



British Values Policy

Person responsible: Chris Wilson

Date Adopted: November 2018

Reviewed and Approved 19th June 2020, 10th September 2021

Date of next review: September 2022

Governor's signature: David Bishop

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Queensbury School

British Values Policy

1) Principles

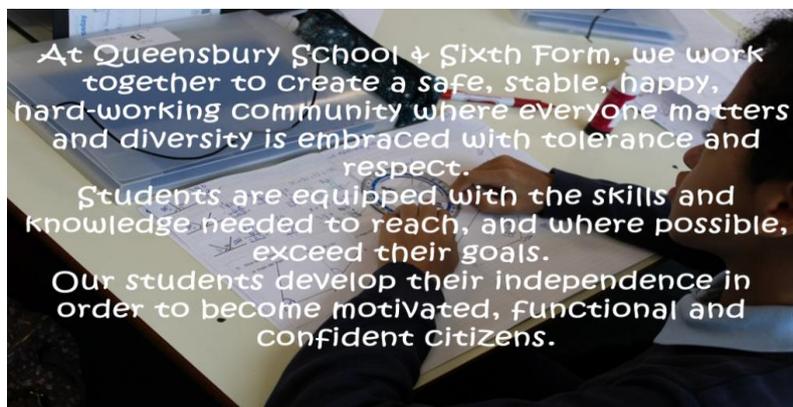
The definition of British Values was set out by the government in the 2011 Prevent Strategy and added to OfSTED inspection guidance in July 2014:

“to create and enforce a clear and rigorous expectation on all schools to promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

Queensbury School has **three core values** that demonstrate the essence of British values:



At Queensbury School these values are embedded within our Mission Statement of:



Our Equal Opportunities policy and practice has helped define, over many years, our strong ethos of tolerance, respect, rights to own views moderated by impact on others. British Values are regularly promoted through high quality teaching, assemblies and our behaviour policy which allows students to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

2) Teaching British Values & Personal Development

Common values come from common respect and understanding therefore the knowledge and understanding taught through form time, assemblies, RE, PHSE (Personal Development), Humanities and the Arts are key to students understanding the people of the communities and country of Britain. Other wider subjects may also touch on these values as the curriculum allows eg: History / Science with set topics indicating what values and British values were like in the past.

Putting British Values into context requires experience of those contexts and therefore students have a wide range of out of school experiences mixing within the local community on work experience, residential visits, challenging other schools in sports events and many educational visits to help the students developing their understanding of theoretical knowledge in the classroom i.e. Black Country Museum, Birmingham Library.

The core themes of Democracy, Rules of Law, Individual Liberty and Mutual Respect are learnt through a wide range of experiences through a students' life at Queensbury.

Recently the Parents Shelter and Outdoor Classroom have been named after black British role models the students voted for.

Democracy

Our school is led by groups such as the School Council and **Peer Mentors** in our playground. The council members are voted for each year by form groups. The peer mentors work hand in hand with the staff to support each other, raise standards and ensure that all students' voices are heard. Each year all students complete a questionnaire on their views on the school which is then part of the data set discussed when setting the following years **School Priority Action Plans**. **Termly bullying surveys** serve to monitor the amount and type of bullying to evaluate the effectiveness of provision being made to reduce bullying and increase students' resilience against bullying.

The school has an active Student Council that is representative across the school and meets every half term with senior leaders and the Executive Head teacher. They

bring forward matters within the school that they believe need to be improved. Recently the school menu has been changed to incorporate more Halal and wider cuisine options. Equally they have been involved in the developing the outdoor provision and space for students.

Rules of Law – right and wrong - consequences of your actions

We have a very strong but positive behaviour policy which is based upon Restorative Justice principles. We consistently promote our high expectations of all at Queensbury. We have Golden Rules of the school, which everyone is expected to follow. **Reward Time** is used as a positive reinforcement of good behaviour for all those students not receiving a sleuth during the week. Our behaviour policy shows a clear link between right and wrong behaviour and therefore, links to the civil and criminal law of England. Students who behave inappropriately are taught to understand that their negative behaviour has an impact on others. **The awarding of star of the week in assemblies** reinforces positive behaviours and attitudes across the school. The house point system is used through lessons to reinforce good behaviour and leads to certificates being **presented weekly in assemblies when students achieve 25, 50, 75, 100, 150 and 200 house points.**

Individual Liberty

We provide a safe and supportive environment in which we encourage all to know, understand and exercise their rights and personal freedoms while respecting that everyone else also has those same rights. Students are encouraged to make good choices within safe boundaries. They are given opportunities to resolve conflicts effectively and taught the skills of self-expression and listening through both the curriculum and the approach to them modelled by staff.

Discussion is used as a learning experience in a wide range of lessons. Through discussion students are encouraged to develop their views on wide ranging issues and learn to express themselves without fear of ridicule. Many students at Queensbury literally find their voice with us with the support of our speech and language team enabling communication barriers to be lowered and overcome.

Mutual respect – caring, sharing and listening to others.

We believe that respect for others is a vital component of moral development. We encourage open discussions in all areas but particularly in lessons which promote citizenship such as PHSE.

We actively support all to develop their own reasoned views about moral and ethical issues. We encourage all students to understand that they have rights and responsibilities as citizens within Queensbury and the wider community. We support a number of charities throughout the year and the student have a clear understanding that people are very diverse and make diverse religious, political and life style choices but these must be within the rule of law.

Through the curriculum students learn about different cultures, political views, lifestyle choices and religions, in order to promote a greater understanding and appreciation of them.

We actively monitor and tackle all forms of bullying and harassment. This includes cyber bullying, prejudice-based bullying related to appearance, disability, sex, race, religion and belief, sexual orientation or gender reassignment. We have a very positive ethos which enables students to develop self-confidence and to feel part of our special community. We actively promote courtesy and good manners towards all.

(UPDATED) UNICEF – The Rights Respecting School Award.

Currently the school has been awarded Bronze status and is working towards Silver status. The Rights Respecting Schools Award puts children's rights at the heart of schools in the UK.

The UK Committee for UNICEF (UNICEF UK) works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

Using the UN Convention on the Rights of the Child (UNCRC), UNICEF are working with more UK schools than almost any other organisation. Over 1.6 million children in the UK go to a Rights Respecting School and nearly 5,000 schools up and down the country are working through the Award.

The Award recognises a school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond.

- <https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/about-the-rrsa/>
- <https://youtu.be/1DOPyjKSUxo>

The beliefs of British Values compliment this approach in our young people knowing their rights and how to raise questions appropriately.