



## **Promoting British Values At Thornham**



*This document was impact assessed by the Equality Steering Group on 14<sup>th</sup> June 2017*

The DfE have recently reinforced the need to ‘*create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and the tolerance of those with different faiths and beliefs.*’

The Government set out its definition of British Values in the 2011 Prevent Strategy and these values have been reiterated by the Prime Minister. At Thornham these values are daily modelled and consistently reinforced in the following ways.

### **Democracy:**

- Children are encouraged at Thornham to play an ever-increasing role in school leadership.
- Offering their opinions within the forums of Class and School Circle Time discussions and via their peer-elected School Councillors, every child has a voice that can be heard and that is listened to.
- Worship Leaders lead Collective Worship and can independently lead prayer and particular rituals at the beginning of Worship.
- Playground Leaders and Behaviour Monitors (Year 2) should be trained to lead the organisation of playground games and to look after equipment and help everyone follow our rules.
- Health and Safety representatives every lunchtime visit every class to check that the classrooms are left neat tidy and safe, reporting back in Monday worship.
- Litter monitors work every playtime to ensure the school environment is kept tidy and clean and fit for their peers to play in.
- Eco-council members can be chosen by their peers to look after our school environment and to canvas opinion and instigate action on such issues as sustainability and recycling.
- The children either independently complete an annual Pupil Questionnaire or take part in ‘Pupil Voice’ interviews and, after responses have been analysed, those expressing common concerns meet with the staff to find ways of addressing these and of finding appropriate solutions.
- Teachers canvas opinion on the effectiveness of our curriculum through plenaries and assessment for learning activities, whether it has inspired and been enjoyed and how we can improve it.

- Teamwork is modelled by staff and constantly and consistently encouraged in the children. Every member is of equal importance, whatever their contribution; every voice is heard; and every opinion valued, even when it is not agreed with!
- Our Behaviour Policy proactively rewards considerate and collaborate action – whether in class, on the playground or around the school. For instance ‘House Points’ can be awarded by any member of the school family, including – on occasions - the children themselves.
- We endeavour to instil in every child the knowledge that however young they are, they have the ability to make a difference – and they DO.
- Issues of democracy in the world beyond school are focused upon in an age-appropriate manner and parallels are drawn with life in school whether referendums or general elections.

#### **Rule of Law:**

- In school our rules are very simple and centre upon our six Christian values.
- Nevertheless, the importance of ‘laws’ to govern the class, school or country are upheld as important reinforced daily in the general running of the school as well as in behaviour management.
- The values and reasons behind the laws, as well as the ways in which they govern and protect us, are made apparent.
- Each class democratically decides and discuss their class rules, against which behaviour in class is judged.
- Every Monday a good manner and a safety rule are each shared and discussed for the week ahead. It is then reviewed the following Monday.
- Each child is a member of a house or team that earns ‘house points’ for achievement or good behaviour which are collated on a Monday morning. Sometimes the children compete in these teams for instance at Sports Day. Indeed, each team is named after one of the four patron saints of the British Isles to recognise our heritage.
- Child versions of our Home/School Agreement are presented and discussed, before being signed by the Headteacher, Parent and Child.
- Visits from people in authority reinforce the need for rules e.g. PCSO, School Nurse, Vicar and School Governors.

#### **Individual Liberty:**

- Within school children are actively encouraged to make choices, whilst knowing that they are in a safe and supportive environment.

- Making the right choices and being forgiven and enabled to try again when they make the wrong ones, – underpins our behaviour management strategies.
- Within set boundaries children are educated to make choices safely, through the provision of an empowering education offering extensive opportunities.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely e.g. through e-safety, PSHE and Food Technology.
- Whether it be through choice of level of challenge; of how to record an answer; of who to work/play with; of what to have for lunch; or which of our many extra-curricular opportunities to take part in, the children are encouraged and given the freedom to make a choice and supported in living with it.
- In this way, it is our aim that our children will be able to evaluate the society in which they live and to make the informed, independent choices of good citizens.

**Mutual respect:**

- Kindness, Trust, Sharing, Respect, Love and Friendship are the Christian values that underpin every aspect of life in our school.
- All staff treat each other and the children in our care with respect. Raised voices are very rarely heard.
- We endeavour to respect and value one another's person, property and opinions - even and especially when it is different to our own.
- Respect underpins every aspect of our classroom and school rules, as well as our Behaviour policy. For instance, we observe two minutes silence at 11:00am on the 11<sup>th</sup> November as a mark of respect whilst also having a special worship about the poppy and its meaning. Another example is the children bring in Harvest donations that are shared with the attendees of the Maidstone Homeless Centre or when the children perform a Carol Concert for the elderly in on our community.

**Tolerance of those of different faiths and beliefs:**

- Although as a school we have a lower than average number of minority groups represented, we fully appreciate the importance of enhancing pupils' understanding of their place in a culturally diverse society and giving them opportunities to experience that diversity.
- We recognise that all humanity was created by God and is loved by Him. We should therefore love our fellow man and be tolerant of those different to ourselves.
- Collective Worship, our programme of Values Education and PSHE work emphasise tolerance and proactively and successfully educate against any form of prejudice or prejudice-based bullying, about which we are constantly vigilant.

- Representatives of different birth countries, faiths and religions visit our school and share their experience in open and respectful discussion which enhances both knowledge and understanding (for instance in our ‘Global Citizenship’ week).
- We hold whole school theme days, for example Chinese New Year in the Spring.
- Educational visits to our own and contrasting places of worship are actively encouraged.
- Resource collections – books, DVDs and artefacts –are kept for the major religions practised in Britain.
- In September 2014 the school achieved the Geography Quality Mark Award at Gold level in part due to our work with the children on Britain (‘their place’) and how it relates to the wider world (‘my space’).
- Displays incorporate our values and these are highlighted within them.
- The children are big fund raisers for charity – be it the ‘Mary’s Meals’ boxes in every class for school meals in African schools or for their fellow British citizens through Children In Need or Comic Relief.
- The school is fully compliant with the expectations of the Public Sector Equality Duty (PSED) set out in clause 149 of the Equality Act 2010 and Governors review progress against our Equality Action Plan annually.

