



Promoting Fundamental British Values at Pittville

As of November 2014 the government published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.

Fundamental British values are defined by the DfE as:

- Democracy: respect for democracy and support for participation in the democratic process.
- The rule of law: respect for the basis on which the law is made and applied in England.
- Individual liberty: support and respect for the liberties of all within the law.
- Mutual respect and tolerance: support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs.

Here at Pittville we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Through our balanced curriculum and SMSC we aim to promote principles through challenging opinions and behaviours that are contrary to these fundamental values. Teaching the school's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Some examples of ways in which we are actively promoting British Values at Pittville School:

Democracy:

Each tutor group elects a representative to attend Pittville parliament and engages in informal voting on issues within form times and lessons.

Pittville Parliament is very well established, secured the Bronze Eco-school Award and worked with the House of Lords to develop an International Women's day project.

We held a mock General Election in 2015 and a EU Referendum in 2016.

Students have opportunities to vote in mock elections e.g. for Pittville School's Prime Minister.

Student barometer groups in each year group meet at least twice a year with governors and members of the SLT. Students are regularly involved in the interview process for new staff.

There is explicit consideration of democracy within PSHCE lessons.

The principles of democracy are explored in the whole curriculum e.g. turn-taking, sharing and collaboration, as well as during assemblies and special projects.

Achievements are celebrated both in lessons and in our weekly Celebration Assembly and rewards are embedded into our school culture and ethos.

The Rule of Law

The school's ethos promotes and encourages respect and helps pupils to distinguish right from wrong.

Our 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. We raise awareness of bullying by being part of the National Anti-Bullying Week and Internet Safety Day.

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies.

Through PSHCE lessons students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that these involve and the consequences when laws are broken. Occasional visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

We pride ourselves on a school culture and ethos that builds respect, tolerance and resilience.

Both in and out of lessons students are actively encouraged to make the right choices, knowing that they are in a safe and supportive environment.

Students are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHCE lessons.

We have a robust anti-bullying culture (see our Anti-Bullying Policy / Rewards and Behaviour Policy)

Areas within our curriculum allow students to reflect on the importance of liberty and freedom. For example, in history we cover the slave trade and the Holocaust.

Our school environment is one that promotes independence and individual communication. Our curriculum and options process at KS3 enable all students to make guided choices regarding academic pathways. Our aim is to work towards pupils having full independence. Staff work to promote the students' self-esteem and positive sense of self throughout the school day and in the wider community.

From Year 7 onwards students are encouraged to take responsibility for their behaviour and are supported to learn to make safe choices that enable them to grow as individuals and reach their own potential in all aspects of their learning.

As students move up through the school they are supported to understand their rights and personal freedoms and are given appropriate advice to enable them to make independent decisions.

Vulnerable students are supported to make appropriate decisions and staff ensure that the adults supporting them are doing so with the students' best interests at heart. We conduct biannual student surveys and use the results to inform the coming year's PSHCE plan.

Pupils are given important roles in school, such as prefects, Anti-bullying ambassadors, literacy ambassadors, house captains, sports captains, Head boy and Head girl.

Mutual Respect

Respect is one of the core values of our school. Students learn that their behaviour has an effect on their own rights and those of others. Our students know and understand that it is expected that respect is shown to everyone, both adults and children. This is reinforced through positive rewards to promote respect.

The PSHE curriculum promotes positive relationships and positive relationships are modelled by all adults working in school.

The RE and PSHE curricula which teach that behaviour has an effect upon those around them and upon their own rights. Such ideas will also occur in many other curriculum areas, such as the study of conflict in history, global impact of personal life styles on the environment in geography and the Sciences, etc.

School assemblies address what respect means and how it is shown.

Displays around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Both in and out of the classroom students are helped to acquire an understanding of, and respect for, their own and others' opinions, cultures and ways of life.

Staff and students are encouraged to challenge prejudicial or discriminatory behaviour. All known incidents are recorded.

Participation in events organised to raise money for various charities. House charities and the involvement in the Rotary Club Endeavour Award (Year 9).

Tolerance of those of Different Faiths and Beliefs

Our community is made up of people from a wide range of backgrounds. We aim to promote the understanding and appreciation of different faiths and cultures both within our school and the wider world. We actively promote courtesy and good manners towards all. We actively monitor and tackle all forms of bullying and harassment. (this includes cyber bullying, prejudice-based bullying related to appearance, SEN, sex, race, religion and belief, disability, sexual orientation or gender reassignment). No-one is discriminated against contrary to the Equality Act 2010.

The work that is done during RE lessons clearly demonstrates that all faiths are welcome and important at Pittville.

All six major world religions are studied as part of the lower school curriculum. At GCSE we tackle issues of Islamophobia, racism and inequality.

In lower school geography we examine the nature of migration in the UK and deal with stereotypes that have arisen.

In English students are often given opportunities to engage with texts from different cultures and beliefs.

The Modern Foreign Languages curriculum, including European and language days, educational visits to places of religious worship and of cultural significance.

We actively challenge students expressing opinions contrary to fundamental British Values, including any 'extremist' views. All staff have up to date training on relevant issues such as Prevent Training and regular safe-guarding updates.

Work on prejudice-based bullying during anti-bullying week.

Using world events as opportunities to positively reinforce life and culture in other countries.

A non-negotiable approach towards the expression of views contrary to our agreed set of values.

Further details of the wider curriculum provision is available and updated annually as part of our PSHCE web page.

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