

# Fundamental British Values

## Our Aims:

- To be actively committed to promoting the Fundamental British Values, using every opportunity to share these values across any subjects or activities to tackle issues as they emerge as well as planning for a good level of coverage of British values in our curriculum.
- To maintain that Fundamental British values are integral to our academy vision and ethos and embed these values in all aspects of school life.
- To ensure we effectively share this with pupils, staff, governors and the wider community.

British Value:	Statement	Evidence	Impact
<b>Democracy</b> <i>'Pupil voice and being heard'</i>	<p>We listen to pupils' and parent's/carer's voice.</p> <p>We are clear in showing that we want the young people to contribute and co-operate and consider the views and needs of others.</p>	<p><b>-School Council</b> meetings/elections and fundraising (McMillan Coffee morning, Save the children, Poppy collection, Children in Need)</p> <p><b>-PHSE-</b> NSPCC Speak Out Stay Safe/ Safe Circle</p> <p><b>-Curriculum Reviews:</b> action walks &amp; Observations</p> <p><b>-External Reviews:</b> Learner interviews Judicium Safeguarding review</p> <p><b>-Co-production</b> (Parental engagement reviews, EHCP reviews, Wellbeing passports, CIC reviews)</p> <p><b>-Pupils views surveys-</b> (Playground/ safeguarding/ school dinners/ EVC evaluations)</p>	<p>Learners are able to work co-operatively when supported by familiar adults, more independent learners can work in pairs and small groups as well as in whole class situations.</p> <p>Learners are developing their understanding about turn taking and respecting the views of others.</p> <p>Some learners in the Learning for Life Pathway in particular are able to use the language of respect: <i>I agree with because ... /I don't agree with because...</i></p>
<b>Rule of Law</b> <i>.'the importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices'</i>	<p>We consistently reinforce our high expectations of young people.</p> <p>Whenever appropriate learners are taught the value and reasons behind our expectations (rules) that they are there to protect and that everyone has responsibility.</p> <p>Our Positive Behaviour Support (PBS) approach aims to improve quality of life and focuses on understanding the reason behind behaviour in order to prevent it.</p>	<p><b>-Class rules-</b>acceptable behaviours</p> <p><b>-Positive Behaviour Support Policy</b> -We pride ourselves on encouraging positive behaviour and using proactive and preventative strategies.</p> <p><b>-Stage 2 PHSE lessons-</b> learning about personal rights and freedoms, laws and how to acquire knowledge and skills to make safe choices</p> <p><b>-RRSA-</b> As a Right Respecting School we follow a rights based approach and use the UN CRC articles to empower our learners to learn about their rights</p> <p><b>-Assemblies-</b> reinforce that rules &amp; laws should be fair to help everyone to live safely &amp; happily-involves everyone working hard to follow the rules and laws</p> <p><b>-Governor visits-</b>Our governors visit and review our practice and policies in action</p>	<p>PBS Strategy is effective across the school enabling learners to regulate their behaviour through varying levels of support, feel safe and ready to learn (See PBS Data Review)</p> <p>Staff have a greater understanding of the function of behaviour and interventions to use</p> <p>Learners in the Learning for Life Pathway in particular are able to articulate how and why we need to behave in school and demonstrate their understanding within assemblies, on education trips and visits and demonstrated through their personal development in PSHE.</p>
<b>Mutual Respect</b> <i>'It is expected and imperative that respect is shown to everyone, whatever differences we may have, and to everything, whether it is a school resource, a religious belief or whatever. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.'</i>	<p>We provide a safe and supportive environment.</p> <p>As a school, we try and help our young people learn about how to make choices and what makes a good choice.</p> <p>Young people are encouraged to express their views and we respond to their preferences and interests throughout our teaching, by using 'motivators and incentives' highlighted in our Curriculum policy.</p>	<p><b>-RE Curriculum</b> -planning/Evidence for Learning-includes visits to places of worship – as part of the Ladywood Interfaith Project. (Lessons reinforce messages of tolerance and respect for others.</p> <p><b>-Assembly Schedule-</b> SMSC Thought of the Week (Assembly's promote diversity through celebrations of different faiths and cultures)</p> <p><b>-Stage 2 PSHE-</b> Statutory RSHE content within the curriculum support learners understanding of people in the community, develops understanding of tolerance, discrimination and diversity, for example LGBTQ+, race, disability, equal rights and e-safety</p> <p><b>-Sports and extra- curricular enrichment:</b> enrichment database (Inclusive Sports Festival- Youth Sport Trust; Aston Villa Lunchtime clubs &amp; Primary Stars)</p> <p><b>-Christmas Pantomimes-</b> REP &amp; MAC Theatres</p>	<p>We have diverse school community of different faiths, cultural backgrounds and supportive trusting relationships are seen between staff and learners. Staff model and encourage learners to have respectful relationships.</p> <p>Learners' behaviour is facilitated by supportive adults to enable them to demonstrate their understanding of this value in action</p> <p>Learners in the Learning for Life Pathway are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.</p> <p>Learners enjoy celebrating religious festivals with their friends</p>
<b>Individual Liberty</b> <i>'To promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely'</i>	<p>A key theme in our teaching is understanding the world around us, and this includes providing experiences relating to different faiths, beliefs and cultures.</p> <p>We also welcome external visitors from the community into school to participate in celebrations and acts of collective worship.</p>	<p><b>-Assembly's-</b>learners express their views/ selves through exploration or developing their understanding of social, moral, spiritual and cultural issues</p> <p><b>-Safeguarding within the Curriculum-</b> (NSPCC Speak Out Stay Safe/ Talk Pants/ - understanding of acceptable behaviour towards and from others and SOSafe resources)</p> <p><b>-Anti -bullying week</b></p> <p><b>-Community links</b> -- Harvest Festivals donations, and fundraising activities.</p> <p><b>-RE Curriculum-</b> Provide opportunities to visit places of worship from different faiths</p> <p><b>-Visits from Emergency Services-</b> ESafety talks with PCSO/ Police dogs/ Fire service</p> <p><b>Home/school agreements</b></p> <p>Curriculum supports independent learning.</p>	<p>Staff facilitate learners' voice and learners in the Learning for Life Pathway in particular are developing their understanding of the importance of accepting responsibility and of their learner voice at Calthorpe. The student council are actively involved in planning and raising awareness of charity events and fundraising.</p> <p>Speak Out Stay Safe programme is embedded in our safeguarding strategy and has led to an increase in learners seeking support from the Safeguarding Team.</p>

