



Clee Hill Community Academy British Values Policy

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Statement of Intent

This policy sets out the framework in which Clee Hill Community Academy ensures that we actively promote the fundamental British values of:

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

These values are officially taught through the PSHE and RSE curriculum and are further nurtured through our schools' ethos and promotion of spiritual, moral, social, and cultural (SMSC) understanding.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Counterterrorism and Security Act 2015

This policy operates in conjunction with the following:

- Behaviour Policy (SGET & CHCA)
- Safeguarding and Child Protection Policy (CHCA)
- Online Safety Policy (SGET)
- Equal Opportunities Policy (SGET & CHCA)
- Preventing extremism and racialisation policy and risk assessment (SGET)

CHCA – Clee Hill Community Academy
SGET – Shropshire Gateway Educational Trust

The National Curriculum reinforces the need... *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

British Values

Democracy

It is expected that our children should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos, curriculum and teaching support the rule of English civil and criminal law. Democracy is an important value at our school. Pupils are always listened to by adults and are taught to listen carefully

and respectfully to others as each individual has a right to be heard and their opinions valued. The School Council is formed for the children to have their opinions, ideas and concerns valued. The **Smart School Council** online tool involves all pupils in decision making. Viewpoints are also collected through pupil interviews and through questionnaires. The election of the council is based solely on pupil votes which reflects the British electoral system which demonstrates democracy in action. Pupils are often asked to express their opinion regarding change for improvement around school. This may be in the form of changes to school dinners, school equipment/ lunchtime organisation, safer schools, pupil voice questionnaires etc. Microsoft forms are sometimes used with older pupils and the data is then analysed and used as part of the School Development Plan. For younger pupils, the children may discuss the questions as part of a circle time/ PSHE session and then information is shared with the Senior Leadership Team. Pupil voice is seen as an essential part of the improvement process.

The School Community		Return Count	0%	20%	40%	60%	80%	100%	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark	
29	I am asked for my views about things in school	87							40	39	2	5	10	60		91			C	=
30	I feel I am listened to	92							57	30	2	3	5	74		95			A	+20
31	There are lots of things to do at lunch & playtimes	92							63	28	9	2	5	66		88			C	-6
32	The classrooms are clean and tidy	95							54	39	5	1	2	69		94			C	-4
33	School provides lots trips & sports team opps	93							51	39	5	1	2	70		89			B	+15
34	Get opps festivals/compete sports other schools	92							59	25	10	0	4	71		91			B	+19
35	Good choice of activities after school	88							54	30	8	0	5	61		88				
36	Sch encourages me to help people outside Sch	86							55	30	8	0	5	68		92			B	+22
37	Sch helps people diff backgrounds get on well	90							47	30	5	5	9	70		90			C	+3
38	I am given ways to help my class/whole school	86							56	25	7	2	7	70		93				
Summary									48	32	5	1	11	70		91			B	+8
									577	333	64	22	71	69		91			B	+8
									54.1%	31.2%	8.0%	2.1%	6.7%							

The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibility it 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.

Individual Liberty

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 pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety, exploring spirituality and discrete PSHE lessons. Whether it is through choice of challenge; of how they record; of participation in our numerous extra- curricular activities; our pupils are given the freedom to make choices.

Mutual Respect

Part of our school ethos and behaviour policy are based around core values such as 'respect' and 'responsibility' and these values determine how we live as a community at Clee Hill Community Academy. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of respect at our school underpins our work every day both in and out of the classroom. School Assemblies promote our Values (changed ½ termly) and this is reinforced through our classroom learning.



Tolerance of those with Different Faiths and Beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society through assemblies, Exploring Spirituality, PSHE and other opportunities. We use opportunities such as the sporting events and Reading Miles to study and learn about life and culture in countries. We welcome visitors from other schools and association that are not predominately white British and enjoying a depth of study during themed weeks. Here, beliefs, traditions and customs are studied in depth, with visitors being invited into our school to enrich and extend understanding. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.



Given the rural locality of Clee Hill and the limited exposure to a range of different ethnic backgrounds/ beliefs, the school prioritises visits to a variety of places of worship to enable pupils the opportunities to learn more about life beyond Shropshire.

These include biannual trips to:

- Islamic Experience, Birmingham
- Craven Arms Islamic Centre, Shropshire.
- Shri Venkateswara (Balaji) Temple, Tividale
- Singers Hill Synagogue, Birmingham
- Guru Nanak Gurdwara, Birmingham

The school also has very close links with St Peter's Church, Clee Hill, St John's in Doddington and other churches within the parish.

