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Langney Primary Academy

British Values Policy

At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in all scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary Academy our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school environment places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff.

| Approval Date | Policy Reviewer | Title | Chair of Governors |
|---------------|-----------------|-------------|----------------------|
| 20.03.2023 | Benjamin Bowles | Headteacher | Jane McCarthy-Penman |

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POLICY STATEMENT

We are committed to working closely and in harmony with our community and celebrating the diversity of the United Kingdom. We aim to prepare children for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values. We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society in which individual members can feel safe, valued and can contribute to for the good of themselves and others. British Values are reflected in our ethos and are integral to our Rainbow Rules, Behaviour Policy and core school values, which are adhered to by both staff and pupils.

Langney Primary Academy is dedicated to preparing pupils for their adult life beyond the formal curriculum and ensuring that we promote and reinforce British Values to all pupils.

This policy is closely linked to our Health and Wellbeing Policy that supports all stakeholder's positive mental health. This policy is also linked to our Equality Objectives and Positive Behaviour Policy. All of these policies are available from our website or on request from the school office.

We take opportunities to:

- acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain's past
- join in with international sporting events and find out more about the countries that host them;
- support a number of charities that are selected by the children and arrange fundraising events;
- invite members of the local community to our school events
- promote equality and diversity at every opportunity

BRITISH VALUE DEFINITIONS:

As a collective, the children have learned about each British Value and have developed child-friendly definitions which are:

DEMOCRACY – Using your vote so your voice can be heard.

THE RULE OF LAW – The law applies to everyone. It is equal and it is fair.

MUTUAL RESPECT – Treating others how you would want to be treated. Even if they have been unkind to you.

TOLERANCE – Making a space for other people's opinions (even if they seem different, odd, wrong or interesting).

INDIVIDUAL LIBERTY – As long as we do not break the law, we have rights and freedoms.

EMBEDDING BRITISH VALUES AT LANGNEY PRIMARY ACADEMY:

At Langney Primary Academy, there is a daily 20 minute whole-school assembly. There is a theme for each day's assembly and British Values concepts are integral throughout.

Mondays – School Values & Motto (Equality and Awareness)

Tuesdays – British Values & Equality

Wednesdays – Cultural & Spiritual Diversity (focus on religious festivals throughout the year)

Thursdays – Music Appreciation

Fridays - Celebration Assembly

Displays around the school reflect the British Values, school values, school rules and links with the wider community. Diversity is celebrated through school displays which highlight the different languages that are spoken at Langney and the different religious beliefs of our school community. Examples of recent displays that promote British Values are –



From Reception to Year 6 we use the Jigsaw PSHE Scheme of Work. This scheme of work is broken down into 6 topics or 'puzzles' which are: Being Me In My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. There are six lessons for each topic and every lesson contributes to at least one of the British Values.

From Reception to Year 6 we use the Discovery RE scheme of work, which is a set of detailed medium term plans. It adopts an enquiry-based approach to teaching and learning. Christianity is taught in every year group, with Christmas and Easter given new delivery each year, developing the learning in a progressive way. Hinduism, Islam, Judaism and Sikhism are also covered.

Democracy

Many of our school routines are built upon the concept of democracy. All children have the opportunity as an individual, as a member of a group and a member of a class, to influence decision-making and to have a voice. Children understand that they must use this voice responsibly.

Whole school approach:

- Children are regularly consulted both formally and informally about how their school might be improved.
- Everybody has an opportunity to voice their opinions and contribute towards class and school rules. We make joint decisions about what rules are relevant to us and why we need them.
- We have a School Council who meet regularly. A democratic voting system is used to elect the members from each class.
- Children within the school have key roles and responsibilities including in the School Council and through a monitor system in each year group. Classes vote for the people they would like to take on these responsibilities and we discuss the importance of this.
- The School Council applies the democratic process and information is fed to and from the council throughout the year. Whole school votes occur in the areas of conservation and new equipment and actions are then taken thereafter.
- During national and local elections we hold our own mock elections and discuss what it means to represent a political party and how a voting system works.
- Children work towards whole class targets; when they have achieved their target the voting process is used to decide on a reward.
- Pupil voice is used as part of our subject leader monitoring and lesson observations. The school is focused on increasing the use of surveys and questionnaires to hear teacher, parent and children's points of view.

The Rule of Law

Children in our school understand the need for rules to make ours a happy and secure environment. Our Behaviour Policy is shared and understood and this provides a basis on which we discuss other laws and rules and how they apply.

Whole school approach:

- Statutory and non-statutory policies are embedded across the school (e.g. Safeguarding, E-Safety, Health and Safety, Food Hygiene).
- Teachers' Standards and employee contracts are adhered to.
- Our Rainbow Rules, core values, Behaviour and Anti-Bullying policies are a way of consistently reinforcing the rule of law.
- Children often reflect on the need to have rules and that breaking the rules has a consequence for

themselves and others. Throughout the stages of the Behaviour Policy children have many opportunities to make the right choice and take responsibility for their actions.

