

British Values at Denham Green Academy

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 and mutual respect and 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 this year. These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE), where we follow the Buckinghamshire agreed syllabus, ensuring coverage of all World Faiths & Belief Systems.

The Academy takes opportunities to actively promote British Values through our daily assemblies and whole academy systems and structures such as electing and running a successful School Council. We also actively promote the British values through ensuring that our curriculum planning and delivery includes opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including extremist views.

At Denham Green E-ACT Primary Academy, these values are reinforced in the following ways:

Democracy

Democracy is rife within the academy. Our School Council is democratically elected, and we have a special assembly on what democracy means. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires, and monitoring by subject leaders will always take into account what our pupils think. School rules are agreed and discussed with each class, giving them the sense of ownership, and class rewards for agreed on by pupils. Our School Council also have represent class views on all manners of school life, e.g. the structure of rewards for our behaviour policy; the structure of World Book Day; Red Nose Day; running the anti-bullying poster competition. Children can also recommend each other for the 5 R's Awards, which are awarded to individual children who show they are modeling the values of being resourceful, resilient, reflective, responsible & using reasoning.

The Rule of Law

The importance of laws, whether they be those that govern the class, the academy or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through academy assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. We will be actively encouraging visits from authorities such as the Police and Fire Service to help reinforce this message. Our Traffic Light System for behaviour is aligned to an agreed set of and if children are given verbal warnings this is always set against the agreed academy behaviour code, known as our code of conduct. Children are asked to identify which aspect of the code they have broken to ensure that this connection is made and understood. Each class also follows the same set of rules which are displayed in each class, and at the beginning of the academic year this is shared with the class, focusing on the need for laws within the academy to ensure all children feel safe and are able to thrive in a learning environment. Our PSHE curriculum also questions the children to think about the way they act, and the consequences for these actions.

Individual Liberty

Within the academy, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As an academy we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge in their homework, of how they record, of participation in our numerous extra-curricular clubs and opportunities; pupils are given the freedom to make choices. Our children are also becoming increasingly more involved in child. led learning, e.g. planning and delivering child-led class assemblies, and School council taking a more active role in assemblies. Through PSHE we also challenge the children to consider the consequences of their actions, and how our behaviour can influence others and make them feel.

Mutual Respect

Part of our academy ethos and behaviour policy has revolved around values such as **Respect** and pupils have been part of discussions and assemblies related to what this means and how it is shown; not just in the academy community, but also extending to other races, religions and cultures. We promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. We reward children's resourcefulness and ability to work collaboratively in our whole-school rewards and celebrations assembly, and plan for and provide opportunities for children to work collaboratively, promoting the importance of this, and developing appropriate peer-assessment rooted in a mutual respect for the work each of us does. What does this look like in our academy? These values determine how we live as a community at Denham Green E-ACT Primary Academy. Children are expected to show mutual respect when doing paired work in computing and when working in class. Children and adults alike, including visitors, are challenged if they are disrespectful in any way. We use Black History Month as an opportunity to learn about & celebrate the achievement of famous black men and women, and their contribution to making the world a better place. We also hold an **Anti-Bullying Week** where we encourage the children to learn about the different ways behaviour and actions/words can hurt others, and how to promote the opposite within the academy.

Tolerance of those of different Faiths & Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Our RE Curriculum encompasses all major World Religions & Faiths, and is taught in a way to celebrate and respect this diversity. Where possible, we make links to different faiths and beliefs through the curriculum, for example through learning about Black History month, finding out about how other faiths celebrate major Religious festivals, and all done in a culture of respect and celebration. To develop this even further, we will aim this year to encourage members of different faiths or religions to share their knowledge to enhance learning within classes and the academy.