



Promoting British Values Policy

Copley Junior School

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PROMOTING BRITISH VALUES POLICY

Copley Junior School Values and British Values

At Copley Junior School we ensure that through our school vision, values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles.

We have a duty to prepare our children for life in modern Britain and to keep them safe. We value the importance of the current Ofsted guidance that through their provision of Social, Moral, Spiritual and Cultural education, "schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England." (Promoting fundamental British values as part of SMSC in schools, November 2014)

As a school we teach tolerance and respect for the differences in our community and the wider world. Underpinning all this, are a range of curriculum projects which have strong links to British History.

The school is an extremely cohesive community, with an ethos and culture that helps young people to thrive. We provide a great variety of educational experiences that help to promote the spiritual, moral, social and cultural development of all pupils. At Copley Junior School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and

achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of different cultures.

General Overview of coverage of British History

In Key Stage 2 British history begins in Year 3 with a project on 'Prehistoric Britain - Stone Age to Iron Age'.

In Year 4 pupils study 'Traders and Raiders,' this topic covers the Vikings and Anglo-Saxons in an exciting and engaging way. In Year 4, pupils also study 'I am Warrior'; this project covers the Roman Empire and its impact on Britain.

Year 5 British history learning is based on a local history study of Sprotbrough and the immediate local area. Our local history is also recognised in our House names and relates to the prestigious Copley Medal for outstanding achievement in Science, established by the Copley family of Sprotbrough and awarded to many eminent scientists including Einstein, Darwin, Hawking and Hodgkin.

In Year 6, pupils undertake the project 'A Child's War' about World War Two, including looking at the impact that the military had in fighting for the British Empire. This is linked with Remembrance Day commemorations where children and all members of our school community have opportunity to buy a poppy and support the charity appeal for the British Legion and show their respect during an assembly where a two minutes silence is held. Year 6 also learn about the history of Northumbria, including the Roman settlement at Vindolanda, Grace Darling and the history of Lindisfarne.

As a whole school, we have celebrated the World Cup, the Olympics and Para Olympics, with Olympic themed sports days and opportunities to learn about the history of Olympians in this country. In Year 3, a study of Ancient Greece in the project 'Gods and Mortals' gives pupils opportunity to organise and hold their own mini-Olympics.

On a general level, the school undertakes daily assemblies which uphold traditional values of empathy, respect and tolerance. These are also taught within formal PSHCE and R.E. lessons and informally throughout the school week.

Our Learner Values

We believe our Learner Values make a significant contribution to developing children's understanding of British Values.

At Copley Junior School, we believe in developing the 'whole child'. For us, that means supporting children in taking steps to success in their own personal development, with a passion for learning and guiding them to develop a set of key skills that will serve them beyond the school community and for the rest of their lives, in whatever life choices they desire to make for themselves.

We believe that a child who has embedded our ten core learner values in their personal development, will lead a life of positivity, personal self-belief, self-confidence and have the skills and tools that they will need to make the best choices and create a truly wonderful life for themselves.

In our school, we foster a growth mindset, which enables the children to develop their self-worth and lifelong personal strength and resilience.

Our ten Copley Junior School Learner Values were chosen by the School Council in cooperation with classroom discussions with every child in school.

Our ten Copley Junior School Learner Values are:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. We are not afraid to challenge and discuss ideas and beliefs.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. We develop our thinking skills through 'Philosophy for Children' and PSHCE lessons and debates.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language (Spanish) and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.

BALANCED

We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and areas for improvement in order to support our learning and personal development.

"We believe that the ten Copley Junior School Learner Values will help individuals and groups to foster a growth mindset and become responsible members of local, national and global communities."

We are keen to celebrate the children's success in demonstrating our ten Copley Junior Learner Values. Each child in school has their own 'Learner Values' card and adults in school award a sticker when they note a child successfully demonstrating a Learner Value, for children to stick in their card. One assembly each week has a focus on the Learner Value of the Week and certificates are awarded to children who have demonstrated the Learner Value during the past week. Learner Value 'Special Mention' certificates are presented when children collect ten stickers for any Learner Value.

The DFE guidance states that 'Schools should 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'.

