
	SUAT Policy	Fundamental British Values						
	LGCS Appendix	FBV at Charnwood						
	Approved by	CEO/LAC	Issue Date	July 2020	Review Date	July 2022		
	Audience	Trustees	✓	Staff	✓	Pupils	✓	
Local Academy Council		✓	Parents	✓	General Public	✓		

The DfE have reinforced 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.”**





The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister. At Charnwood, we encourage all children to be tolerant and respectful to those of different faiths and beliefs. This is done by providing the children with an understanding of the main festivals, the key dates in various religions and major political events, such as elections. We learn about the ethnic backgrounds of all pupils and families; we undertake a variety of events and lessons to celebrate and explore these and other cultures in our country.



At Charnwood, we value the voice of the child and promote democratic processes such as our school council, whose members are voted for by the children. Ideas and events are planned and discussed with a chance for debate and putting forward points of view.





Staff have contributed to a pledge wall where they have made a promise to challenge pupil's behavior to ensure they have a willingness to listen to others, are confident to tackle prejudice, have freedom to express themselves and understand laws are to protect everyone.






These values are embedded into our ethos and promoted daily through Charnwood's own key values, The Seven C's: Curiosity, creativity, communication, compassion, craftsmanship, commitment and confidence.



All values are also reinforced regularly at Charnwood Primary Academy in the following ways:

















THE RULE OF LAW		
7C's <i>Our school values</i>	Action <i>What it looks like</i>	Impact <i>What children and adults can do – what is learned.</i>
 	Class Rules/ School Rules/Learning behaviours	Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these agreed rules. They are conscientious of others actions and the impact of their own.
	Mindful and reflective times in the day – including assemblies, rest breaks and dedicated circle times outside of the curriculum.	Children are confident to discuss issues and concerns and have a person they feel able to talk to in school.
 	A clear behaviour policy which all stakeholders understand and follow – this is displayed in classrooms and recorded using an agreed online tool – SIMS.	All children understand the consequence for their actions. They feel that a just sanctions and rewards are given to themselves and their peers., Children help decide policy: specifically rewards and consequences.
	Regular review of behaviour incidents and sharing these with stakeholders.	Leadership and teachers are better prepared to deal with issues and needs of the pupils. Trends in location, time or behavior can be spotted and actions put into place to reduce these and improve pupil outcomes.
	Learning Walks for behaviour and behaviour for learning.	Leadership have a clear idea of what behavior looks like in school. This is praised and shared with staff so that improvement can be made and teachers can be supported to deal with specific behavioural needs of pupils and cohorts.
	School Values the 7Cs have a high value and prominence in the classroom and ethos of the school. They are referred to regularly, incorporated in planning and rewarded and praised.	Children understand the thoughts and reasons behind school values. They can talk confidently about the value they are currently working on and understand where they are displaying these in their work and the work of others.



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 	Regular lessons in the rules and practices of other faiths and countries – taught through Faith and PSHE lessons and our Geography and History curriculum. Age appropriate.	Children are aware of many different religions and the different rules they follow. Pupils are taught about the attitudes and beliefs of people in the past and in countries similar and different to our own and we discuss how these develop and the effects this may have of the people following them.
 	Regular links with local PCSO. Year 6 police cadets and other interactions when required to support and guide pupils and families.	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.



DEMOCRACY		
7C's <i>Our school values</i>	Action <i>What it looks like</i>	Impact <i>What children and adults can do – what is learned.</i>
  	<p>Various democratic processes are held throughout the year eg:</p> <ul style="list-style-type: none"> ~ The establishment of a School Council led by a member of staff that make decisions and act as a conduit between cohorts and the SLT. ~ Appointment of Team Captains – captains lead their teams and encourage good behavior and engagement with clubs and competitions. They are examples of the Charnwood Values in action and are held in a position of respect and responsibility. ~ Year 6 are given the opportunity to vote for end of the year awards reflecting on the behavior and qualities of each other. ~ Behaviour Policy rewards are decided in conjunction with the class teacher and these are regularly reviewed . ~ Children are involved in larger projects such as our vision, values and building development. ~ Eco Council supports the school and guides others to help make the school more sustainable. 	Children feel their views are listened to and considered. They play an active role in the development of the school and often leave behind a legacy of improvement for other pupils. Their contributions are seen in real time and there are opportunities for quieter voices to be heard as well as loud through regular movement on and off councils and small group tasks.
 	Learning Walks consider how pupils are heard in the classroom. We reflect on the autonomy given to pupils when completing tasks and challenges and how these are made relevant to their	Classrooms are positive spaces where all pupils are given opportunity to engage in the learning journey. Pupils from all backgrounds feel they have a stake in






