

British Values Policy



RIVERSIDE BRIDGE SCHOOL

'EXCELLENCE FOR ALL'



Partnership Learning

Ratified by Governors: March 2021

To be reviewed: March 2022



Riverside Bridge School

BRITISH VALUES POLICY

Review Frequency: Every two years

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Date next review due: March 2022

Scope of Plan: This plan applies to all staff, students, governors and volunteers at Riverside Bridge School

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PROMOTING BRITISH VALUES

1.0 INTRODUCTION

British society is founded on fundamental values and principles, which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance. The values we support are not unique to Britain and are shared by many people in the world represented by the diverse families and communities at Riverside Bridge School.

We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and these are embedded within our Growth curriculum and promoted through our Spiritual, Moral, Social and Cultural education which permeates through all the curriculum areas of development and supports the development of the 'whole child'. These values are also found in our own school values as achievement, inclusion, independence, resilience, respect and well-being and we continuously promote cohesiveness within our school and community

By promoting the values on which our society has been built, we will prepare all our pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs lifestyles and cultures; and we will help them all to become responsible citizens of the United Kingdom.

As well as promoting British values, the school will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views and principles. Every year, all staff receive a "Prevent" training from the Local Authority.

2.0 AIMS OF THE POLICY

- To ensure that all pupils develop an understanding of the values which underpin life in Britain.
- To teach all pupils to have a mutual respect and tolerance for, and an understanding of the various faiths and beliefs represented in Britain today.
- To ensure that all pupils learn to uphold the rule of law and support freedom, justice and equality.
- To help all pupils understand and value the rich diversity that other citizens from different cultures, religions and backgrounds bring to our national society.
- To value people's differences and respect them including those of different sexual orientation, those with SEND and those of different religious, racial or cultural backgrounds.
- To develop pupils' awareness and tolerance of communities different to their own. To further tolerance and harmony between different cultural traditions, cultures and lifestyles.
- To enable all pupils to distinguish right from wrong and respect the civil and criminal law of England.
- To care for the sick, the poor, the weak and the old and treat them as valued members of our society.

- To ensure that all pupils become loyal and patriotic citizens of the United Kingdom.
- To enable all pupils to develop their self-knowledge, self-esteem and self-confidence;
- To encourage all pupils to accept responsibility for their own behaviour.
- To encourage all pupils to show initiative, and understand how they can contribute positively to the lives of those living and working in their community and to society more widely.
- To enable all pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- To encourage all pupils to have respect for democracy and support participation in the democratic processes.
- To help pupils value differences, and challenge prejudice and stereotypes.

3.0 TEACHING AND LEARNING

We will promote British Values through Teaching and Learning across all the Areas of Development of our Growth curriculum to help all pupils understand their importance and how they underpin life in Britain throughout its history, geography, language, literature, sport and games, personal, health and social education and religions.

Our principal aim is to prepare all pupils for their future life in which they will have to live and work alongside people from all backgrounds and cultures, in a world which is becoming a smaller place due to technological advances.

All pupils have numerous opportunities within our Growth Curriculum to develop an understanding of British Values through everyday experiences which may be planned through specific lessons to ensure breadth and depth of learning at an appropriate level but also often arise incidentally.

Positive and Effective Relationships
<ul style="list-style-type: none"> ○ How to engage positively in interaction with peer/s ○ How to take account of others' interests / needs / feelings within interactions ○ How to take action to sustain positive relationship ○ How to recognise negative or bullying behaviour towards self or others ○ How to understand and conform to expectations of working in a group ○ How to use taught strategies to manage emotions and behaviour ○ How to reflect on behaviour ○ How to recognise and respond to emotions in others ○ How to identify potential or actual risk within situations ○ How to develop their own set of beliefs and values ○ How to appreciate society's moral values ○ How to contribute to the school and local community social and cultural life
Understanding the Individual
<ul style="list-style-type: none"> ○ How to engage in interaction ○ How to express opinions / thoughts / feelings ○ How to adapt communication / behaviour to suit any situation ○ How to show evidence of 'active listening' ○ How to identify interests and strengths ○ How to respond to negative behaviour

