



A.30 Promoting British values Policy

Standards and Regulations

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| National Minimum Standards | |
| Keeping Children Safe in Education | |
| Mission Statement in Action | |
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St John's School recognises and supports the importance of promoting fundamental British values in line with advice from the DfE.

These British Values are: democracy; individual liberty; the rule of law; and mutual respect and tolerance of those with different faiths and belief.

The School actively promotes these values and challenges opinions or behaviours that are contrary to them. We do this through

- the school ethos, which explicitly recognises the value of every individual's contribution to our school community
- the communication policy which supports each pupil to develop the skills and assertiveness to share their views
- pupils' learning across all subjects of the curriculum, and in enrichment activities.

The understanding and knowledge that pupils gain through the promotion of these values is illustrated below, along with examples of how this knowledge and understanding is developed:

1. Democracy: an understanding of how citizens can influence decision-making through the democratic process.

In school we promote the importance of democracy through such things as:

- all pupils having the opportunity to be members of the school and care councils
- pupils being encouraged to share different opinions and vote formally or informally on decisions in form and group meetings
- pupil voice on key school decisions through processes including school surveys
- learning about the UK government and key figures within it in English modules at Key Stages 3 and 4, eg: BBC School Report, GCSE spoken language presentation
- sixth form students participating in mock elections

2. Individual liberty: an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

In school we promote the importance of individual liberty through such things as:

- the increasing liberty, linked to increasing responsibility, afforded to students as they move up through the years, for example 6th Form and Key Stage 4 pupils allowed to leave the site at certain times
- residential care group and extra-curricular activities, which facilitate personal choice and development of individual interests
- explicit teaching in lessons and speech and language therapy sessions of discussion and social communication skills, which highlight the importance of enabling others to have a voice and a fair share in discussion
- pupil involvement in choices regarding learning pathways, eg: inclusion of child care modules in Key Stage 4 Occupational Studies course after a majority of pupils expressed an interest in this
- a range of healthy choices in the school dining room and a choice of activities at social times.

3. An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety:

In school we promote the importance of the rule of law through such things as:

- a clear positive behaviour policy for all pupils, which sets clear expectations, boundaries and consequences and is understood and applied by all staff
- the shared code of conduct for all staff and Golden Rules for all pupils
- learning about relevant laws in PSHE lessons and the importance of laws to protect themselves and others
- learning about safe use of the internet, including a focus on the law regarding sharing information on-line
- members of the police invited into school to support learning, eg. by explaining how the police help us, how to contact them and how to report a crime

4. Mutual Respect : An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted, and should not be the cause of prejudicial or discriminatory behaviour:

In school we promote the importance of acceptance and respect of those with different faiths and beliefs through such things as:

- inclusion of all in school assemblies and masses
- celebration of special feast days in the Catholic church
- acceptance of faith symbolism, e.g: the symbol for Muslim prayer shown in collective worship
- the study of other faiths taught to all in RS lessons
- respect and value shown for the views of pupils, parents and colleagues of different faiths, eg: Key Stage 4 students interviewing staff members about their personal faith
- annual inter-faith week, celebrating main world religions, in which pupils and staff of other faiths play a key part in teaching others and leading sessions
- support for individual pupils observing religious festivals, eg: special arrangements made in consultation with parents for pupils fasting during Ramadan
- the school mission statement, which states that “every voice is heard and celebrated”
- pupils of other faiths supported to share celebrations in school, eg: Hindu pupils wearing traditional dress to school during the festival of light
- clear guidance on good behaviour in areas such as the school dining room
- a smart dress code for students and staff that promotes equality and diversity
- mutual respect demonstrated and promoted through the communication skills developed across all learning

| Date of last review | Date for next review | Reviewed by | Governing Body / SLT Approval |
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| 11.09.18 | September 2020 | Mrs C Baldwin | SLT 19.10.2016 |