



## STATEMENT ON BRITISH VALUES

Written by The College of Teachers and Sara Nobili following British Values Training on 3<sup>rd</sup> December 2016

Next Review : December 2020

## DOCUMENT CONTROL

### Version history

Version	Date	Author /Comments
V0.1a	3 <sup>rd</sup> Dec 2016	College of teachers/Sara Nobili
V1.0	Dec 2018	Sara Nobili
V1.1a		

### Changes since last version

Version	Description
V1.1a	Review, cover sheet added
V2.0	Issued

### Reviewers

Name	Role
Shabnam Cadwallender	Trustee
Louise Duirwyn	Teacher coordinator
<b>Date of Next Review</b>	<b>Dec 2020</b>

### Issue control

Owner	Lancaster Steiner School
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Trustee with Responsibility	Sara Nobili
Signature	<i>Shabnam Cadwallendar</i>
Sign off Date	10 <sup>th</sup> Dec 2018

# Lancaster Steiner School Statement on British Values

## Legal Framework and Context:

In 2011 the government set out to highlight British Values in the Prevent Strategy:

*'Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas'* (Home Office PREVENT strategy, 2011)

In September 2014, The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard came into force. The regulations state that to meet the standard for the SMSC development of pupils, the school, must:

- Actively promote the fundamental British values: democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs
- Prevent the promotion of partisan political views in the teaching of any subject in the school
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those extracurricular activities, whether they are taking place at the school or elsewhere.

Schools must also ensure they actively promote principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Our school also recognises its legal duty under section 26 of the Counter-Terrorism and Security Act 2015 known as The Prevent Duty whereby in the exercise of their functions, we need “to have due regard to the need to prevent people from being drawn into terrorism”.

We also understand that the promotion of British Values and Prevent duty relate to our duty under the Equality Act 2010, that is to show *due regards* to:

- eliminate unlawful discrimination, harassment or victimisation
- advance equality of opportunity between people who share a protected characteristic, and those who do not
- foster good relations between people who share a protected characteristic, and those who do not.

The Equality Act covers the following ‘protected characteristics’: race, sex, gender reassignment, disability, religion and belief (or lack of), sexual orientation, pregnancy and maternity, age and civil status (these are protected characteristics that only pertain within the employment regulations of the Act).

## Implementation

Our school is committed to serving its community and surrounding areas. We recognise the diverse nature of the United Kingdom and understand the crucial role our school plays in preparing children for their future adult life and in becoming responsible citizens and independent thinkers in our ever changing society, thus preparing them to contribute positively in modern Britain.

We are committed to promote Fundamental British Values (FBV). We strongly believe that FBV should be thought, and talked about, within the context of the more fundamental concept of Learning to Live Together, and only in the same breath as talking and thinking about equalities.

The table below outlines some examples<sup>1</sup> of curriculum areas and activities the children are regularly involved in which support the promotion of a clear understanding of FBV and our duties under the Equality Act 2010.

Value	How we promote it
<b>Democracy</b>	<ul style="list-style-type: none"> <li>• We develop speaking and listening skills across the curriculum across the whole school. In lower school in particular we provide opportunities for debate across a range of subjects, through methodologies such as Philosophy for Children;</li> <li>• We link our curriculum to develop pupils’ understanding of how the democratic political systems have developed over time. For example, in class 5 we study Athenian democracy and compare that to our current system.</li> </ul>
<b>The Rule of Law</b>	<ul style="list-style-type: none"> <li>• Our Whole School Behaviour policy provides our pupils clear expectations of behaviour in school. Our pupils learn to understand and exercise the notion of fair play;</li> </ul>

<sup>1</sup> Please refer to our Policy on SMSC Development for more examples

	<ul style="list-style-type: none"> <li>• We have developed a positive learning environment where pupils are encouraged to reflect on their own behaviour and learning;</li> <li>• Our curriculum is enhanced by visits to school from the police, legal professionals and others.</li> <li>• In Kindergarten (3 to 6/6.5), the rigorous rhythm of the morning gives a sense of respect towards learning, their environment, their teachers' authority and each other. Children learn rules by 'copying' older children and following the teachers' examples who also model appropriate behaviours.</li> </ul>
<b>Individual Liberty</b>	<ul style="list-style-type: none"> <li>• We have an ethos where pupils can make positive choices, in a safe and supportive environment;</li> <li>• Across the curriculum, we provide opportunities to learn about rights, responsibilities and personal freedoms;</li> <li>• Through our biography lessons, our pupils learn about the struggles for freedom and discrimination and communities in Britain and elsewhere;</li> <li>• Pupils learn that we can all contribute do discussion and are encouraged to express an opinion clearly and effectively. In our school we have recently introduced Philosophy for Children with class 4 and 5.</li> <li>• In Kindergarten, young children are encouraged to take responsibility for their own actions, and show kindness and respects towards each other. For example, at snack time, children take the lead in setting up and clearing the table, serving snacks to others and water. This is done in turn, child led.</li> </ul>
<b>Mutual Respect and Tolerance (of others of different faiths and beliefs)</b>	<ul style="list-style-type: none"> <li>• Respect is a core value in our school that is visible in everything we do. For example, our children and teachers engage in respectful partnerships and call each other by first names modelling thus reciprocal value and mutual respect;</li> <li>• We put a strong emphasis on kindness and respect towards each other. This will include tolerance of different opinions or behaviours that one dislikes or disagrees with;</li> <li>• We use a range of resources and approaches to learn about different faiths and beliefs. This includes a planned programme of visits to different places of worships, as well as visits to schools by representative of different faith communities;</li> <li>• We also encourage our parents to contribute to the programme by inviting them into school to share their own cultural traditions, faiths and beliefs with the children. Most recently we had a parent talking to the children about Baha'i, and another parent will be sharing the Italian tradition of Befana with kindergarten children;</li> <li>• We put a strong emphasis on developing acceptance of others and value the uniqueness of each individual by inviting visitors from different countries, and/or traditions, to share their experiences. Most recently we welcomed a Syrian refugee into lower school to share with the children his story.</li> <li>• We value the celebration of seasonal festivals (religious or otherwise) as we believe it deepens children appreciation of self, their role within the world, our shared humanity and how we are interlinked and interdependent with nature.</li> </ul>