



British Values Policy

From September 2014 schools are expected to focus on, and be able to show, how their work with pupils is effective in embedding fundamental British values. Barlby Primary School welcomes this obligation, together with duties under the Education and Inspections Act 2006 to promote community cohesion. In so doing, we recognise the close links with our duties under all key Equalities legislation including the Race Relations Amendment Act (2000), the Disability Discrimination Acts (1995 and 2005) and the Sex Discrimination Act (1975 as amended by the Equality Act 2006).

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

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Keeping our children safe and ensuring we prepare them for life in modern Britain could not be more important. Actively promoting these values means challenging pupils, staff or parents expressing opinions contrary to fundamental British values.

At Barlby Primary School we aim to create a community with a common vision based on core moral values and a strong sense of belonging for all, where diversity is valued and where everyone recognises what all human beings share in common, that all human beings are of equal worth and where relationships across all individuals and groups are positive. We understand that we can only promote community cohesion effectively through recognising the inextricable links with Equality and Diversity in our policy and practice.

The Three Barlby Principles are:

- be creative
- be determined
- be respectful

In interpreting government guidance, we see the promotion of British values and community cohesion as involving five core principles:

- *Equality of opportunity*
- *Social inclusion*
- *Respect for diversity*
- *Shared moral values*
- *Active engagement with others to understand what we all hold in common*

As a school, we are committed to promoting these core principles across seven aspects of diversity based on:

- *Socio-economic factors*
- *Ethnicity*
- *Gender*
- *Age*
- *Disability*
- *Sexual identity*
- *Faith, belief, spirituality*

This policy for the promotion of British values and community cohesion will be implemented across the whole school through the key areas of our practice:

- *Teaching, learning and curriculum*
- *Ethos, Community Engagement and Extended Services*
- *Teaching, Learning and Curriculum*

In meeting our duty to promote British values and community cohesion, we will strive to ensure that all learners will enjoy opportunities to:

- *Develop pride in their own identity and to learn about and develop respect for the identities of other learners, of groups in the local community, of groups in the wider UK and in the wider world based on ethnicity, socio-economic circumstances, gender, lifestyle, disability, sexual identity, age, faith and world view*
- *Develop an understanding and appreciation of what all human beings hold in common as well as respect for differences*
- *Develop a positive vision of a diverse society*
- *Learn about their own community, UK society including communities which contrast with their own and global society, including the challenges faced by the whole global community*
- *Learn about the major world faith traditions as well as non-religious moral world views, including the commonalities across faiths and world views as well as the diversity within individual faith traditions*
- *Develop skills of critical thinking including the ability to recognise and challenge myths and stereotypes about people and places and to appreciate how people may see things from different viewpoints*
- *Enjoy at first hand cultural experiences that reflect and celebrate the diversity within UK society*
- *To learn about how inward and outward migration have shaped UK society and how movement of people has been an enduring feature of human history*
- *Develop the ability to empathise with the feelings and experiences of others, including those from different backgrounds from themselves*

We will continue to strive to establish a learning environment in which all learners:

- *Enjoy the right to full, active participation knowing that their views and ideas are taken very seriously and where their voice is heard*
- *Feel safe, valued and respected and develop a strong, positive sense of belonging*
- *Have frequent opportunities to collaborate with others, sharing experiences, ideas and perspectives*
- *Develop skills of mediation and conflict-resolution*
- *Develop the skills of democratic decision-making*

We will continue to strive to ensure that all learners develop their abilities and talents to the full and enjoy equality of opportunity to participate fully in the life of the school. To this end, we will:

- *Regularly monitor and evaluate the academic, personal and social development of each child and of all the diverse groups that are represented in the school, including those for whom English is an Additional Language, taking effective steps where necessary to address any differences in outcomes across groups*
- *Use assemblies, classroom time and meetings of staff and governors to maintain a high profile for our commitment to equality of opportunity and social inclusion*
- *Ensure that all sections of the school community, including parents, are aware of our commitment to equity for all, of our procedures for promoting these principles and for dealing with infringements; this involves ensuring that all sections of the school community have confidence in our arrangements for tackling all forms of discrimination*
- *Regularly monitor patterns of discipline, including any exclusions by pupil group and take any action necessary to ensure inclusion*
- *Take steps to enable pupils to encounter a range of positive role models including those that do not conform to stereotypes*

Community Engagement and Extended Services

The school is fully committed to promoting cohesion within the local community and wider UK and global society. Therefore, we will:

- *Communicate our core principles and vision of inclusion and equality to the whole school community and the wider local community*

- *Ensure that as a school we have full and accurate knowledge of the backgrounds of our children and their families and of the main socio-economic features of our local community and its relationship with wider UK society, using this knowledge to inform our provision*
- *Ensure that the school is aware of changing patterns of migration into and from the local community and take steps to engage with and support groups that are new to the community*
- *Take rigorous steps to ensure that all parents and carers regard the school as open, welcoming and accessible and explore all possible ways of engaging all parents and carers and involving them in the life of the school*

Policy implementation, monitoring and evaluation

This policy has been discussed and agreed by all sections of the school community, including the pupils. Our procedures for monitoring the impact of our policy and action plan include the involvement of our pupils who play a central role in our evaluation process. The Governing Body is fully aware of its responsibilities with regard to our duty to promote British values and community cohesion and a named governor leads on this issue. The Governing Body will review annually the extent to which we have been successful in implementing our action plan. The headteacher will ensure that all staff are aware of their responsibilities through appropriate professional development and guidance and a member of the senior management team has lead responsibility for Community Cohesion.

Our process of monitoring and evaluation will include:

- *Analysis of data on pupils' academic achievement*
- *Detailed review of pupils' personal and social development*
- *Analysis of pupils' involvement and participation in voluntary activities*
- *Analysis of parents' and carers' involvement, participation and attendance at events including meetings to review pupil progress*
- *Updating our information on the socio-economic features of our local community*
- *Pupil-led questionnaires and group interviews*
- *Questionnaire to parents and carers*
- *Pupil interviews led by the lead teacher for Community Cohesion*
- *Review of the curriculum (in process)*
- *Report to governors (as part of a review of all equalities issues) and annual item on agenda of a Governors' meeting*

Reviewed: Autumn 2020

Review: Autumn 2021

"Learning together hand in hand to be the best we can be"