

# British Values Statement

## **1 Sponsor**

Assistant Vice Principal Personal Development and Ethos

## **2 Reviewed**

November 2016

## **3 Revised**

June 2020

Charlton School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It 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 to ensure that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, disability, political or financial or any other status. Charlton 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 Department for Education introduced a statutory duty in section 78 of the Education Act 2002 for schools to actively promote British Values in their provision of SMSC, to ensure they are taught through the curriculum and to challenge opinions or behaviours in school that are contrary to those values.

The five key British Values by government definition are:

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

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

### **Democracy**

Charlton encourages respect for democracy and support for participation in the democratic processes by democratically electing school Student Senior Leadership teams. Members from each tutor group are also elected to the Charlton school Council. Elected members canvass their tutor group and represent their views at regular Student Council meetings. The student leadership team is very well established and provides opportunities for students of all ages to represent their peers. Pupils vote on various school decisions, regularly complete questionnaires, and put forward their views. A student interview panel feeds back their thoughts on candidates for all teaching appointments. We promote a listen and respond culture where every voice is valued.

### **The rule of law**

As part of the Personal Development programme, assemblies and within form time pupils are taught the value and reasons behind the law and school rules and their responsibilities and the consequences of their actions. School rules are centred around our core values and virtues and are appli-

cable to all members of the school community. School rules are applied consistently and fairly allowing students to distinguish right from wrong and to respect the civil and criminal law of England, its public institutions and services and encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

### **Individual liberty**

Pupils are always encouraged to make individual choices. The school has a robust Anti-Bullying policy so that children have a positive school experience where they can make progress in all areas of their personal development. We work hard to provide a safe, nurturing environment where proactive measures are taken to ensure all students are protected from all types of bullying and a culture in which everybody plays their part in challenging and reducing all forms of prejudice, bullying and inequality. This enables students to develop their self-knowledge, self-esteem, and confidence. Students are encouraged to express themselves and are treated as individuals, they are encouraged to have pride in their opinions, religious beliefs and cultural heritage all barriers to individual liberty are challenged. Student action groups work to inform policy and practice whether that be regarding race, religion, gender, sexuality, or any other matter of concern.

### **Mutual respect**

Pupils are taught about respect and about caring for themselves and others in assemblies, RE lessons and as part of the Personal Development programme in order to further harmony between different cultural traditions and to enable students to acquire an appreciation of and respect for their own and other cultures and experiences. Mutual respect is shown for those with protected characteristics including those with disabilities and physical or mental ill health, we acknowledge and promote our differences emphasising that as a school community we are stronger together. Relationships between staff and students are based on our core values: respect, responsibility, and resilience. Clearly stated standards of behaviour are to be upheld by all. As a result, pupils treat each other with respect and regularly create fundraising opportunities for a wide variety of charities and community organisations.

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

As part of the compulsory Religious Education curriculum awareness and acceptance of other faiths and cultures is discussed, debated, and students are encouraged to embrace diversity. Pupils are made fully aware of the issues around equality. We celebrate our differences and show respect for our community. Students understand and develop their role as active and responsible citizens and are equipped with the skills to challenge discrimination. Staff always take opportunities to challenge prejudice and deal with incidents of inappropriate behaviour with direct and prompt action following the school's procedures fairly and consistently.

### **Intent**

British Values are promoted in Charlton as an integral part of the Personal Development programme. The expectation is that as students' progress through the programme during their time at school they will be supported in growing into safe, responsible, active and fair-minded citizens of this country. Students will;

- Understand how citizens can influence decision-making through the democratic process.
- Have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- Have an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.

- Develop an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; an acceptance that other people having different faiths or beliefs to oneself should be accepted and should not be the cause of prejudicial or discriminatory behaviour.
- Understand the importance of identifying and combatting discrimination.

Our ethos is built around three core values: **Respect, Responsibility and Resilience**. We always expect all members of the Charlton community to exhibit these values.

Underpinning our vision and values are our shared character virtues:

**Gratitude:** feeling and expressing thanks.

**Compassion:** exhibiting care and concern for others.

**Humility:** estimating oneself within reasonable limits.

**Justice:** acting with fairness towards others by honouring rights and responsibilities.

**Courage:** acting with bravery in fearful situations.

**Integrity:** having strong moral principles and standing up for what you believe in.

**Honesty:** being truthful and sincere.

The British Values lead ensures that British Values are taught through the personal development curriculum in conjunction with PSHEE, RSE, Careers and Character Education. Values and virtues, linked to British Values, are taught, and tracked within the wider curriculum and re-enforced by our values based co-curricular provision. Monitoring takes place using Personal Development Passports which are monitored by form tutors, heads of year and the Personal Development team who support individuals as necessary to identify and close any knowledge gaps which emerge. Teaching opportunities across the curriculum are tracked through use of the SMSC Grid.