

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.

Spire Junior 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. Spire Junior School is dedicated to preparing pupils for their adult life beyond the curriculum and ensuring that it promotes and reinforces British values to all its pupils.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy - Contribute to the decision making process
- The rule of law - Protect and keep us safe
- Individual liberty - freedom to act within the law
- Mutual respect - respect other points of view
- Tolerance of those of different faiths and beliefs -

Spire Junior School uses strategies within the national curriculum and beyond to secure such outcomes for pupils.

We actively promote British values in the following ways:

Democracy

All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils.

Children also have the opportunity to have their voices heard through the school council, pupil questionnaires and pupil surveys.

The principle of democracy is explored in the curriculum as well as during assemblies and special days.

Our new school behaviour policy involves rewards which the pupils have discussed.

Rule of Law

Our golden rules are:

- Be safe;
- Be respectful;
- Be ready to learn;
- Be honest.

These are integral to our learning and ethos every day.

School rules and expectations are clear, fair and regularly promoted.

Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies and on the playground.

Pupils are encouraged to respect the law and pupils enjoys visits from authorities such as the Police, Fire Service, Ambulance, etc. to help reinforce this message

The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parents and carers.

Individual Liberty

Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. eg. by signing up for extra-curricular clubs.

Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.

Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.

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 and PSHE lessons.

Vulnerable pupils are protected and stereotypes challenged. Our anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents.

Pupils have key roles and responsibilities in school e.g. Corridor monitors, Playground Buddies, etc.

Mutual Respect and Tolerance of those with Different Faiths and Beliefs

Respect is one of the rules of our school. The pupils know and understand that it is expected that respect is shown to everyone, adults and children.

Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.

Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.

Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.

Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.

The curriculum topics offer children the chance to reflect on our core values and British values.