



Promoting Fundamental British Values Policy

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: Philippa Mills

Review date: September 2017

Next review date: September 2018

'School' refers to Cambridge International School; 'parents' refers to parents, guardians and carers. This is a whole school policy, which also applies to the Early Years Foundation Stage.

Promoting Fundamental British Values Policy

Aims

This policy sets out the ways in which CIS encourages pupils to develop their understanding of the four key areas defined by DfE as British values, through the curriculum, extracurricular and other opportunities.

Ethos

At CIS we ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles.

The Senior Leadership team also ensure that this ethos is reflected and implemented effectively through school policy and practice and that there are safeguarding policies in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone at CIS has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Background

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. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

Definitions

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 applies 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

Curriculum

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. We encourage our pupils to be inquisitive learners who are open to new experiences and are accepting of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. 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.

Through our balanced curriculum and SMSC we aim to actively promote principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

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

Democracy:

- Formulate and agree a set of 'class rules' at the beginning of each school year, within the confines of the broader school rules and expectations.
- Elect class representatives to our school councils.
- Have a school council who meet regularly and provide a 'pupil voice'.
- Allow the children's voice to be heard. We ask for their views.
- Ask children to support the interviewing process for new staff.
- Discuss democracy within assemblies.
- Carry out debates in assembly to encourage free speech and allow children to Listen to and consider others points of view.
- School council members are involved in the interview and selection of the Senior Student representatives of Principal Girl, Principal Boy and House Captains.

The Rule of Law:

- Have a clear, consistent behaviour policy (based upon positive rewards) which is consistently applied throughout the school.
- Elect peer mediators to help children to reflect on, and find solutions to problems in primary school.
- Provide opportunities for children to reflect about positive and negative behaviour.
- Provide an extensive Road Safety programme throughout the Primary school.
- Address issues of law during whole-school assemblies as and when appropriate.
- Give considerable time to individual pupils who require additional opportunities to understand the importance of following rules.
- Encourage visits from external agencies to talk to the children in school.
- Elect playground pals to encourage fair play in KS1 and KS2 playgrounds.

Individual Liberty:

- Pupils are actively encouraged to make choices at our school, knowing that they are living within a safe and supportive environment.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching.
- Pupils are given important roles in school, such as playground pals, peer mediators and young ambassadors, subject ambassadors, House Captains, Sports Captains, Principal Boy and Principal Girl.
- Children are encouraged to understand responsibility in school in terms of behaviour and attitude to learning.
- Justice and fairness are key principles within our school.
- Pupils are taught how to be safe and how to act safely. This is given an additional emphasis during anti-bullying week.
- All pupils are taken seriously by staff whenever they raise a question or concern.

Mutual Respect:

Respect and Responsibility are key values which permeate all aspects of school life. They determine the way in which we support and care for each other, for the community and for the environment.

At CIS children learn respect through;

- The promotion of positive relationships.
- The modelling of positive relationships by all adults working in school.
- The RE and PHSEE curriculum which teaches that behaviour has an effect upon those around them and upon their own rights. Such ideas will also occur in many other curriculum area, such as the study of conflict in History, global impact of personal life styles on the environment in Geography and the Sciences, etc.
- All other aspects of the curriculum (as successfully working in groups requires respect for each other).
- The work of the school councils.
- The positive reward system developed to promote respect.
- Our celebration assemblies when all pupils show respect for the efforts of others.

- Giving responsibility to pupils (team captains, playground pals, peer mediators, ambassadors).
- Participation in events organised to raise money for various charities.
- Learning to get along with their peers on educational residential visits.
- Welcoming and peer mentoring of new students that enter the school from many cultures and countries around the world.

Tolerance of those of different Faiths and Beliefs: tolerance is promoted in our school through:

- The stated aims and values of the school.
- The PHSEE curriculum.
- The RE curriculum.
- The Modern Foreign Languages curriculum, including European and Language days, Educational visits to places of religious worship and of cultural significance.
- Class and whole school assemblies.
- Festival study and celebration.
- 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 the Humanities and PSHEE curriculum handbook.