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	experiences and interests. Pupils are involved in the picking of topics and subjects and lesson focus' are redirected following engagement in learning – although clear progression of skills and knowledge is tracked and ensured by the teacher over a year or phase.	the direction of their learning and thus engagement is improved and maintained.
     	School Development Days are held bi-annually. These include stakeholders from all areas of the community including LAC, parents, pupils and other key members of the community. During these days we reflect on our school priorities and vision for the future and discuss ways that all stakeholders can contribute to this journey. These actions and ideas are then incorporated into our school ADP and put into place for the long term improvement of the school.	All stakeholders including children are included in prioritising issues and Charnwood is able to serve not just the pupils who attend but the wider community in which they live.
  	Pupil Voice is held frequently as part of school monitoring. This is held across all subjects and areas.	Subject leaders and the SLT have a clear picture of the attitudes and experiences of the pupils at school. They are able to use this information to make adjustments and improvements to procedures and policies meaning that learning and well-being are considered, improved and nurtured.
  	High profile events and topics are addressed through whole school assemblies and class discussions. The way that the political system works and the results of the decisions are explained and explored and differing points of view listened to, challenged and affirmed.	Children are aware of important National and Global events and changes. They are given the information (age appropriate) and opportunity to explore these in a safe and informed environment where they can hear differing personal opinions and learn how to deal with and communicate with others about important and emotive subjects and events.
  	Local PCSOs come into school and educate about upholding British Law and the Prosecution Service	Pupils have an awareness of law upholders in local community
	Topics planned across the curriculum provide opportunities which enable class role play and debate eg: Ancient Greeks.	Children are fully part of a democratic process and are taught the vocabulary and skills of discussion and reflection on ideas.



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INDIVIDUAL LIBERTY		
7C's <i>Our school values</i>	Action <i>What it looks like</i>	Impact <i>What children and adults can do – what is learned.</i>
	Teachers plan their rooms and classroom so that pupils have the opportunity to and are encouraged to show independence in learning and to think for themselves.	Children are proud of working on their own to overcome challenges. This encourages older learners to work at home and take responsibility for their development in preparation for secondary education.
	Pupils feel safe and secure in the learning environment – safe from danger, ridicule or judgement.	They are consulted on many aspects of school life and demonstrate independence of thought and action. Pupils can reflect on and comment on their decisions and actions and feel free to ask questions and share ideas.
	E-safety / PSHE lessons encourage children to understand and exercise their rights and personal freedoms. We advise them on how to exercise these safely.	Children know they can talk freely regarding their safety in all aspects of life and are given the vocabulary and tools to reflect on and make changes to their actions.
	School mission statement and values are incorporated in policy and everyday action so that all children have the right to a fair and liberating curriculum of learning differentiated for their needs including those with SEND.	Curriculum, rooms, activities and policies are written with all members of the school community in mind. Children are given the freedom to be themselves and are not judged for being unique.
	Curricular clubs give children the freedom to make choices depending on their interests – sports, science, math, English, arts. A variety are held across the year so that all children can pursue their interests.	All children have the opportunity to choose various out of school activities based on their interests and skills – those who are disadvantaged have clubs subsidised so that this is not a barrier to attendance.
	Equality Act taught through a series of books across the school following a progression of age appropriate topics and texts.	All children are made aware of topics that affect British Citizens and how to be happy with their feelings and thoughts. We look at the unique experiences of individuals and the impact of our attitudes and approaches to these differences. Children are provided with the tools to explore and resolve issues arising from confusion or misunderstanding of these topics and these are ideas are built on as pupils move through the school.



