

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.

Slade 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. Slade 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 academy uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Slade Primary School seeks to instill British Values.

| Democracy |
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| Children at Slade are involved in the nominations of and subsequent voting to appoint house captains, prefects, school councillors and ambassadors. The school has an active school council that takes a key part in making decisions relating to school improvement. They have a fund that is used to support the implementation of their agreed actions, for example the purchase of a clock on the playground. Democracy is explored through the school curriculum. Children learn about early democratic rule in Ancient Greece. Debates are held culminating in a vote. Staff take advantage of key events, such as elections, to explore the voting process and how governments are formed. School leaders actively seek the views of all members of the school community. Questionnaires are shared with children, staff and parents to gather feedback on key aspects of school provision. This informs decision making and enables all stakeholders to make meaningful contributions. |

The rule of law

At Slade we have clear rules that children are expected to follow: We respect others, we are kind with our words and actions, we keep our hands and feet to ourselves, and we listen carefully and follow instructions. There is a clear behaviour policy with structures in place for rewards and sanctions. These are explored and reinforced during assemblies, class discussions and through interactions that take place during the school day. The children have a clear understanding about right and wrong.

Through our PSHE curriculum, children explore the reasons why we have laws and rules. In RE they learn about religious laws and rules such as the ten commandments in Christianity.

We have strong links with our local police officers who regularly visit and organise workshops for the children, exploring aspects such as road safety and cyber bullying. Local councillors have also spoken to the children about laws and how these are passed in Parliament.

Sport is a key aspect of provision at Slade and the children learn and follow rules for a range of activities. They devise their own rules for games and put these into action.

Individual liberty

The behaviour policy at Slade is focussed on enabling children to make choices and take responsibility for their own actions. We help them to understand boundaries and how these keep us safe from harm. Stereotyping is challenged robustly and is a key aspect of the behaviour policy with children sanctioned for use of racist, homophobic or other discriminatory language.

Children are encouraged to have a strong voice within the school, with the freedom to express their views in an appropriate and sensitive manner. Bias is explored throughout the curriculum and rules and policies within school are reviewed regularly to ensure fairness and equality for all.

We have a strong anti-bullying culture and work with a range of outside agencies to provide opportunities for children to explore the impact of bullying in a range of ways, for example through theatre, workshops and discussion groups.

Mutual respect and tolerance of those of different faiths and beliefs

Self-respect and respect for others is central to our behaviour policy. Our children know they have a right to be respected by all members of our community and they know what to do when their rights have been compromised. The rules and sanctions are clearly linked to respect to others and we do not tolerate intolerance of others. Children clearly understand that discriminatory language is not acceptable and will be challenged. Adults are positive role-models and demonstrate the core values of our school community at all times.

Through our curriculum, particularly in RE and PSHE, we explore the beliefs of those with or without a faith. Children visit places of worship and learn about festivals and special events that take place throughout the year.

Children are encouraged to think critically and explore 'Big Questions' that focus on moral and philosophical issues.