



# British Values Statement



## Sponsor

Assistant Vice Principal Personal Development and Ethos

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## British Values Statement

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, 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.

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, with an understanding of how citizens can influence decision-making through the democratic process; an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; 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; 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 tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of 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.

### **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.

### **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 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 and have lots of teamwork opportunities available to them. 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 reducing it. This enables students to develop their self-knowledge, self-esteem, and confidence. Students are also encouraged to express themselves and school action groups can challenge and inform policy 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 tolerance and harmony between different cultural traditions and to enable students to acquire an appreciation of and respect for their own and other cultures. 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 Religious Education curriculum tolerance and acceptance of other faiths and cultures is discussed, debated, and encouraged. 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.

The school promotes equality of opportunity and diversity effectively. As a result, students understand, appreciate and respect difference in the world and its people, celebrating the things we share across cultural, religious, ethnic, and socio-economic communities. Charlton is an outward facing and globally conscious school. We promote compassion, and advocacy for all members of our

school community. We are unwaveringly inclusive and determined to eradicate all barriers to educational success.

Diversity and Equality is taught explicitly through Personal Development through the core theme of Celebrating Diversity and Equality. Students develop the necessary skills, knowledge, and personal attributes as part of a planned programme which addresses valuing diversity, challenging racism, equality, and prejudice. For example, during KS3 all students complete a unit of work on celebrating differences and LGBTQ+. During KS4 students explore Modern British Values through 'rights and responsibilities' and 'world issues'.

Each half term we hold SMSC themed full school assemblies celebrating equality of opportunity and diversity in the world including cultural, religious, and socio-economic communities. We recognise and support prominent national events, for example Autism awareness, Mental Health awareness week, Anti Bullying week and Black History Month through promotion in the school's weekly bulletin, house activities and head of year assemblies. Promotional materials, displays, and the school website are monitored to ensure balanced representation of students from various cultural, religious, ethnic, and socio-economic communities.

Through KS3 RE all student's explore equality through a unit of work on Leaders and another on Prejudice, questions include: 'Why are people prejudiced? How is prejudice expressed? and what can be done about prejudice within the context of religion and issues of equality in society?'

We further develop relationships with different religious, ethnic, and socio-economic groups in the local community by wider engagement through 'Charlton Community Action Group'. We also host assemblies through our links with the multicultural development team for Black History Month, Chinese New Year and South Asian Heritage Month in which students take part in an assembly's and workshops which explore issues of racism and prejudice. We are proud to have worked closely with our community partners during the development of the RSHE policy which was implemented in September of 2020.

### **Protected Characteristics**

Students engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

At Charlton School we respect and value all children and are committed to providing a caring, friendly, and safe environment for all our students so they can learn in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Charlton School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our students, by protecting them from physical, sexual, and emotional abuse, neglect, and bullying.

We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. Charlton School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes Modern British Values to all members of the school community. All staff are directed to challenge any form of discrimination and take allegations of harassment seriously, notifying the designated safeguarding lead where concerns are raised.

Understanding and appreciation of diversity and protected characteristics as defined by law taught explicitly through Personal Development and RE. Discussion and action groups raise awareness and promote student voice including; Anti-Bullying, House Activities Team, Volunteering and Community Action, Environmental Action, Diversity and Inclusion, LGBTQ+ and equality. An example of outcomes has been an increased range of Halal food on the canteen menu, designated non-gender specific toilets and non-gender specific uniform established through consultation with representatives from the local community. We work in partnership with the Telford Interfaith Council and

Multicultural development team to support further student voice work to eradicate all discrimination.