



Squirrel Hayes First School

Policy Reviewed on	June 2016	June 2017	June 2018	June 2019	Sept 2020	Sept 2021	Oct 2022	Oct 2023	Oct 2024
Policy Owner Signature	Erica Smith	Erica Pickford	Erica Pickford	Erica Pickford	Erica Pickford	EJP	EJP	HJA	HJA
Policy adopted by the Governing Body on	June 2016	June 2017	June 2018	July 2020	Sept 2020		Oct 2022		Oct 2024
Policy Reviewed Date	June 2017	June 2018	June 2019	June 2020	Sept 2021	Sept 22	Oct 23	Oct 24	Oct 2025
Version	02	03	04	05	06	07	08	09	10

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Fundamental British Values

Preparing Learners for Life in Modern Britain

The Department for Education has introduced a statutory duty for all UK schools to promote and teach fundamental British Values.

At Squirrel Hayes First School we take very seriously our responsibility to prepare our learners for life in modern Britain. We value and recognise the multi-cultural, multi-faith and ever changing nature of the United Kingdom and undertake a variety of events and lessons to celebrate and explore other cultures in our country and the wider world. Whilst promoting equal opportunities we also understand the vital role we play as a school in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to influence them.

We ensure that the fundamental British Values are introduced, discussed and lived out through the every-day work and ethos of our school's learning community. All curriculum areas provide a vehicle for further understanding the key values. Our 'Creative Curriculum' and focus on 'BLP - Building Learning Power', provides excellent opportunities to develop and deepen understanding of the 'spiritual, moral, social and cultural education of our learners.

The Government sets out its definition of British Values in the 2011 'Prevent Strategy'. The five British Values are:-

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

As a school we make considerable efforts to ensure that our learners have exposure to a wide variety of learning experiences beyond the local community, through educational visits, workshops, sporting events and the use of outdoor education centres. All these opportunities provide a purposeful platform for embracing difference and diversity.

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The following tables provide just some examples of how fundamental British Values are promoted and taught at Squirrel Hayes First School:-

Democracy

British Value Statement	Evidence	Impact
<p>Our learners see democracy as a successful component in being part of a team. It is used as a process for important decision making and effecting change within the school.</p>	<p>*Squirrel Hayes has an active elective School Council who are able to make their own important decisions on school improvements and aspects of community life.</p> <p>*Class representatives are voted in by class members and meet regularly following a democratic process.</p> <p>*Learner questionnaires focused upon all aspects of school life enable learners of all ages to put forward their views and bring about change.</p> <p>*Year 4 Council Reps meet termly with representatives from the Local Council, community and other schools to discuss and debate key issues.</p> <p>*Learning walks for 'behaviour' and 'behaviour for learning' reflect the schools values of choice and democracy.</p>	<p>Learners are able to work collaboratively with others. They understand and value the importance of turn taking and to respect the views and opinions of others.</p> <p>Learners use the language of choice and respect in their approach to daily school life and learning.</p> <p>Learners understand the importance and responsibilities of voting.</p>

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Rule of Law

British Value Statement	Evidence	Impact
<p>Our learners understand the importance of laws, whether they govern the class, the school or the country. They are taught the expectations and rules of the school and the principles behind such rules/laws which govern and protect them. Learners appreciate their responsibility in following the rules and that consequences must be faced when laws and rules are broken.</p>	<p>*School and class Rules for 'behaviour' and 'behaviour for learning' are promoted and consistently applied across the school.</p> <p>*School rules reinforce that every action has a consequence in order to govern and protect the school's learning community.</p> <p>*Curriculum topics provide purposeful opportunities for learners to debate and discuss laws/rules and their application within different societies.</p> <p>*Discussion of values with RE lessons and collective worship shows that different religions have guiding principles.</p> <p>*Learners are familiar with the Local Community Police who regularly visit to talk to them informally.</p> <p>*Educational visits to the local Council Chambers or Fire Station provide 'real life' experience of why rules and laws are important in the community and wider UK.</p> <p>*Learners have access to Self-Regulation Club activities' to support them</p>	<p>Learners are able to articulate how and why they need to behave in school and the local/wider community. They demonstrate their ability to abide by the school's rules and understand that every choice they make has an associated consequence.</p> <p>Learners know that they have rights but with such rights comes an individual and joint responsibility.</p> <p>Learners value the importance of discussion and debate in considering philosophical issues and show an appreciation of why laws and rules are required within society.</p>

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	in appreciating the need to follow rules and operate within shared boundaries.	
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Individual Liberty

