective worship there in November. Wildfire's class collective worship on 11 November will be on the subject of remembrance.



The Union Jack is raised on the Queen's birthday and on other significant days of the year. We also remember the saints days of the United Kingdom – here is St Andrew's Day celebrations taking place with Miss Botterill on the pipes and Mrs Carter-Rice leading the dancing.



We marked the Queen's Golden Jubilee with a 'street party' for the children and their families. We even made life-size models of members of the Royal Family and researched the Queen's reign.

Here are some other ways that we demonstrate our commitment to British values -

- We have an elected school council and the children elect Inspire team captains
- Our curriculum is broad and balanced, and teaches elements of democracy, civic responsibility, rules and laws, the monarchy, equality, values and virtues, environmental awareness and understanding of other faiths
- Daily Collective Worship focuses upon values throughout the year, including respect, tolerance and empathy. These are also taught through RE, SEAL and PSHE lessons
- Visits to different places of worship – we are currently investigating a range of places to visit, eg the Hindu temple in Bristol
- Positive behaviour policy which encourages tolerance and mutual respect
- We have a British Values policy (website)
- We have our own flag, to which we pay respect at the end of each school week.