British Values through the Curriculum

Interwoven within the curriculum in a range of curriculum areas are planned opportunities to teach the values of our society. Some examples are;

- **History:** How we influence democracy is explored through the curriculum and assemblies. This includes looking at historical figures such as Nelson Mandela and Gandhi and exploring the effectiveness of different approaches. The Rule of Law and the importance of laws, whether they be those that govern the class, the school, or the country is consistently reinforced at Clee Hill Community Academy. Britain and its influence in modern times are aspects woven into our imaginative learning projects including special celebrations days throughout the year. Pupils are encouraged to know, understand and exercise their rights, whilst understanding that with exercising their rights comes responsibility.
- **Geography:** We ensure that pupils have a better understanding of what Britain is; learning more about its capital cities and counties, its rivers and mountains, and where Britain is in relation to the rest of Europe and other countries in the world.
- **Music:** During our assemblies, music, including British composers, are shared as a composer of the week and their music and global influence is discussed together.
- **Art:** The study of how British artists influence others around the world.

- **Exploring Spirituality:** Gaining a greater understanding of religious diversity and practices which covers key religions represented in the UK. All pupils have the opportunity to visits places of worship that are important to different to faiths. Clee Hill Community Academy actively promotes diversity through celebrations of different faiths and cultures.
- **Physical Education:** Promotion of the concept of "fair play", following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and affiliation with others.
- **Computing:** Pupils are also taught about respect and bullying in the online world through our learning platform and though regular e-safety lessons.
- **School Council:** Promotion of democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns. Key to this is the concept of holding others to account, including those in positions of influence and authority.
- **Educational visits:** Our broad range of educational visits and experiences outside of the classroom equips our pupils with the skills to make a positive contribution to their community as equal citizens, as well as being able to look at British heritage in more depth.
- **Community Events:** Clee Hill Community School has a key role in the local community. We work closely with charities and organisations such as 'The British Legion', Comic Relief, Children in Need, British Heart Foundation, Air Ambulance etc. We also run a community club which includes working with members of the community including local artists & photographers, raising money for local causes, attending local events, and completing heart start training. We encourage our pupils to interact with pupils from other schools, both within the SGET trust and outside the Trust, though organised activities.



Roles and Responsibilities

The Governors and staff at Clee Hill Community Academy will:

- Ensure that fundamental British Values are embedded as an integral part of the ethos and culture of the school;
- Challenge opinions and behaviours in schools by pupils, staff, visitors, volunteers or parents and carers that are fundamentally contrary to British Values, including extremist views;
- Ensure that all visitors to the school are screened to ensure that they do not attempt to promote systems that undermine fundamental British Values including extremism or radicalisation;
- Ensure that the pupils understand that living under the Rule of Law protects individual citizens and is essential for their well-being and safety and that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law;
- Teach our pupils about democracy and the rule of English civil and criminal law and will not teach anything that undermines it;
- Ensure all pupils within the school, regardless of age, have a voice that is listened to;

- Demonstrate how democracy works and by developing and understanding of how citizens can influence decision-making by actively promoting democratic processes such as electing a school council whose members are voted for by the pupils;
- Reinforce fundamental British Values through SMSC, PHSE and through assemblies;
- Ensure that our pupils are taught a balanced RE curriculum, that is broadly Christian, which also takes account of the teaching and practices of the other principal religions represented in Britain (CHCA focus is Judaism in KS1 and KS2 and Hinduism in KS2);
- Ensure that our pupils understand that the freedom to choose and hold other faiths and beliefs is protected by law;
- Ensure that we develop a tolerance and understanding of different faiths, cultures and beliefs by visiting places of worship, inviting visiting speakers to the school and using teaching resources from a wide variety of sources to help pupils understand a range of faiths;
- Enable our pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to our local community and life in modern Britain;
- Enable our pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in the community of the school. E.g. supporting younger children etc;
- Deliver a balanced programme of assemblies which promote pupils' Spiritual, Moral, Social and Cultural development, providing clear guidance on what is right and what is wrong;
- Ensure an understanding of the importance of identifying and combatting discrimination, extremism and radicalisation;
- Ensure that there are effective risk assessments, policies and procedures in place to safeguard and promote pupils' welfare against the threat of extremism and radicalisation.

Challenging Views that go against British Values

Our schools openly challenge opinions and behaviour, demonstrated by both staff and learners, which go against British Values. Our schools adopt a zero-tolerance approach towards discriminatory and prejudicial behaviour. Any learners displaying this behaviour will be disciplined in line with the behaviour policy. Referrals regarding learners that may be at risk of radicalisation will be made in accordance with the school's prevent duty policy.

Staff Training

Members of staff are made aware of their responsibilities in terms of British Values during their induction and through additional training. Staff will be offered the opportunity for further training on upholding the values in this policy as necessary.

This policy will be reviewed every 3 years.