

# Manor Hall Academy



## PROMOTING BRITISH VALUES POLICY

### LOXLEY HALL CICELY HAUGHTON PARTNERSHIP

Building Relationships

Celebrating Success

Promoting Change

# LOXLEY HALL CICELY HAUGHTON PARTNERSHIP

## PROMOTING BRITISH VALUES POLICY

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This document identifies how at the Manor Hall Academy Trust we actively promote British Values, and challenge all stakeholders who express opinions contrary to British Values.

We recognise British Values to mean:

- Democracy - pupils to develop a respect for democracy and support for participation in the democratic process.
- The role of law - pupils to develop a respect for the basis on which the law is made and applied in England - support for equal opportunities for all.
- Individual liberty - pupils to support and respect the liberties of all within the law.
- Mutual respect and tolerance - pupils to develop a respect for those with different faiths and beliefs.

### **Democracy**

At Manor Hall Academy Trust we:

- Encourage pupils to express their opinions - (pupil questionnaires, circle time, listen-up box, class/school rules) and make decisions impacting on class and the whole school.
- Hold elections each year for pupils to represent the School Council.
- Conduct debates through our curriculum where differing opinions are discussed (see curriculum opportunities)

### **Rule of Law**

At Manor Hall Academy Trust we:

- Discuss and establish class and school rules, ensuring an understanding of how these are just and fair.
- Instill in pupils an understanding of right and wrong (modelling, coaching, mediation)
- Talk about how conflicts in school can be resolved with pupils thinking about the resolution.
- Work with local agencies such as police.

## **Individual Liberty**

At Manor Hall Academy Trust we:

- Encourage the development of self-confidence and self-esteem in pupils throughout all aspects of the curriculum and its design.
- Promote positive attitudes to learning by being role models, celebrating achievements and being aspirational for all students.
- Encourage pupils to take responsibility for their actions and behaviour, as well as having their rights.
- Have a strong Anti-Bullying culture.

## **Respect and Tolerance**

At Manor Hall Academy Trust we:

- Discuss similarities and differences between people through our PSICHE lessons and themed RE weeks which culminate in whole school assemblies.
- Help pupils to understand their own culture and others through PSICHE and RE themed weeks
- Ensure a strong Anti-Bullying culture is in place.
- Challenge stereotypes and any discriminatory behaviour, with designated forms/protocols followed.
- Develop links with local faiths and communities and organise visits to local places of worship.

All of the above involves all stakeholders and has been discussed with Governors.

At Senior Leadership Team meetings and daily staff meetings we ensure that these values are upheld and promoted.

### British Values Action Plan Cicely Haughton School 2021/2022

Implemented

On Going

Development Target/Aim	Action/Strategies to promote;	How is this implemented at Cicely Haughton
<p><i>To promote and embed British values</i></p> <ul style="list-style-type: none"> <li>• <i>democracy:</i></li> </ul>	<p>Provide pupils with a broad general knowledge of, and promote respect for public institutions and services</p> <p>Teach pupils how they can influence decision making through the democratic process</p> <p>Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain</p> <p>Encourage pupils to become involved in decision making processes and ensure they are listened to in school</p> <p>Help pupils to express their views</p> <p>Teach pupils how public services operate and how they are held to account</p>	<p>Plan activities with the staff to promote Emergency Services, schools, libraries, parks, museums (Whole School). Carry out research projects on these services/ amenities</p> <ul style="list-style-type: none"> <li>• Encourage trips to the fire station,</li> <li>• Libraries</li> <li>• Organise police visits</li> <li>• Books available in the library and book corners that promote public institutions and services</li> </ul> <ul style="list-style-type: none"> <li>• School Council to promote and demonstrate voting and debating</li> <li>• Carry out a presentation during an assembly to promote the understanding of the role of the School Council</li> </ul> <ul style="list-style-type: none"> <li>• School Council to be included in pupil related decisions Design of Court Yard area, Dining Hall rules, Anti Bullying discussion, School questionnaires.</li> <li>• School Council, Circle Time, Registration, Curriculum lessons.</li> </ul> <p>Plan activities with the staff to teach children how systems operate within Emergency services, schools, libraries, parks, museums (Whole School)</p> <p>Carry out research projects on these services/</p> <ul style="list-style-type: none"> <li>• Encourage trips to</li> </ul>

