Land of Learning Nursery and Primary School British Values Policy

Date	Review Date	Coordinator	Nominated Committee Member
January 2020	Annual	S Vania	ALL

Aims

- To establish and maintain a British Values policy.
- To work with other schools in order to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the School Committee

The School Committee will:

- delegate powers and responsibilities to the Head Teacher to ensure all school personnel and are aware of and comply with this policy;
- be responsible for ensuring funding is in place to support this policy;
- be responsible for ensuring this policy and all policies are maintained and updated regularly;
- be responsible for ensuring all policies are made available to parents;
- nominate a link committee member to visit the school regularly, to liaise with the Head Teacher and to report back to the School Committee;
- be responsible for the effective implementation, monitoring and evaluation of this policy

Role of the Head Teacher

The Head Teacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link committee member and Deputy Head;
- provide leadership and vision in respect of promoting British Values;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

Role of Parents/Carers

Parents/Carers will be aware of and comply with this policy

At Land of Learning Nursery and Primary School we uphold and teach pupils about British Values which are defined as

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

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

The school takes opportunities to actively promote British Values through daily collective worship and whole school systems and structures such as electing and running a successful School Council. We also actively promote British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

At Land of Learning Nursery and Primary School, these values are reinforced regularly and in the following ways:

Democracy:

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our School Councillors. The elections of members of the Council are based on pupil votes.

Land of Learning Star pupil is based around our core values and each half term we have a new focus, e.g. courage or responsibility.

The Rule of Law:

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our system for behaviour is aligned to an agreed set of codes and if children are given verbal warnings this is always set against the agreed school behaviour code.

Children are asked to identify which aspect of the code they have broken to ensure that this connection is made and understood. Pupils are taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the police, fire service etc. are regular parts of our calendar and help to reinforce this message.

To encourage and promote good behaviour, attitude and work, we have devised a reward system which is consistently followed throughout the school.
We are committed to praising children's efforts. We endeavour to praise the children informally, individually, during group work, in front of the whole class and the whole school. Children are rewarded not only for achievement in curriculum areas, but for behaviour and general adherence to the Land of Learning Star Pupil values.

Rewards are given in the form of stickers, team points, house points and certificates. Children's achievements are also recognised during Celebration Assemblies.

Individual Liberty:

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs.

Mutual Respect:

Part of our school ethos and behaviour policies are based around core Islamic values such as 'respect' and 'responsibility' and these values determine how we live as a community at Land of Learning Nursery and Primary School. Collective Worship is based on 'Islamic Values for Life' which are synonymous with British values and are central to how we expect everyone to behave at our school.

Tolerance of Those of Different Faiths and Beliefs:

Tolerance is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Collective Worship and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. We use opportunities such as the Olympics and World Cup to study and learn about life and culture in other countries.

We have World Faith Celebration Weeks where we study another world faith and learn about their customs, practises and celebrations. We invite guest speakers and run workshops to give the children a real experience of other faiths.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Linked Policies

▪ Equality Policy	▪ Anti-Bullying Policy	

Head Teacher:	S Vania	**Date:**	January 2020
Chair of School Committee:	M Master	**Date:**	January 2020

Policy Evaluation				
Points to be considered	**Yes**	**No**	**N/A**	**Please supply evidence**
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated committee member in place				
• Coordinator carries out role effectively				
• Head Teacher, Deputy Head and nominated committee member work closely				
• Policy endorsed by School Committee				
• Policy regularly discussed at meetings of the School Committee				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				

Policy Approval Form

Policy Title:						**Date when written:**		
Policy written by:					**New Policy** (✓or x)	☐	**Revised Policy** (✓or x)	☐
Stakeholders consulted in policy production: (✓or x)	**School Committee**	**Senior Leadership Team**	**Teaching Personnel**	**Support Personnel**	**Administrative Personnel**	**Parents**	**Pupils**	**Local Community**
	☐	☐	☐	☐	☐	☐	☐	☐
Date when approved by School Committee:			**Date when presented to stakeholders:**			**Date when implemented:**		
Published on: (✓or x)	**School Website**		**School Prospectus**			**Staff Handbook**		
	☐		☐			☐		