



Our British Values

Burdett-Coutts & Townshend Foundation

CE Primary School

At Burdett-Coutts, we are a diverse school community with pupils of **34** ethnicities and speaking **40** languages: **Acholi, Akan, Albanian, Amharic, Arabic, Bengali, Bulgarian, Cantonese, Mandarin, Danish, English, Finnish, French, Greek, Hungarian, Italian, Kurdish, Malayalam, Pashto, Polish, Portuguese, Farsi, Russian, Somali, Spanish, Telugu, Tigre, Tagalog, Thai, Turkish and Urdu!**

We benefit enormously from our rich cultural community and irrespective of our many nationalities, **pupils, staff, governors and parents are proud to actively and unashamedly promote British values.**

The government has set out its definition of British values as:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Equality**
- **Mutual respect and tolerance for those of different faiths and beliefs**

Our curriculum promotes these British values and enables our pupils to:

- develop their self-knowledge, self-esteem and self-confidence
- distinguish right from wrong and to respect the civil and criminal law of England
- accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- acquire a broad general knowledge of and respect for public institutions and services in England

It also encourages:

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- respect for other people, and
- Respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The 2015 OFSTED inspection framework states that inspectors will consider:

'How the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith'

At Burdett-Coutts we promote British values by:

1. Being Democratic

School Council

Each of the classes in the school has two elected school council members and they represent their classmates during a year of office. As the pupils progress through the school, they are able to adopt a more influential role in the decision making. The school council make significant contributions to the organisation of fundraising activities such as Children In Need and Red Nose Day. School council members are often asked by their electors to bring issues or ideas to the SLT.

Circle Time

In each year group, circle time and similar strategies are used to discuss issues, enable a democratic voice and resolve problems.

PSHE/Citizenship

PSHE (Personal Social and Health Education) is taught in every year group and democracy is included at relevant points. The curriculum explores the advantages and disadvantages of democracy and how it works in Britain e.g. when considering periods of history where democracy was not as fully developed as it is now.

Educational Visits

Pupils in years 5 visit democratic establishments e.g. Westminster City Hall

School Assemblies

Religious stories, celebrations and class assemblies include all aspects of the British Values Agenda, including democracy where applicable.

School Vision Statement

'Our vision is to be an aspirational and inclusive learning community, underpinned by Christian values. We deliver excellence in teaching and celebrate the richness of our diversity. Everyone is challenged, encouraged and inspired as we work together in faith, hope and love.'

The school vision statement has been decided upon in a democratic manner with input from all stakeholders. This is revisited by pupils to understand how they are all a democratic part of the decision

2. Following Our School Laws

The Golden Rules

The school 'laws' are our school golden rules. They are:

1. **We listen to each other and to adults:** we follow instructions.
2. **We work hard:** we do not disturb others or waste our learning time.
3. **We behave sensibly** in school and out on school trips.
4. **We are gentle, kind and helpful:** we do not hurt each other's feelings or hurt each other physically.
5. **We are honest:** we do not cover up the truth.
6. **We look after school property, the school building and all equipment:** we do not waste or damage things.

The school rules are constantly displayed and referred to, along with the school vision. The rules are kept to a minimum and agreed with all school members. These rules, along with our behaviour policy and rewards and sanctions, remind us every day of the rules that we have devised to maintain a fair and safe environment for everyone in school.

PSHE

In assemblies and in our SEAL classwork, the importance of rules is emphasised through the units of work, 'New Beginnings' in term 1 and in the unit of 'Being Responsible'

PE

In all our PE lessons and in our Intra and Inter school competitions, the importance of rules and fair play are highlighted and enable the children to understand the need for rules as well as the importance of exercise as a healthy activity.

Religious Education (RE)

Our RE units of work enable pupils to learn about the fundamental rules and beliefs of all the major religions and we look to understand the common areas that overlap in these, in addition to looking at the diverse differences and an understanding of them.

History

Our skills based curriculum enables us to understand the way rules and laws were developed at specific times in history and how they reflected the values of the period

Upholding the Law

Our Year 6 activities involved several workshops with the police where they promote personal and general safety. Pupils leave with an understanding of how the police protect the public through enforcing the law. Pupils are also encouraged to respect the law and the basis on which it is made e.g. by showing how rules help everyone to interact in an orderly and fair manner and protect the vulnerable in society

Responsibility

Pupils are encouraged to take responsibility for their behaviour, as well as knowing their rights e.g. through all of their interaction with adults and each other in school and through the UNICEF Rights Respecting Schools agenda.

3. Respecting Individual Freedom

Teaching and Learning

Pupils are supported to develop their self-knowledge, self-esteem and self-confidence e.g. our curriculum allows pupil to explore the right to liberty through learning about modern day and historical slavery with ***just enough UK***.

4. Promoting Equality

Policy

Our Equality policy is rigorously monitored by the governing body Children families and Communities committees. This year, their focus is to close the gaps between the achievement of boys and girls.

Rights Respecting School

Through our work as a Rights Respecting School, pupils gain an understanding of the UNICEF rights of the child charter and know that every child has the right to an education irrespective of their gender, class, and race.

5. By Demonstrating Mutual Respect And Tolerance

Teaching and Learning

We promote respect for individual differences in all areas of learning and interaction. We are a rights respecting school. We respect everyone and we respect ourselves. We celebrate International evening annually to acknowledge the diverse cultures and languages within our school community.

Challenging Stereotypes

Our teaching challenges stereotypes e.g. through SMSC/PHSE work and assemblies. We have a strong anti-bullying culture – as enshrined in our policies for Anti-Bullying and Positive Behaviour. Pupils learn about anti-bullying strategies through the anti-bullying week working with ***Kidscape*** and how to keep safe through mutual respect online, (using the ***Think you Know materials***).

Tolerance of Faith

We are an inclusive school – we value all faiths, religious beliefs and people who have no faith. We organise visits to places of worship e.g. visits to the local churches and other diverse places of worship as appropriate to the curriculum.

PSHE Curriculum

Pupils discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers. We challenge prejudicial or discriminatory behaviour e.g. through discussion and use of illustrative materials as well as our approach to behaviour in school.

Classroom Ethos

In developing our positive learning behaviours, the school and class rules embrace the expectation of respect and tolerance. Any incidents of intolerance based upon perceived discrimination are dealt with and addressed in PSHE (Circle Time). The Governing Body and LA monitor any reported racist or homophobic incidents.

6. Training Staff

Our staff have received **PREVENT** training by Westminster's PREVENT team. The training involved clear definitions about extremism, British Values; radicalisation and also practical help and actions in order to safeguard vulnerable children from being drawn into terrorism.