

British Values in Lilliput C.E Infant School

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.

The Core Values determined by the DFE are:

Our aim as a school is for every child to become confident, creative, compassionate and curious learners and leaders who have a passion to live life to the full and change the world for the better. We support the development and understanding of British Values in a range of ways throughout the year so they are an integral part of school life.

Lilliput 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 those wishing to unduly, or illegally do not subject groups or individuals within the school to intimidation or radicalisation, or 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. Lilliput is dedicated to preparing our pupils for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its pupils.

The government set out its definition of British values in the 2011 Prevent Strategy. The Prevent strategy was refocused following Lord Carlile’s 6th report review.

The five key British Values 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 outcomes for our pupils. The examples that follow show some of the many ways in which we seek to instil British values



Democracy

Democracy is an embedded and understood concept at Lilliput. Pupils have the opportunity to have their voices heard.

What could the adults do and provide?

Ensure that everyone has a right to have a say
Ensure the child's, parent's and staff's voice is heard. Support children to take turns
Encourage children to share
Support children to become independent and take responsibility
Support children to learn boundaries
Give children the opportunities to make choices
Promote a climate to share opinions and ideas
Ensure that children are listened to
Respect everyone as an individual
Role model behaviour
Celebrate differences in people
Support children to have a positive sense of their own identity and culture

Possible Evidence

Pupil Voice
School Council—children voting for their class representative
Pupil Questionnaires
Parent Questionnaires
Staff Questionnaires
Parents workshops Group
Staff Meetings/Briefings
School Vision Statement
School Behaviour Policy
Religious Education Lessons
Cross Curricular Speaking and Listening opportunities
Sports leaders/School Council
Visitors to school
Charity Work & Fundraising throughout the year
Displays
High expectations of behaviour and what can be achieved by each individual
Open Days/ Children parent workshop days
Website
Feedback to children re behaviour/work.
Circle Time Appraisal/Review meetings



The Rule of Law:

The importance of rules and laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Our School and class charters are an integral part of our school ethos. 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. Visits from authorities such as the Police and Fire Service etc. are regular parts of our calendar and help reinforce this message.

What could the adults do and provide?

Support children to understand right and wrong
Support children's understanding of how the law of the land and our school rules.
Share and support the rules of the setting with all stakeholders
To ensure children have an understanding of the consequences of their actions
To ensure there is no discrimination within the setting
To ensure that any discrimination identified is addressed within the setting
To ensure children have a sense of fairness
Listen to the child's voice when deciding the setting's rules and boundaries

Possible Evidence

The children's creation of their own class charters
School Behaviour Policy shared with all stakeholders –also on the website.
Pupil Voice
Circle time
Children encouraged to take responsibility for their own actions.
Safeguarding/Anti-bullying/SEND policies.
Behaviour log/Bullying log/Racist incidents log
Pupil Voice
School Council
School Assemblies on the theme of fairness/discrimination
Support from local police liaison officer –Assemblies to introduce themselves and to reinforce the law of the land.
Pupil/Parent Questionnaires.
Staff meetings re behaviour/anti-bullying.
Anti- Bullying week.
Visitors to school – people who help us.



Individual Liberty:

At Lilliput pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our young pupils to make choices safely, through our 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/ RSE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

What could the adults do and provide?

Plan for individual children
To support children to make the right choices
To listen to everyone's point of view
To ensure all stakeholders are considerate of others and the environment

Possible Evidence

Mission Statement/ School logo "Loving one another, respecting one another, serving one another".
RE Curriculum - encouraging children to respect both themselves and others
Target setting with children
Encouraging good listening skills
Pupil Voice
Scaffolding in planning/teaching that allows all to succeed
Encouraging the children to be independent and reflective learners with a growth mindset
ECHP's Medical plans etc
Parents/Pupil Meetings
Reports to parents
Behaviour Policy/Anti- bullying policy
Safeguarding Policy
School Website
Encouraging an understanding of the rights of the child through, NSPCC and Childline



Mutual Respect:

Part of our school ethos and behaviour policy revolves around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown.

What could the adults do and provide?

- Provide opportunities to consult parents
- To work together as a team respecting each other
- To ensure parents are involved in their children's learning
- To provide positive role models
- To value individuality
- To value all cultures and beliefs
- To respect all languages
- To respect each other's space
- To ensure all stakeholders feel safe and secure

Possible Evidence

- The children's creation of their own class charter
- School Behaviour Policy shared with all stakeholders –also on the website.
- Pupil Voice
- Circle time/Religious Education Lessons.
- Children encouraged to take responsibility for their own actions
- Safeguarding/Anti-bullying/SEND policies.
- Behaviour log/Bullying log/Racist incidents log
- Pupil Voice
- School Council
- School Assemblies on the theme of fairness/discrimination
- Support from local police liaison officer –ie assemblies to introduce themselves and to reinforce the law of the land.
- Home/School Agreements
- Key stage / year group information booklets
- Pupil/Parent Questionnaires.
- Staff meetings re behaviour/anti bullying.
- Anti- Bullying week.
- Visitors to school -people who help us.



Tolerance of those of Different Faiths and 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/ RSE. Trips to different places of worship are organised as part of our RE topics or guests are invited in to lead workshops.

What could the adults do and provide?

To combat discrimination through awareness
 To ensure ethos of setting reflects an awareness of all cultures and beliefs
 To have knowledge and understanding of other cultures and beliefs
 To celebrate diversity within and outside the setting
 To role model behaviour and attitudes towards others
 To encourage all parental input in the setting

Possible Evidence

Assemblies–ie –anti-bullying.
 Class discussions
 Study of other faiths
 Visits
 Ethos/vision
 Website
 Celebrations
 Festivals
 Parental involvement