At Copley Junior School these values are reinforced regularly and in the following ways:

Specific Themes

Democracy

Democracy is clearly evident within our school. Pupils have the opportunity to have their voices heard through our School Council, elected by the children in all classes, and Class Councils, which meet regularly. The School Council are influential in many aspects of school life including the formulation of the Copley Code of Conduct, transition leaflet for pupils new in Year 3, the formulation of our new Mission statement and our ten Copley Learner Values, choosing of House names related to our local history, formulation of the annual pupil survey, formulation of child friendly policies e.g. for Anti-Bullying, changes to the school lunch system etc. Our school behaviour policy involves rewards that the pupils have decided upon.

The election of House Captains is based on pupils' letters of application and an interview with current House leaders and the Head teacher. House leaders are involved in key areas of school life, for example the appointment of new senior staff, devising and leading a pupil survey regarding home learning etc.

We have a Sports Council, elected by the children in all classes. They meet on a regular basis and look at ways to develop and promote enjoyment and participation in P.E. and sport.

We have an Eco Council, elected by the children in all classes. They meet on a regular basis and look at ways to promote and develop environmental awareness amongst the pupil community.

Children are regularly asked for their views and opinions on things that affect them in school e.g. pupil survey designed by the Louse Leaders about homework, which influenced the formulation of the new Home Learning policy. Children also complete an annual pupil survey, designed by the School Council, which allows them to comment on life in school for them.

The Rule of Law

The importance of laws/rules, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school week, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service etc. are regular parts of our calendar and help reinforce this message. The annual Year 6 'Crucial Crew' visit includes enactment of a courtroom case, led by South Yorkshire Police.

Our School Council and Class Councils formulated our Copley Code of Conduct, which is displayed in every classroom. In keeping to our Copley Code of Conduct and 'Good to be Green' behaviour system, children learn that they keep themselves and others safe and that when the rules are broken there are consequences. When children make the wrong choice, and break the rules, they are given an opportunity to think about how they can make things right again.

Our pupil Anti-Bullying Ambassadors applied by letter for their posts and took part in regional training to prepare for their role. The Anti-Bullying Ambassadors have developed a strategic plan to promote anti-bullying through the school year and plan regular activities to promote the importance of anti-bullying and how to deal with friendship/bullying difficulties.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering educational experience. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHCE lessons. Whether it is through choice of challenge, of participation in extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

We teach children about their rights, but also stress that with rights come responsibilities and that, when they exercise their personal freedoms they must also consider what the consequences of their actions will be.

Mutual Respect and Tolerance of those of Different Faiths and Beliefs

Part of our school ethos and behaviour policy revolves around our learner values such as 'open-minded', 'principled' etc. and pupils have been part of discussions and assemblies related to what this means and how it is shown. These ideas are reiterated

through the school and classroom rules, as well as our behaviour policy. Additional LSA/mentoring support is given to individual children to help develop self - esteem and the concept of respect when additional individual support is required.

Our pupil Mini Life Coaches applied for their roles, they were interviewed by our PSHCE subject leader and took part in a school-led training course. Our Mini Life Coaches lead a variety of sessions for pupils including relaxation, guided senses walks, target setting and reaching your goals, anger management and conflict resolution etc. These pupil led sessions contribute greatly to pupils' self esteem and personal development.

All members of the school community understand the need for us to be respectful in the way in which we speak to, and treat each other, in order for our school community to thrive.

Mutual respect and tolerance of those of different faiths and beliefs is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying are held and have been followed by learning in PSHCE and R.E. Religious Education lessons help children to learn about other faiths and we learn about the faiths and beliefs of others by inviting visitors to come into school to talk about their culture and experiences.

To ensure that British Values are at the heart of what we do at Copley Junior School, we maintain an annual risk assessment and development plan to ensure that we are working effectively on the PREVENT agenda. All staff participate in Prevent training annually. As well as actively promoting British Values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. This is in line with our Racist Harassment Policies and Guidelines.

We follow the Doncaster Agreed syllabus for R.E. and use a variety of resources to deliver our PSHCE scheme of work and enhance our PSHCE teaching.

We are very proud as a school as we feel that Copley values are a true reflection of British Values.

Policy approved by staff and the Curriculum and Standards sub committee of governors: February 2017