<ul style="list-style-type: none"> ○ How to participate in planning for own future
Learning and Development
<ul style="list-style-type: none"> ○ How to understand the consequences of own choices and actions ○ How to recognise own achievements ○ How to make choices and gives reasons/explanation for a choice made ○ How to enjoy learning about themselves and others ○ How to understand the law in relation to drugs, alcohol and smoking ○ How to recognise and accepts differences between people
Enabling Environments
<ul style="list-style-type: none"> ○ How to keep safe when out in the community ○ How to know how to get help in the community ○ How to keep safe on-line (e-safety) ○ How to follow rules, routines and expectations ○ How to make successful transition in 'everyday' situations ○ How to follow road safety ○ How to use public transport ○ How to solve problems that may occur when travelling ○ How to prepare for adulthood

By teaching the pupils how to have a voice and listen to each other, how to manage and understand their own emotions, how making the right choices may have an effect on their own rights and those of others, how important it is to show respect to everyone and to everything, whatever differences, beliefs, cultures, backgrounds we may have, we believe all pupils will be motivated and equipped to:

- be effective and successful learners;
- make and sustain friendships;
- deal with and resolve conflict evenly and fairly;
- solve problems with others by themselves;
- manage strong feelings such as frustration, anger or anxiety;
- be able to promote calm and optimistic states that promote the achievement of goals;
- recover from setbacks and persist in the face of difficulties;
- work and play cooperatively;
- compete fairly and win or lose with dignity and respect for all competitors;
- recognise and stand up for their rights and the rights of others;
- understand the value the differences and commonalities between people, respecting the rights of others to have beliefs and values different to their own;
- respect and value our world, and the things, both material and alive that exist within it;
- make a positive contribution to the local and national community.

3.01 Being part of Great Britain

As a school, we value and celebrate the diverse heritages of everyone at Riverside Bridge School. Alongside this, we value and celebrate being part of Britain.

In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Guy Fawkes, Remembrance Day in the autumn term, trips to the

pantomime at Christmas, Chinese New Year, Pancake Day and Easter Egg Hunts in the spring term and St George's Day and Mother's and Father's Day in the summer term.

We also value and celebrate national focusses, recent examples being Roald Dahl Day, Nursery Rhyme Day, National Smile Day, with many more opportunities planned in throughout the year to collaborate with the wider community and world through charity events where all pupils are made aware of the needs of people both in our own and other countries, supporting them through national fund raising events such as Children in Need, Comic Relief, World Autism Day, etc.

Further to this, pupils learn about being part of Britain from different perspectives - for instance:

- geographically, pupils learn to identify places in their local communities, locate the four countries and their capitals of the United Kingdom and where Great Britain is in relation to the rest of Europe and other countries in the world;
- historically, pupils learn about significant events in local or national history and follow stories of significant historical figures of the past.

3.02 Democracy

“To develop an understanding of how citizens can influence decision-making through the democratic process.”

Democracy is at the heart of Riverside Bridge School as we believe the ability to understand and communicate is the most important area of learning.

We encourage all pupils to know that their views count, to value each other's views and to talk about their feelings and opinions.

We ensure that all pupils are given a 'voice' and that each "voice" is valued. This 'voice' could be using objects, words, photographs, pictures, symbols, touch cues, eye pointing or body gestures or language.

We ensure all pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard.

We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

We will endeavour to teach democracy through empowering all pupils and giving them opportunities to make choices about the things that are important to them.

All pupils are involved with decisions regarding the school environment through their delegates in the Green Team Council.

Whenever possible we model democratic processes informally such as the selection a pupil termly to receive the Jack Petchey Achievement Award for a positive contribution to the school or their community - the winner receiving a monetary prize to be spent on a school project of their choice.

All pupils are also taught to respect public institutions and service as part of their learning. i.e. 'People who help us.'

Parents' opinions are welcomed too at Riverside Bridge School through online questionnaires and surveys, parents evenings, which give our parents and families opportunities to comment on whole school matters.

3.03 Rule of Law

“To develop an appreciation that living under the rule of law protects individuals and is essential for their wellbeing and safety.”

All pupils are taught the importance of keeping to the school rules and are involved in the creation of classroom expectations.

All pupils are taught to understand the importance of making 'right choices'. They are taught to understand that we need to make right choices to keep their school a happy and safe place to learn.

All pupils are supported to learn to manage their own behaviours at school and at home through developing a range of self-regulation strategies through the Zones of Regulation scheme.