British Value Statement	Evidence	Impact
<p>Our learners are actively encouraged to make independent choices within a safe, secure and supportive learning environment. Our school philosophy that 'everyone and every child matters' holds self-worth and self-respect at the heart of all we do.</p> <p>Learners are strongly encouraged to develop an independent approach to their learning, empowering them to make informed decisions to improve their outcomes.</p> <p>Learners are educated about the impact that their independent choices have upon themselves and others. This is closely linked to the promotion of well-being.</p> <p>Learners are provided with clear boundaries and supportive mechanisms in which to make choices and understand their personal freedoms. They are</p>	<p>*The promotion and celebration of 'BLP- Building Learning Power' across the school demonstrates how learners show independence in their learning and their ability to problem solve and think for themselves.</p> <p>*Squirrel Hayes has a robust anti-bullying culture and has in place a consistent and fair behaviour policy which values self-worth and mutual respect</p> <p>*Learners are involved in e-safety and regular health and safety reviews. They risk assess a wide variety of activities which directly impact on their health and well-being across all aspects of school life.</p> <p>* Learners undertake 'health, safety and well-being walks with school Governors and are actively empowered in making informed choices about</p>	<p>Learners understand the importance of accepting responsibility for themselves. They appreciate their right to be heard in school and are consulted in many aspects of school life affecting their safety, health and well-being.</p> <p>Learners demonstrate independence of thought and action, whilst valuing the sense of community and belonging.</p>

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<p>advised and made aware on how to exercise their choices with a regard for the safety, health and well-being of themselves and other members of the schools learning community.</p>	<p>their own safety and well-being. *Learners use topical news items shared through 'assemblies to spark discussion. * Learners can self-resource during lessons and exercise their choice in how to explore new learning challenges. *Learners are encouraged to consider the choices they make and the impact they have on their own and others well-being.</p>	
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Mutual Respect

British Value Statement	Evidence	Impact
<p>Our learners are actively encouraged to view 'mutual respect' as a fundamental value which underpins the whole work of the school's learning community. All members of the school's community treat each other with mutual respect. This is embraced throughout the curriculum providing learners with the opportunity to express their thoughts and views in a safe environment. We pay explicit attention to the value of 'self-respect' and the 'respecting' of others</p>	<p>*The promotion of 'Relationships and Health Education' across the school through 'curriculum drivers' ensures that learners value respect. *Collective worship and learning through 'relationships and health education' promote whole school focus on how a learners choices effect their own rights and those of others. *British Values focus for the week is shared and explored with the learners via assembly and parents via weekly newsletters.</p>	<p>Learners are able to articulate that respect is a key school value and is seen as an important life skill Learners respect themselves and others and their ability to make good choices and behave well, demonstrates their understanding of this key value in action.</p>

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<p>through our RE and RHE curriculum.</p>	<p>*Learning walks for 'behaviour' and 'behaviour for learning' support the appreciation of mutual respect in all aspects of daily school life. *Learners have access to daily pastoral provision supporting respect of self and others. *Educational visits and enrichment workshops. *Explicit lessons around mental health and well-being promote 'mutual respect' and how to respect yourself and others.</p>	
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Tolerance/acceptance of those with different Faiths and Beliefs

British Value Statement	Evidence	Impact
<p>Our learners are actively encouraged to appreciate and celebrate diversity. Learners are supported through the school's SMSC curriculum to understand their place in a culturally diverse society and school community. Learners are taught to respect themselves, family, friends, and other groups; the world and its people; and the environment.</p>	<p>*Learners understand their place in a very diverse society through 'creative curriculum' topic work and RE units of study. *Learners work in partnership with others within the 'Biddulph Partnership Trust', participating in annual 'Faith in Focus/Diversity' enrichment weeks. *Learners are actively encouraged to share their own faith and beliefs</p>	<p>Learners are able to talk about the importance of diversity within our society. They have knowledge of different faiths and cultures and ask questions and show tolerance and respect for others beliefs. Learners understand that other people can have different faiths or beliefs and that these should not be the cause of prejudice or discriminatory behaviour.</p>

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<p>We strive to ensure that learners leave with a strong foundation of values upon which to build a successful life and make a successful contribution to a very diverse society.</p>	<p>within school and celebrate different festivals throughout the calendar year. *Learners benefit from educational visits and visitors, including students from other cultures. *Diversity is a learning lens which underpins the school's 'creative curriculum'. This promotes the celebration and exploration of difference and how this fits into today's every changing society.</p>	<p>Learners embody the school's philosophy that 'everyone and every child matters'.</p>
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At Squirrel Hayes First School the Governing Body is aware of its duty under the Equality Act 2010 and ask that this policy is read in conjunction with the school's equality Statement and equality objectives.

Note:

9 Protected Characteristics – Linked to the Equality Act 2010 (April 2017)

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation

Documents Change Log

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Version No.	Date of Review	Reviewer	Changes made
01	June 2015	Erica Smith	New Policy
02	June 2016	Erica Smith	Reviewed
03	June 2017	Erica Pickford	Changed Nurture to Pastoral Provision. Link to Equality Act 2010 & protected characteristics.
04	June 2018	Erica Pickford	Included self-resourcing in lessons.
05	June 2019	Erica Pickford	Included weekly British values focus shared with the learning community.
06	Sept 2020	Erica Pickford	Included link to independent choice and well-being of self and others.
07	Sept 2021	Erica Pickford	Included reference to explicit mental health & well-being around self-respect and respecting others.
08	Oct 2022	Erica Pickford	Reference learning lenses
09	Oct 2023	Helen Johnson Allen	Changed Relationship education to RHE.
10	Oct 2024	HJA	Reviewed

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