

## British Values Statement

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

Millfields First School is committed to serving its community. It recognises the multi-cultural, 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.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Millfields First 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 its students.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

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

The academy uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Millfields First School seeks to instil British Values.

### **Democracy**

Pupils elect School Councillors, Eco Councillors and Digital Leaders to represent their class. School Councillors help to make decisions within the wider school context, for example suggesting fund raising events, meeting with Governors, helping the 'Friends' (PTA) run stalls at the Christmas and Summer Fairs, interviewing candidates for teaching positions and helping to improve the school environment.

Eco Councillors consider how the school can be more 'eco-friendly' by saving energy and resources, how to develop sustainability locally, nationally and globally.

Digital Leaders explore potential new technology to develop learning across the school and also communicate the necessity for E-Safety to all pupils.

Each Council meets weekly to discuss ideas and suggestions and to put forward the views of the class which they are representing.

KS2 pupils volunteer to become Play Leaders. Their role is to lead play time games at lunch times, ensuring pupils have a safe and happy break and that behaviour is good on the playground. Play Leaders help the younger pupils to develop communication and social skills. Play Leaders also develop their own social skills, making leadership decisions and then communicating these effectively.

There is a weekly Pupil Voice assembly, where each group or Council has the opportunity to feed back to the rest of the school decisions that have been made on their behalf. Feedback and responses are monitored by the SMSC Co-ordinator to identify gaps or next steps.

The Chair of Governors and the SMSC Co-ordinator hold termly pupil interviews to ask questions related to the five British Values and SMSC provision within the curriculum.

**The rule of law**

At the beginning of the academic year, pupils discuss and devise their own set of rules and values that they wish to uphold in the classroom and across the wider school context. The school has a set of rules that apply to each pupil and these are modelled and communicated by staff and pupils throughout the school day. The school has various reward systems for good behaviour, including house points, the use of the Zone Board, the Gold Book and Celebration assemblies. Pupils know the consequences should they not behave in an acceptable manner, the use of the Zone Board is particularly effective in preventing continued unacceptable behaviour and pupils respond well to this. Through appropriately themed assemblies, pupils are taught a wide range of values that encourage them to distinguish between right and wrong and to make good decisions. Community Leaders, including the local Minister and a Community Support Officer meet with pupils to discuss how positive and negative actions / behaviour impact on the local community. Displays around the school and the general ethos of the school, encourages children to make good decisions, behave well and follow the school rules.

**Individual liberty**

Pupils are actively encouraged on a daily basis to converse and engage with one another. During lessons, pupils discuss ideas and possibilities, posing questions and challenging opinions. Pupils are able to lead their own learning in all year groups and contribute to the curriculum offered by posing questions and by completing Home Learning activities. Children are given the choice of which Home Learning task they choose to complete and as a result present detailed, high quality pieces that they are proud to share. Evidence shown in pupil questionnaires demonstrates that pupils are confident that should there be any negative behaviour it is dealt with effectively. An anti-bullying policy is in place and any incidents that could be considered to be serious are dealt with swiftly by Senior Leaders.

**Mutual respect**

Pupils have been noted to have “exemplary manners” by visitors to the school. During school trips, members of the public regularly comment on the high quality behaviour and excellent manners of our pupils. Pupils say “please” and “thank you” at all times during the school day. Pupils listen to each other within lessons and respect each others ideas and opinions. Pupils are aware of who the leaders are within school and treat them respectfully (including pupils in a leadership role, such as Councillors and Play Leaders). Pupils are able to define what respect means and give examples of how they demonstrate this at school. The curriculum supports pupils understanding of respect through assemblies, Philosophy For Children sessions and through the SMSC content within half termly topics. Adults model expectations for pupils through their own conduct and in the way they address each other and the pupils themselves. Pupils are able to discuss how disrespecting someone has a negative impact and this is evident through comments recorded in pupil interviews / questionnaires. Play Leaders are currently working with pupils from a local Special School who have severe learning, physical and speech difficulties. At all times pupils from each school have treated each other respectfully and have engaged with one another with patience and understanding. This is an excellent example of the ethos of respect that Millfields fosters.

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

The curriculum is designed to include aspects of different cultures and faiths throughout the year. The school follows the Worcestershire RE syllabus, providing pupils within half termly topics opportunities to explore the fundamental beliefs and values of other faiths. During the Autumn term, each Key Stage (including Early Years) study a particular faith during ‘Faith Week’. Pupils learn about the key principles of the faith, the culture and the traditions of those who uphold it. Visitors are invited into school to share their faith and pupils often have the opportunity to visiting a place of worship. At the end of ‘Faith Week’ the school joins together as a community to celebrate and share what they have learnt. Governors are invited to attend this event and to monitor the impact of the experience upon the pupils. Pupils visit local churches at regular times throughout the year to take part in Christian celebrations and to learn more about the Christian faith. All pupils have worked with the local Baptist minister, with Key Stage 1 and Key stage 2 pupils visiting the Baptist Church. The minister also visits the school regularly to deliver assemblies and to work with the pupils further developing an understanding of Christian beliefs and the role of the church within the community. As part of Dance teaching, pupils explore music and dance from other cultures around the World. They interpret ideas to choreograph a class dance for performance. This is often shared in the wider community, performing for other schools at venues such as theatres and Worcester Cathedral.