

## **St. Bonaventure's Catholic Primary School British Values Policy 2021**

St Bonaventure's is a Catholic school which actively promotes values and ethics in many ways to help shape our pupils' character and moral perspective. We celebrate our diverse community and believe that all people are to be valued regardless of beliefs, background or ethnic origin

In 2013 the Department for Education said "Keeping our children safe and ensuring schools prepare them for life in modern Britain could not be more important. This change is an important step towards ensuring we have a strong legal basis for intervening in those schools where this is an issue."

"The vast majority of schools already promote British values. This is about making sure we have the tools we need to intervene if children are being let down."

Schools are required to actively promote and not undermine "British Values." The Government has set out its definition of British Values as:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

### **Democracy –what do we do?**

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services.
- Teach pupils how they can influence decision-making through the democratic process.
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school.
- Organise visits to the local council, MP visits in school, visits to/from Police, Hospitals, Fire Service & Local Councillors.
- Hold class debates and debating club so pupils learn how to argue and defend points of view.
- Help pupils to express their views.
- Enable pupils to have their voices heard through our School Council, Eco Schools, Chaplaincy Group, Debating Club, pupil questionnaires and sharing views and opinions within class discussion.
- Model how perceived injustice can be peacefully challenged.

### **Rule of law–what do we do?**

- Ensure school rules and expectations are clear and fair.
- Help pupils to distinguish right from wrong.
- Help pupils to respect the law and the basis on which it is made.
- Help pupils to understand that living under the rule of law protects individuals,
- Develop restorative justice approaches to resolve conflicts.

- The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced on a daily basis, as well as when dealing with behaviour and through school assemblies.
- 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.

### **Individual liberty – what do we do?**

- Support pupils to develop their self-knowledge, self-esteem and self-confidence.
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights.
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence.
- Challenge stereotypes.
- Ensure a strong anti-bullying culture within school.
- 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 young pupils to make choices safely, through 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 lessons.

### **Mutual Respect and Tolerance –what do we do?**

- Promote respect for individual differences.
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship and invite visitors into school.
- Develop links with other faith communities.
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, and gender and differences of family situations, such as young carers.