



Milverton House School and Nursery

Promoting British Values at Milverton House School

Milverton House School is committed to serving its community. It recognises the multicultural, 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. We believe that our core values of: Self-help, Self-responsibility, Equality, Equity, Democracy, Solidarity, Openness, Honesty, Social Responsibility and Caring for others support the promotion of British values. The School follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, and gender, and sexuality, political or financial status. The School is dedicated to preparing students for their adult life beyond the formal examined curriculum and ensuring that it promotes and reinforces British values to all of its students.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

The School uses strategies within the curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways in which the School strives to embed British values: Democracy The principle of democracy is consistently being reinforced at the School, with democratic processes being used for important decisions within the School community, for instance, elections being held for places on the Student Council and for Head Girl/Boy.

The principle of Milverton House School Policies Updated November 2016 democracy is also explored in the History and Religious Studies curriculum as well as in class time, PSHE and assemblies.

The rule of law

The importance of laws, whether they are those that govern the class, the School, or the country, is consistently reinforced within the School. Students are taught the rules and expectations of the School which are highlighted by the Behaviour Policy and high expectations of behaviour are maintained. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service reinforce this message.

Individual liberty

Students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure, and supportive environment. Staff at the School educate and provide boundaries for students to make informed choices through a safe environment and an empowering education. Students are encouraged to know, understand, and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety and independent work. The School has a robust anti-bullying culture.

Mutual respect

Respect is an expectation at the School and is regularly promoted as such with students who learn that their behaviours have an effect on their own rights and those of others. All members of the School community treat each other with respect and this is reiterated through its teaching and learning environments. Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment.

Tolerance of those of different faiths and beliefs

This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the School. Students are actively encouraged to share their faith and beliefs within the School and celebrate festivals throughout the calendar year. The Religious Studies curriculum, which is compulsory for all students up to Year6, provides a broad and balanced education on a range of faiths, religions, and cultures. Milverton House School strives endlessly to ensure that its School Policies leave pupils with

the strongest foundation of values upon which to build a successful life and a successful contribution to our Society

20/7/17

Mr Pipe

Ideas for Supporting British Values in School

Many schools will already be helping pupils to develop an understanding of how citizens can influence decision-making through the democratic process. Examples of possible activities include:

- Having an elected School Council.
- Hearing the pupils' voice through, for example, "Bright Ideas" boxes.
- Organising prefect and monitoring roles for the pupils.
- Enlisting pupil playground leaders to supervise games.
- Voting on charities to support.
- Pupil exit questionnaires and in particular exit questionnaires for year 6.
- Writing balanced arguments in literacy.
- Holding "balloon debates", promoting opportunities for the pupils to take part in public speaking experiences, and pupils taking part in debates in general.

In terms of the rule of law schools could focus on emphasising:

- High expectations for attendance, punctuality and behaviour.
- Rules and attitudes to keep us safe including classroom and school rules.
- eSafety and safety relevant to the school setting, for example railway and road safety.
- The roles of all those who help us (Early Years Foundation Stage).
- The role of the monarchy and the monarchy of previous years.
- Opportunities to celebrate the lives of inspirational people who have influenced the course of history (our current theme is "Giants" and as part of this each class has chosen their own giant of history, science or literature to have as their namesake and to research, as an opportunity to aspire to such role models. Isaac Newton, Charles Darwin and Florence Nightingale are examples of chosen Giants).

Potential activities under the heading of faiths and beliefs include:

- Celebrating differences as well as similarities through cultural events such as International Day.
- Visiting different places of worship and studying different beliefs and cultures.
- Exploring morals through stories, lessons and assemblies.
- Encouraging visits from religious leaders.
- Blocking out times in the timetable to study a religion in depth

The Department for Education's published advice, Promoting Fundamental British Values as Part of SMSC in Schools, is very useful. According to the document, educational establishments should ensure that pupils develop:

- An understanding of how citizens can influence decision-making through the democratic process:
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as courts maintain independence.
- An understanding that freedom to choose and hold other faiths and beliefs is protected in law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.