### Monitoring:

- Evidence for Learning
- Educational Trips & Visits Evaluations- impact of SMSC
- SMSC Quality Mark Auditing Tool

- Student Council meeting minutes and evaluations
- External reviews Awards
- Positive Behaviour Reviews
- Quality assurance of Assemblies & feedback

# Fundamental British Values

## Examples of Values in action:

What makes a good student council person?

These are the qualities needed to be a member of the School Council

- A good friend to others
- A good listener
- Someone who wants to make the school better
- Someone who can talk well with adults and pupils
- Someone who is helpful

**Democracy** is integral to the school and is part of the school council election process learners take part in votes, pupil voice questionnaires and pupil councils.

**Student Council**- Learners across all pathways who are able to access this take part in voting for who they would like to elect as a Student Council Representative. We want our young people contribute and co-operate and consider the views and needs of others. As a Right Respecting School we follow a rights based approach and use the UN CRC articles to plan whole school events and review aspects of the school to empower our learners to learn about their rights and enable other learners across school to access their rights too.

**Learners Views**- In order to review and improve our practice learners views are collected via surveys (related to Safeguarding, Behaviour, impact of Educational Trips) and we use the data to inform our next steps.

**Pupil Voice Safeguarding Questionnaire**

Name: \_\_\_\_\_

How do you feel?

Do you feel safe in school?

Do you know who to talk to if something is worrying you?

Do you see bullying in school?

Are adults (staff) helping you with bullying?

How do you feel about the school?

Who is on the Student Council?

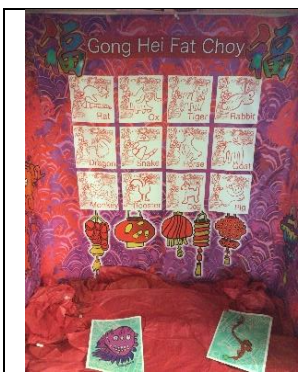
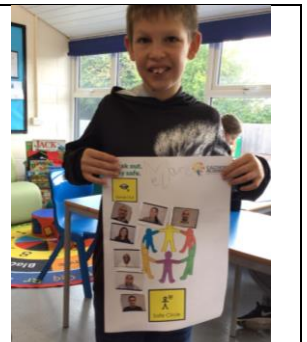
- Connor
- Dorian
- Maliyah
- Ahmed
- Ismail
- Iman
- Husain
- Sarah
- Munira
- Adam



### Rule of Law

The NSPCC Speak Out Stay Safe Programme has been key in the delivery of statutory relationships and sex education developing our learners understanding acceptable behaviours of themselves and behaviour of others towards them. The content allows them to acquire the knowledge and skills about their rights and develops their awareness of rules within school and society about bullying, emotional abuse, sexual abuse, neglect and when to get help and how to make safe choices and report issues to staff in their safe circle.

**Work Experience & Paid Work Placements** enable our 6<sup>th</sup> form learners to apply their knowledge and skills learnt at school within the work place and with support they develop their understanding and application of rules in the work place and employment laws.



**Mutual Respect** is a fundamental school value, around which pivots much of the work of the school.

One of the ways in which we develop our learners understanding of the world around them and respecting others beliefs and faiths is explored through our learners visiting local Ladywood **Interfaith Education Project** which allows our pupils to make visits to a variety of different places of worship within our local community and develop understanding and tolerance of others beliefs, similarities in religious celebrations and respect that their views may be different from yours.

The **SMSC Thought of the Week** is explored by all classes through assemblies, within classes during whole school enrichment days, performing arts projects and within lessons about the world around us.



**Individual Liberty** is promoted through our communication strategy which enables learners to develop their understanding of choice making and express their views and preferences to supportive adults who are trained to meet their communication needs in each pathway.



**My Wellbeing Passport**

How can I help the environment?

How can I help the community?

How can I help the individual?

How can I help the planet?

How can I help the others?

How can I help the world?