



# Dale Community Primary and Stonehill Nursery Federation

## Values (including British Values) Policy

**Head Teacher:** Louise Foster

**Chair of Governors:** Diane Williams

**Policy Approved by:** Governors Standards Committee

Policy reviewed by:	Governors Standards Committee	Date: 7 July 2015
Policy reviewed by:	Governors Standards Committee	Date: 16 July 2019
Policy reviewed by:	Governors Standards Committee	Date: 1 February 2022
Policy reviewed by:	Governors Standards Committee	Date:

## **VALUES (INCLUDING BRITISH VALUES)**

### **Summary Statement**

#### **Principles**

Our school is committed to providing a broad and balanced curriculum and within this to support pupils' spiritual, moral, social and cultural (SMSC) development. Therefore:

- Values underlying public life are broadly the same in all democratic countries
- Each country has its own history and content
- No-one is just one thing
- All pupils need a sense of belonging
- Negative and demeaning stereotypes must be challenged
- Values are frequently controversial
- Understandings of 'Britishness' should be inclusive.

#### **Legislation**

- We welcome our duties under the Education Reform Act 1988 to support pupils' SMSC development and in this way to contribute to the spiritual, moral, social and cultural development of society as a whole
- We recognise that SMSC development includes, but is by no means limited to, promoting the values which underlie public life in the United Kingdom, as also in very many other countries, as outlined in documents issued by the Department for Education in autumn 2014 about 'fundamental British values'.

#### **Full Statement**

##### **1. Introduction**

- We believe that SMSC development is the heart of education; helping pupils grow and develop as people so they will engage fully in learning and develop into citizens who actively and positively contribute to society.
- We recognise that effective promotion of SMSC development means that our pupils are better able to achieve their full potential because they are better prepared for the opportunities, responsibilities and experiences of adult life, more respectful towards differences in gender, ethnicity, belief, sexual orientation, age, more insured toward a love of learning, better able to think independently and more responsible and considerate towards others.

- SMSC development is promoted through all the subjects of the curriculum and through the ethos of the school where the development of positive attitudes and values and the shared celebration of progress, success and diversity is central to everything we do.

## 2. Legal framework

- We welcome our duties under the Education Reform Act 1988 to support pupils' spiritual, moral, social and cultural (SMSC) development and in this way to contribute to the spiritual, moral, social and cultural development of society as a whole.
- We recognise that SMSC includes, but is by no means limited to, promoting the values which underlie public life in the United Kingdom, as also in very many other countries, as outlined in documents issued by the Department for Education in autumn 2014 about 'fundamental British values'.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief and sexual identity.
- We recognise that these duties reflect the international human rights standards expressed in the UN Universal Declaration on Human Rights, the UN Convention on the Rights of the Child and the UN Convention on the Rights of People with Disabilities.

## 3. Guiding principles

In fulfilling the legal obligations cited above, we are guided by the following considerations:

- **Values underlying public life are broadly the same in all democratic countries**  
Values underlying public life in the United Kingdom have been summarised as 'including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'. \* It is important that pupils should appreciate that such values are not unique to the UK but on the contrary are at the basis of the Universal Declaration of Human Rights and are respected in a very wide range of countries throughout the world.
- **Each country has its own history and context**  
Although values underlying public life are broadly the same in all democratic countries, each country has its own traditions, customs, symbols, narratives and history. It is important that children and young people should learn about how universal values are implemented within their own country and about how their own country has developed in its understandings and priorities over time.

In UK schools for example, it is important that pupils should learn about the distinctive traditions of their nation, as also of the UK as a whole.

- **No one is just one thing**

Although it is important that young people in the UK should feel they belong here, all have other loyalties and affiliations as well. They not only belong to the UK for example, but also to a family, a neighbourhood, various interest and friendship groups and various worldviews and outlooks, which transcend national boundaries.

Our tasks as educators are to help young people to hold their various loyalties and affiliations in balance and to critique and appreciate them accordingly.

- **All pupils need a sense of belonging**

It is essential to help all pupils feel that they belong to the school, to their neighbourhood and to the country as a whole. This means recognising important aspects of their identity, experience and personal stories and the identity, experience and personal stories of their family and community.

- **Stereotypes must be challenged**

In UK society as a whole there are negative stereotypes of certain communities and groups and these can harm relationships and trust in our school and its neighbourhood. We need to be alert to and to take a critical attitude towards, negative views in the media, including social media, towards minorities in UK society.

- **Values are frequently controversial**

In the UK as in all countries there are differences of opinion about what universal human values should entail in practice. For example, there are differences between political parties and between the views expressed by the national newspapers.

It follows that our task is often to develop attitudes of open-mindedness and skills in critical thinking rather than to promote a specific opinion on an issue about which society is currently divided.

It follows also that the school needs to provide safe spaces where pupils can clarify their thoughts through reflective conversation, without fear of being harshly judged.

- **Understandings of Britishness should be inclusive**

Assumptions about what constitutes or doesn't constitute Britishness or national identity must be subjected to ongoing critical examination.

We aim to foster exploration and discussion of Britishness in an inclusive way which embraces diversity and acknowledges the multiple ways of connecting with British society.

#### 4. **Examples of our work on promoting positive values**

In the light of the principals outlined in section 3, we undertake the following Activities and projects, amongst others:

- **Democracy**

- Use the school and other opportunities to learn how democracy and democratic participation works.

- **Rule of Law**
  - Explore the concept of rules at home, at school and in the wider community.
  - Develop understanding of the value and reason behind laws and how they can protect rights and freedoms.
- **Individual Liberty**
  - Develop an ethos where pupils can make positive choices in a safe and supportive environment.
  - Learn about the struggles for freedom and against injustice and discrimination of people and communities in Britain and elsewhere.
- **Mutual Respect and Tolerance of those with different Faiths, Beliefs, Cultures and Lifestyles**
  - Make respect a core school value that is visible in everything the school does.
  - Tackle all types of bullying and discriminatory language, including cyber-bullying and prejudice-based bullying related to special educational need, disability, gender, gender reassignment, race, religion and belief or sexual orientation.
  - Use a range of resources and approaches to learn about different faiths and beliefs. This may include a planned programme of visits to different places of worship as well as visits to school by representatives of different faith communities.

## 5. Roles and responsibilities

- The governing body is responsible for ensuring the school complies with legislation and that this policy and its related procedures and action plans are implemented.
- A member of the governing body has a watching brief regarding the implementation of the policy.
- The Head Teacher is responsible for implementing the policy and for ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- A senior member of staff has day-to-day responsibility for coordinating implementation of the policy.
- All staff are expected to:
  - Promote an inclusive and collaborative ethos in their classroom.
  - Deal with any prejudice related incidents that may occur.
  - Plan and deliver curricula and lessons that reflect the principles in section 3.
  - Keep up-to-date with legislation relevant to their work.

**6. Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and / or carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

**7. Staff development and training**

We ensure that all staff, including support and administrative staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

**8. Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with as determined by the Head Teacher and governing body.

**9. Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate.