

Policy title	:	Promoting British Values Policy
Date approved	:	September 2022
Review date*	:	September 2023

We at Monega Primary School 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.

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, presentations to the Governing Body (**Rule of Law**)
- E-Safety, PSHE, extra-curricular activities (**Individual Liberty**)
- Golden Rules, behaviour policy (**Mutual Respect**)
- RE, PSHE, learning 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 '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.

This policy should be read in conjunction with the following documents:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Promoting Fundamental Values through SMSC (Ref: DFE-00679-2014)

## **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.

## **Democracy:**

At Monega Primary School, we listen to children's and parents' voice. Our school behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others.

## **The Rule of Law:**

At Monega Primary School we consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (school rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

Children are also taught about how this links with rules and laws in British Society.

## **Individual Liberty:**

Within school, children are actively encouraged to make informed choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms. They are also taught about responsibilities for doing so.

## **Mutual Respect:**

At Monega Primary School, we celebrate over [number] spoken languages representing at least as many countries. We model daily, a mutual respect for and tolerance within our school and

community of those with different faiths and beliefs and for those without faith, therefore, we have a harmonious school with a rich and diverse community all demonstrating mutual respect.

## **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;
- 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;
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

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;
- 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.

The Subject Leader will:

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and members of the senior leadership team;
- Be accountable for standards in promoting British Values throughout the school;
- Monitor standards by:
  - Auditing whole school resources for promoting British Values throughout the school
  - Monitoring teachers planning
  - Lesson observations
  - Observe children's development and competence
  - Engaging with pupil voice
  - Conduct learning walks
- Ensure continuity and progression throughout the school;
- Devise a subject improvement plan;

- Provide guidance and support to all staff engaging with the teaching of British Values;
- Provide training for all staff on induction and when the need arises regarding British Values;
- Attend appropriate and relevant INSET and external CPD;
- Keep up to date with new developments;
- Undertake an annual audit and stock take of resources;
- Purchase new resources when required and in preparation for the new academic year;
- Manage the subject budget effectively;
- Undertake risk assessments when required;
- Review and monitor.

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.

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.

The School Council will be involved in:

- Organising surveys to gauge the thoughts of all pupils;

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.

## **Teaching and Learning Style**

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

## **Curriculum Planning and Organisation**

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

### Long Term Planning

- Details what is to be taught over the year
- Provides teaching guidelines and overall objectives for each year group for the whole year

### Medium Term Planning

- Organises the subject into termly or half-termly sections
- Is more detailed and the objectives are more specific in nature
- Is developed by the teachers, who respond to the needs of their pupils
- Ensures a balanced distribution of work is undertaken across each term

### Short Term Planning

- Details the subject curriculum over the week
- Plans lessons in detail with specific class objectives
- Sets individual learning goals for each pupil

## **Links with ICT**

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

## **Inclusion**

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- From both sexes;
- Who have Special Educational Needs;
- Who are looked after;
- From minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Who are gifted and talented;
- Who are at risk of disaffection;
- Who are young carers;
- Who are sick;
- Who have behavioural, emotional and social needs;
- From families who are under stress.

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able children.

We believe that:

- More able children demonstrate a higher ability to exceed age related expectations than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- Gifted children are those who have the ability to exceed age related expectations in more than one subject;
- Talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

## **Differentiation**

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

## **Special Educational Needs**

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

## **Assessment for Learning**

Teachers will:

- Carry out continuous assessment;
- Use short-term assessments matched to the teaching objectives to adjust their planning;
- Make comments in pupil's books related to the teaching objective;
- Carry out medium-term assessments to measure progress against key objectives to adjust planning;
- Carry out long-term assessment to assess progress against school and national targets;
- Administer national tests and assessment in Y2 and Y6;
- Carry out tests at the end of Y1, Y3, Y4 and Y5;
- Use long-term assessments to help them plan for the next academic year;
- Inform parents and carers of their child's progress and targets

## **Monitoring & Review of the Subject**

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- Looking at pupil's work;

- Subject observations;
- Pupil discussions;
- Audit of subjects;
- Scrutiny of planning;
- General curriculum discussions.

## **Resources**

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises and as the budget allows. An annual stock takes and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- 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 end of term newsletters
- Reports such annual report to parents and Headteacher reports to the Governing Body
- Information displays in the main school entrance

## **Training**

Monega Primary School will provide opportunities for all employees to have access to the information, instruction, supervision and training required to enable them to discharge their responsibilities.

## **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. As such, 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.

## **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the subject lead and the Headteacher.