<p>• <i>the rule of law;</i></p>	<p>Model how perceived injustice can be peacefully challenged</p> <p>Ensure school rules and expectations are clear and fair</p> <p>Help pupils to distinguish right from wrong</p> <p>Help pupils to respect the law and the basis on which it is made Help to pupils to understand that living under the rule of the law protects individuals</p>	<p>the fire station, Libraries • Organisation of police visits • Books available in the library and book corners that promote Public Services.</p> <p>Circle Time, National agenda e.g. Black History week, break times, Curriculum Topics.</p> <ul style="list-style-type: none"> <li>• Home School Agreements</li> <li>• Class rules</li> <li>• Information and guidance provided in assemblies</li> <li>• Clear systems in place for rewards and sanctions</li> <li>• House points</li> <li>• Behaviour policy on website</li> <li>• Different School Focus set each year</li> <li>• School mission statement</li> <li>• Anti Bullying policy-expectations/sanctions explored in classes and assemblies</li> </ul> <ul style="list-style-type: none"> <li>• Consistent behaviour system in place across the school (as above)</li> <li>• PSHE lessons / circle time</li> <li>• • Good choice / bad choice system</li> </ul> <ul style="list-style-type: none"> <li>• Police visits</li> <li>• School Council</li> <li>• PSHE-Drugs topic,</li> <li>• Current Affairs</li> <li>• Curriculum Topics</li> </ul>
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	<p>Understand the importance of the Police and their role to maintain a safe and secure society. Include visits from the police in the curriculum</p> <p>Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws.</p> <p>Support children to develop their self knowledge, self esteem and self confidence</p> <p>Encourage pupils to take responsibility for their behaviour, as well as knowing their rights</p> <p>Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence Challenge stereotypes</p>	<p>R.E weeks. PSHE</p> <ul style="list-style-type: none"> <li>• PSHE lessons</li> <li>• assembly-Value of the Week explored and individuals rewarded</li> <li>• Sports events/competitions</li> <li>• Achievement assemblies</li> <li>• Merit certificates</li> <li>• Birthdays celebrated in assembly and in classes</li> </ul> <p>Class rules</p> <ul style="list-style-type: none"> <li>• Home School Agreement</li> <li>• Personal targets</li> <li>• Explore what children expect of teachers and vice versa</li> <li>• Explore/understand subtle differences between bullying versus conflict bullying</li> <li>• questionnaire</li> <li>• Anti Bullying policy</li> </ul> <p>PSHE lessons</p> <ul style="list-style-type: none"> <li>• Circle Time</li> <li>• Class debates</li> <li>• School Council</li> </ul>
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<ul style="list-style-type: none"> <li>• <i>individual liberty;</i></li> <li>• <i>mutual respect and</i></li> <li>• <i>tolerance of those of different faiths and beliefs</i></li> </ul>	<p>Implement a strong anti-bullying culture</p> <p>Follow the UNICEF rights respecting schools agenda</p> <p>Promote respect for individual differences Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life Challenge prejudicial or discriminatory behaviour Organise visits to places of worship Develop links with faith communities Develop critical personal thinking skills Discuss differences between people,</p>	<ul style="list-style-type: none"> <li>• Annual focus that coincides with National Anti Bullying Week</li> <li>• Develop children's understanding of the differences between bullying incidents and relationship conflict incidents</li> <li>• Pupil Anti bullying questionnaire- collate information into children's understanding of definitions and their confidence to handle incidents</li> <li>• Staff meeting run with teachers and Teaching Assistants to ensure the continuity of understanding with staff and children</li> <li>• Deliver lessons teaching about children's rights. Key provisions are:</li> <li>• The right to a childhood (including protection from harm)</li> <li>• The right to be educated</li> <li>• The right to be healthy (access to clean water, nutritious food and medical care)</li> <li>• The right to be treated fairly (changing laws and practices that discriminate against children)</li> <li>• The right to be heard (considering children's views)</li> <li>• Community Cohesion lesson plans - differences, stereotypes, wider community, families</li> <li>• RE lessons-Multi faith topics</li> <li>• Visits to religious buildings</li> <li>• PSHE lessons / circle time</li> <li>• Sex and Relationships Education Year Six</li> <li>• Anti Bullying policy</li> <li>• Anti Bullying Week</li> <li>• Books available in PSHE resources that promote that promote differences between people</li> </ul>
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	such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers	
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SUGGESTED READING MATERIAL TO SUPPORT THE BRITISH VALUES CURRICULUM: School Inspection Handbook (Ofsted),2014 Academy and Free School single model funding agreement (Dfe), 2014 Life in the UK (The Stationery Office),2014 Valuing all God’s children (Church of England),2014 Prevent Strategy HM Government,2011 Learning to be safe together DCSF,2008