- There are many opportunities around the school to create and follow rules: playground games, computer acceptable use agreement, and sports clubs.
- Our school works closely with our community police officers.
- Community links and visits from authorities such as Police and Fire service help to raise awareness of rules beyond the school environment.
- We have visits from the local mayor, councillors and Eastbourne's Member of Parliament who explains how the town council operates. The School Council visit the town hall and meet councillors.
- Rules and expectations are clearly explained to children when going out in the community.

Mutual Respect

We promote positive, polite and caring behaviour around the school. Children respect themselves, other people and their surroundings.

Whole school approach:

- Every individual is respected in our school and our actions towards one another reflect this. · Respect is one of our school values. We recognise the importance of not only respecting one another but self-respect too.
- Forgiveness is one of our core school values and there is placed emphasis in PSHE on explicit teaching of emotional intelligence.
- Our Rainbow Rules, core values and positive school ethos encourage respect towards the rights of others and ourselves.
- All adults in the school model mutual respect by treating children with dignity and building positive relationships.
- We enjoy making links within the wider school community: all visitors are treated with respect. On trips and visits we are respectful towards the environment, people we don't know, others in our group and ourselves.
- We have high expectations of behaviour around the school which creates a respectful environment. · We have a clear anti-bullying policy which emphasises the importance of us creating an environment both within school and the wider world in which individuals can feel safe and valued. · We have a buddies system and children use the friendship benches when they are looking for someone to talk to or play with.
- Our extra-curricular clubs and enrichment activities focus on building self-esteem and self-respect. They also include team-building activities.
- The staff code of conduct ensures that staff behave towards each other in an exemplary way, setting a good example for the children.
- The language used between staff and children at all times is considered to be vital in showing how we respect one another.

Tolerance

We welcome difference and diversity and aim to create understanding of how this adds to the richness of our community.

Whole school approach:

- The school adheres to statutory frameworks such as its Equality Policy, Equality Objectives, SEN Policy and Accessibility Policy.
- Our behaviour and anti-bullying policies make it explicit to children that inappropriate behaviour or treatment of others due to differences is not acceptable.
- Our EAL (English as Additional Language) children are supported through a rich and diverse curriculum and are encouraged to share their knowledge to enhance learning.
- Key dates of festivals and significant cultural events are shared in weekly assemblies and whole school activities and events.
- Our RE curriculum allows opportunities to learn and be respectful of the cultural and religious viewpoints of others.
- We aim to do more than 'tolerate' those with different faiths and beliefs. We recognise the extent to which our own traditions and history have developed side by side and the rich cultural heritage that different world religions bring.
- We believe that exploring and understanding other people's faiths and beliefs are rewarding experiences and help us understand our own faiths and beliefs better.

Individual Liberty

The rights of every child are at the centre of our ethos. However, children also recognise the boundaries there must be too. Independent thinking and learning are encouraged and there are frequent opportunities for children to make their own choices. We place an emphasis on respecting difference and valuing creativity.

Whole school approach:

- Through an extensive range of after school provision children are given the opportunity to follow and develop their own interests and can try many different activities.
- Creative home learning tasks are given termly with several choices of how they respond.
- We provide a range of lunchtime activities for children to participate in.
- Each year group studies the individual biography of someone who has had a particular impact on the history of Britain and who the children can empathise with. We celebrate important black historical figures and authors by means to challenge unconscious bias.
- UNICEF's Rights of the Child are shared and discussed in Key Stage 2 assemblies.

MONITORING AND REVIEW

Evidence of British Values is monitored regularly through book and planning scrutiny as well as pupil voice. Opportunities to promote British Values are evidenced on lesson plans. All evidence of British Values teaching is uploaded onto our online SMSC Gridmaker Tool which can be accessed by any teaching member of staff for viewing. As well as evidencing British Values, staff also record evidence of SMSC and PSHE under the following categories:

- After school clubs
- Assemblies
- Class projects
- Competitions
- Homework projects
- Lessons
- Parent Teacher Association
- Parent training and events
- Plays and performances
- Sports events
- Staff training/ CPD
- Theme days/ weeks
- Trips and excursions

All staff are aware of the following non-negotiables and it is the responsibility of the SMSC and British Values subject leaders and senior leaders to review, monitor and support colleagues with embedding SMSC and British Values through their teaching and other activities.

OUR LANGNEY OFFER

- Know what the British Values and school values are.
- Maximise opportunities to incorporate British Values in learning.
- Use explicit terminology so that it becomes familiar to children.
- Know which British Values and SMSC strands are the focus of assemblies and reinforce them in class.
- Explore each value through class discussion in an age-appropriate manner.
- Track British Values using Gridmaker. Include all examples e.g. Clubs, home learning, stunning starts/fab finishes.
- Identify British Values opportunities on lesson slides and planning.

IMPLEMENTATION OF THIS POLICY

The implementation of this policy and the planning and teaching of British Values is the responsibility of all staff. The British Values and PSHE leaders will liaise with and report to the LGB as part of Quality of Education meetings.

