

# **Worksop Priory C of E Primary School**



**September 2017**

## **British Values Statement and Policy**

## British Values Statement

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

Worksop Priory C of E Primary School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Worksop Priory C of E Primary School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The school uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways the Worksop Priory C of E Primary School seeks to instil British Values.

### Democracy

*Like most schools, the Academy runs a school council, where children are elected by their peers to represent their views. Council members meet regularly and also discuss issues with Governors once a term. Both the boy and girl School Captains represent the school on the Worksop Junior Council, set up by the Headteacher of this Academy. Here, local issues are debated and projects developed by the children.*

*All children in the academy are involved in setting school and class rules. They also take part in ad hoc debates and voting opportunities based on a wide range of issues.*

*Pupil Voice takes an important role in school life, with surveys and questionnaires being a regular feature of communication.*

### The rule of law

*Behaviour in the Academy is outstanding, largely as children have an acute understanding of rules, expectations of good behaviour and the consequences that meet poor choices.*

*Visitors into school, such as PCSOs and other law enforcement officers establish an understanding of the law beyond the school rules.*

#### Individual liberty

*Children are given opportunities to make choices through extra-curricular activities in particular. Also, children are expected to develop independence of thought both as learners and communicators. At times, children select work appropriate to their needs and are often involved in self-evaluation of theirs and other's work.*

*The school is very well respected within the local authority for its work on anti-bullying, resilience, wellbeing and calm classrooms. The policy in place is robust and regularly reviewed.*

#### Mutual respect

*The school promotes the notion of respect over tolerance. Children are taught to respect each other, to be kind, polite and courteous and to understand the notion of equality. Mutual respect is promoted initially through collective worship themes and weaved throughout the school day as a result.*

*Children are encouraged to develop a healthy appetite for finding out more about other people. This is done through curriculum studies and extra-curricular activities.*

#### Tolerance of those of different faiths and beliefs

*In this academy, we prefer not to use the word 'tolerance'. Respect comes from an increased understanding of fact, alongside a recognition that others around us share much in common, albeit there are some significant differences also. Our RE curriculum offers a wide range of opportunities to learn about different beliefs and faiths, and regular trips to places of worship encourage the children's development of understanding. Visitors into school also create opportunities for children to experience other faiths, cultures and traditions in a bid to grow a deeper understanding of our neighbours.*