All pupils are provided with a consistent and predictable environment within the school, with clear routines and structure used throughout the day to support this.

All pupils are supported to understand the connection between action and consequence in an environment where they feel safe and secure.

All pupils are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

This is reinforced in different ways:

- visits from authorities such as the police and fire service;
- traveling around the community and the rules of the road with the potential dangers encountered should they break those rules;
- when developing pupils' awareness of specific rules for particular cultures and faiths;
- during transitioning around the school where there is a requirement to follow rules and show respect and appreciation to others.

3.04 Individual Liberty

“To develop an understanding that the freedom to choose and hold other faiths and beliefs is protected by law.”

All pupils are strongly encouraged to develop independence in learning and to think for themselves and develop self-esteem, self-awareness and self-confidence.

All pupils are inspired to understand that everyone has rights and responsibilities and we encourage all pupils to be responsible for their own possessions and the possessions of others.

All pupils are taught that with freedom comes responsibilities for their behaviour.

All pupils are encouraged to be safe such as e-safety, stranger danger, etc.

All pupils are encouraged to develop and show empathy towards others by participating in some charitable events such as: Children in Need, Comic Relief, Disability Awareness Day, etc.

Older pupils are able to take on simple responsibilities around the school, learning to do things independently, which is an important part of understanding themselves.

The school Anti-Bullying initiative "Bridge Buddies" was created in order to support pupils as and when bullying incidents occur. The incidents are recorded via our online Behaviour and Safeguarding system - Sleuth. The behaviour lead and safeguarding team receive the reports where bullying has occurred and will then identify a member of the Bridge Buddies Team to work with the pupils (both victims and bullies themselves) within allocated time slots. The aim is that all people that have experienced bullying, will have a safe space and protected time with a peer or member of staff they feel comfortable with, in order to speak openly.

3.05 Mutual Respect

"To develop an understanding of the importance of identifying and combatting discrimination."

Inclusion, mutual tolerance and respect are at the heart of Riverside Bridge School's ethos and values.

All pupils are including in activities by providing settings, location and a broad and inclusive curriculum that are appropriate to meet all individual needs.

All pupils have the opportunity to work with a range of people and all interactions with others are promoted with positivity.

All pupils are given opportunities to be part of and develop links with the local community.

All pupils are expected to be polite and kind with each other and to listen and respect each other.

All pupils are taught that any conflict should be dealt calmly and fairly.

All pupils celebrate each other's achievements whether that be in or out of school through our weekly assemblies.

All pupils are given opportunities to enhance their understanding and respect for different cultures, faiths and beliefs through our curriculum which give all pupils to explore cultures from around the world in t Literacy, Creative Arts, Food Technology ... lessons.

3.06 Tolerance of Different Faiths and Beliefs

"Develop an acceptance that other people having different faiths or beliefs (or none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour."

All pupils are supported in understanding that they are part of the school and the local community, where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation is built into our Growth curriculum and all pupils will have opportunities to learn, experience and participate in events and celebrations to broaden their learning experiences and awareness of others.

Weekly assemblies enable all pupils to develop an awareness of themselves and others by covering themes such as: friendships, relationships, helping others, learning about people who can help them in the community and celebrating world events and a range of festivals related to different faiths.

The Religious Education curriculum supports our learners to experience a range of different faiths and religions through practical and sensory based activities.

Specific examples of how we enhance pupils' understanding and respect for different faiths and beliefs are:

- Through Religious Education, PSHE and other lessons where we develop awareness and appreciation of other cultures – in English through fiction and in art and music by considering cultures from other parts of the world.
- Celebrating cultural differences through assemblies, themed weeks and displays.

Activities within school support both children and adults of different or no faith, the children are taught respect and tolerance of these groups and the opinions of the groups are taken into account with all activities.

Whilst instances contrary to our values are relatively rare, each is treated seriously in line with our policies and expectations.

4.0 MONITORING AND EVALUATION

Provision in respect of promoting British Values is reviewed regularly as part of the curriculum monitoring and evaluation cycle.

This will be achieved by:

- monitoring of planning, and teaching and learning by the Senior Leadership Team;
- regular discussions at staff and governors' meetings;
- audit of the policies around the curriculum content and delivery;
- review of the delivery and impact of the Growth curriculum;
- sharing of classroom work and practice;
- scrutiny of pupils' work.