

## ST.NICHOLAS CE PRIMARY SCHOOL BRITISH VALUES STATEMENT

'Where everyone is valued'

At St. Nicholas School we value the diversity of all pupils, families and the wider school community. We recognise the ever changing nature of the United Kingdom - as a multi-cultural, multi-faith community and our curriculum is designed to develop a greater understanding of the world we live in. We do this by taking a global approach to learning, introducing themes that enable our children to learn about and develop respect for and understanding of people from other faiths and countries. We achieve this by combining the 'Christian Values' of our school- Love, Peace, Kindness & Patience, along with the characteristics of Resilience, Ambition & Possibilities, Life Skills & Enterprise, Knowledge & Understanding of the World and Personal, Social & Emotional awareness. Our school reflects British values in all that we do. We aim to nurture our children on their learning journey so that they can grow into safe, considerate, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. The school takes opportunities to actively promote British Values through daily collective worship and whole school systems such as our elected pupil committees and leaders.

***The Department for Education states that there is a 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".

The Department for Education defines British Values as follows:

- ❖ ***Respect for democracy and support or participation in the democratic process***
- ❖ ***Respect for the basis on which the law is made and applies in England***
- ❖ ***Support for equality of opportunity for all***
- ❖ ***Support and respect for the liberties of all within the law***
- ❖ ***Respect for and tolerance of different faiths and religious and other beliefs***

### **Prevent Duty**

Schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Our policy builds pupils' resilience to radicalisation by promoting fundamental British values and enables pupils to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, at St. Nicholas School we provide a safe place in which children are able to explore ideas, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Key staff and governors have completed the training related to this duty and all staff are aware of their responsibilities which they take seriously.

**At St Nicholas CE Primary School, we actively promote British values in the following ways:**

### **Democracy:**

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. Children also have the opportunity to have their voices heard through pupil questionnaires and pupil surveys.
- The principle of democracy is explored in the curriculum as well as during collective worship and special days.

- We democratically elect our School Councillors and House Captains. Pupil voice is a very important part of daily life in our school with all pupils knowing that their opinion and ideas matter.
- The children have an active involvement in the selection processes of new staff.
- Our children have contact with our local MPs through the Ripon Ambassadors and the Junior Amnesty Action Group (see below) which help them to understand the role of a democratic government. For example, they have seen how their voice has helped to bring about debate in Parliament over human rights issues.

### **Rule of Law:**

- The importance of laws and rules, whether they are those that govern the class, through their class rules, the school or the country, are consistently reinforced throughout every school day. Our system for behaviour is aligned to an agreed set of steps displayed in all classrooms.
- School rules and expectations are clear, fair and regularly promoted.
- Pupils are always helped to distinguish right from wrong, in the classroom, during collective worship and on the playground.
- Pupils are encouraged to respect and value the law, and are taught that they govern and protect us. St. Nicholas CE Primary enjoys visits from authorities such as the Police, Fire Service, Ambulance, etc. to help reinforce this message. Year 6 children visit the annual Crucial Crew event run by the emergency services, aspects of right and wrong behaviours are dealt with through numerous role play scenarios.
- To encourage and promote good behaviour, a positive attitude and high standards of work we have devised a reward system which is consistently followed throughout the school.
- We are committed to praising children's efforts. We praise the children informally, individually, during group work, in front of the whole class and the whole school. Children are rewarded not only for achievement in curriculum areas, but for behaviour and fulfilling our school values.
- Rewards are given in the form of stickers, team points - raffle tickets and certificates. Children can also be awarded a headteacher's letter home for consistent WOW behaviour or work. Children's achievements are also recognised during Celebration Sharing Assemblies.
- Through the work of the Junior Amnesty Action Group (see below), the children have an insight into the need for justice and the rights of individuals to a fair trial.

### **Individual Liberty:**

- Our pupils are aware of the Universal Declaration of Human Rights which is often referred to during Collective Worship, PSHCE lessons, etc, through children's versions such as 'We are all born free', 'I have the right to be a child' and 'My Little Book of Big Freedoms'. International Human Rights Day is marked each year on 10<sup>th</sup> December.
- Within school, pupils are actively encouraged, and given the freedom 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, for example through our e-Safety teaching.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to take responsibility for their behaviour. Our pastoral support reinforces the importance of making the right choices.
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of unkindness is challenged and addressed. The school holds an annual anti bullying week which culminates in a special assembly with parents invited;

this is always a very well attended session. The school also operates a robust system of logging incidents.

- Pupils have key roles and responsibilities in school e.g. librarians, school council, ambassadors, playtime leaders, house captains etc. These roles are applied for; the vast majority of pupils make a choice to take on a role in school.
- The school has an Amnesty Junior Action group which is led by two former employees of Amnesty International. The KS2 children have the opportunity to discuss and take part in Amnesty International's Junior Urgent Action Network. The children are presented with a new case each term which has been adapted for younger activists. They are inspired to stand in solidarity with individuals at risk and add their voice to support human rights defenders across the world. The cases are carefully presented in a way that engages young people with the campaigns and explains injustices without upsetting details of torture or other ill treatment.

### **MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS**

- Through a strong commitment to values; education, 'respect' and 'responsibility' are highly regarded by all members of our school community. Collective Worship is based on 'Christian Values for Life' which are central to how we expect everyone to go about their life at our school.
- The pupils know and understand that it is expected that respect is shown to everyone, adults and children. They are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- 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 which is by large white British. Collective Worship and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.
- Our school curriculum drivers are used to create links for all age groups with how they as individuals fit into the diverse jigsaw of the local and wider communities.
- Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Visits are made to places of worship for a range of faiths eg Leeds Mosque in Autumn 2016; and visitors from a range of cultures and faiths visit our school eg Yesmien Bagh Ali Autumn 2017, to help to enhance the children's understanding of different beliefs and faiths.

Updated Sept 2017

