

British Values Statement

Biddick Primary School is required under section 78 of the Education Act 2002 to promote the spiritual, moral, mental and physical development of pupils. As of November 2014, schools also need promote fundamental British values as part of the school curriculum.

Biddick Primary School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the UK. 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. Biddick Primary School is dedicated to preparing pupils for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its pupils.

The DfE has suggested that pupils are taught about fundamental British values during their spiritual, moral and cultural (SMSC) classes. Pupils are expected to display knowledge of the fundamental aspects of British values. The government has outlined their expectations, stating that pupils should:

- Understand the democratic process and how citizens can have a say in decision making.
- Recognise the advantages to living under the rule of law and how law is essential for a safe society.
- See that there is a separation of power and why it exists.
- Understand the reasons for accountability of institutions and why courts maintain independence.
- Know why freedom of religion protects all faiths, as well as those with no faith.
- Accept that people who hold different religious beliefs should be tolerated and not be discriminated against.
- Value the importance of identifying and combatting extremism.

Biddick Primary School does not have to promote or teach any particular belief, view or way of life that contradicts our outlook or ethos; however, we will not promote discrimination, or accept intolerance against people or groups, on the basis of their belief, opinion or background.

DEMOCRACY

How do we ensure our pupils understand how the democratic process works?

- Agreeing a set of 'school rules' and 'class rules' at the beginning of each school year and regularly review them through the year.
- Holding an election day when our Head Boy, Head Girl and prefects are elected by whole-school vote, following the presentation of election manifestos by each candidate.
- Annually elected school council members, who contribute enormously to school life by organising and managing whole-school events and taking an active role in key decisions which affect the life of the school.
- Providing many opportunities to allow the children's voice to be heard and regularly requesting their views both formally and informally.
- Including children in the recruitment process for new teaching staff.
- Discussing and addressing issues connected with democracy, human rights, tolerance and freedom through PSHE.

THE RULE OF LAW

How do we ensure pupils see the benefits of living in a society that has rule of law?

- Adopting a clear, consistent positive behaviour policy, which is consistently applied throughout the school by every member of staff.
- School rules are introduced in consultation with pupils and are regularly discussed and reviewed throughout the year.
- Rewards and sanctions shared and understood by all pupils.
- Adopting a conciliatory approach to disagreements and encouraging the children to reflect before responding to any problematic issues.
- Providing a range of formal and informal opportunities for children to reflect about positive and negative behaviour during curriculum time.
- Using our positive reward system to acknowledge good behaviour as well as good academic work.
- Adults consistently use the language of rights, responsibilities, choice and consequence.
- Developing links with and encouraging visits into school from the wider community e.g. Police, Fire Service and PCSOs
- PSHE curriculum
- Providing additional support, counselling and intervention time to individual pupils who require additional opportunities to understand the importance of following rules.
- Encouraging visits from external agencies to talk to the children in school about a variety of issues connected with the rule of law.

INDIVIDUAL FREEDOM

How do we ensure pupils understand the importance of accountability and why separation of powers is beneficial to society?

- Encouraging children to make good choices at our school in a safe and supportive environment.
- Encouraging children to know, understand and exercise their rights and personal freedoms and advising them on how to exercise these safely, for example through our e-Safety teaching.
- Providing children with a range of important roles in school, such as playground buddies and librarians.
- Encouraging children to understand responsibility in school in terms of behaviour and attitude to learning.
- Promoting justice and fairness as key principles throughout our school.
- Completing home/school agreements.
- Teaching children how to be safe and how to act safely.
- Promoting independent learning by empowering children and providing many opportunities for children to exercise choice.

MUTUAL RESPECT

How do we ensure that pupils understand the importance of mutual respect in the community?

- The promotion of positive relationships between all adults and children throughout the school.
- Every adult acting as a positive role model.
- A robust Personal, Social and Health and Religious Education curriculum in which children are taught that behaviour has an effect upon those around them.
- The work of the school council.
- The positive reward system developed to promote mutual respect.
- Our range of celebration assemblies when all pupils show respect for the efforts of others.
- Giving responsibility to pupils (team captains, playground buddies, prefects etc.)
- Learning to cooperate with their peers on educational residential visits.

TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

How do we promote tolerance for people, who hold different beliefs to our own?

- Our clear aims and values of the school.
- Our rich and varied curriculum.
- Educational visits to places of religious worship and visitors into the school from all faiths and cultures.

- The school's equal opportunities policy.
- Class and whole school assemblies.
- Festival study and celebration (Diwali, Harvest, Eid etc.)
- Work on prejudice-based bullying during anti-bullying week.
- Using world events as opportunities to positively reinforce life and culture in other countries (football world cup, the Olympics, etc.)
- A non-negotiable approach towards the expression of views contrary to our agreed set of values.