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MUTUAL RESPECT		
7C's <i>Our school values</i>	Action <i>What it looks like</i>	Impact <i>What children and adults can do – what is learned.</i>
	<p>Knowledge and Understanding of the World planning in EYFS teaches pupils about the world around them and how this should be cared for and respected.</p> <p>Across school respect for others, equipment and the environment is taught through daily lessons, behaviour policy and classroom routines as well as in Forest School.</p>	<p>Children can articulate that respect is a school value and why respect is important; how they show respect to others and how they feel about it for themselves.</p> <p>They are careful and respectful with the environment they are in and show a caring attitude to nature and animals.</p>
	<p>PSHE Curriculum embodies values of mutual respect through units of learning such as relationships and being a responsible citizen. (linked to 1decision)</p>	<p>Children are aware of other cultures, faiths, genders and beliefs and how values differ from their own. They are taught how to communicate with others about this in a respectful manor.</p>
	<p>Respect is embedded within whole school rules (displayed in classrooms)</p> <p>Children are given jobs within school and trusted and respected.</p> <p>They are taught to respect others and their own property by being taught to look after things in the classroom and cloakrooms.</p>	<p>Children's behaviour demonstrates their good understanding of this value in action.</p> <p>Younger children learn that good behaviour and respect can lead to responsibilities for them as they move through school and they look up to these role models in school.</p> <p>Pupils are encouraged and taught to look after their things and the things of others.</p>
	<p>Learning Walks for behaviour and behaviour for learning look for respectful learning environments and language.</p>	<p>Evidence shows children understand how to show respect for each other and school property.</p>
	<p>Sports activities promote an attitude of equality and fairness.</p>	<p>Children show an awareness of others and can successfully follow rules. They encourage each other to do well and support the improvements of their peers.</p>

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	Achievement Assembly Pupil acknowledgement of all awards and achievements of the pupils gained from outside school activities School awards and special awards	Children recognise the success of others and share each other's achievements Children show respect towards the achievements of others. They recognise the good in others and nominate others to receive special awards
	Class Assemblies	Children are taught about differences within the world and have acceptance and tolerance of this Children show a mutual respect for each other's achievements and appreciate how the process to achievement

TOLERANCE OF DIFFERENT FAITHS AND BELIEFS		
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	Collective worship or reflection held each day in class and weekly by Principal.	Children are taught the skills to be reflective and to have perspective over their lives. They are reminded to be respectful and to be grateful the positive aspects of their everyday experiences. Key events or celebrations in the calendar are celebrated and highlighted.
	RE curriculum/Faith planning and workbooks offer a broad and balanced education on a range of faiths, religions and cultures	Children have a good understanding of many different faiths and cultures and can talk freely about different faiths
	Use of EAL resources to promote the learning of EAL children and their integration into our school society. Interventions planned to teach and support these pupils in communicating with each other so that they feel welcome and comfortable at school.	EAL pupils are given access to the same learning as their peers and additional support builds their fluency and understanding. Pupils who come to school from abroad or who are learning the language are quickly befriended and included in the life of the classroom and school.

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	Enrichment visits (these come in various forms, our children visiting places from different beliefs and cultures and visiting guests who are from various backgrounds, faiths and cultures).	Children gain a wider national and global picture of the world. They get to experience the everyday lives of people from different areas and cultures building an understanding of those that are 'different' have common experiences, needs and attributes.
	Developing links with other schools within the trust; between cities and in other countries	Children form a bond with children who have a different background and beliefs to themselves Children have first-hand experience of other cultures and are able to make comparisons to their beliefs
	'People to Know', 'In the News' 'Scientists that Rock' and 'Histogram' displays and lessons provide – an in depth look at famous people from all walks of life and corners of the world.	Children witness the huge impact that people from differing cultures, genders, ethnicities and faiths have on positive global development over time from history to modern day. They understand that our progress is a shared one and that no one group makes all the positive steps forward.
	FBV lessons: The values are taught explicitly in sessions throughout the year, sometimes they incorporated into and across the curriculum – as seen in this document.	Children understand the fundamental British Values and are able to talk about and name many – age appropriate. Pupils have a heightened awareness of the world around them
	The Equality Act books are used to teach pupils about the importance of understanding, communication and acceptance of differing opinions, faiths, cultures and beliefs. They teach the difference between accepting these and what sort of things should be questions (talking about rule of law).	Awareness of the differences within the world. The beliefs that are harmful and in some cases illegal and others. Children can talk about Tolerance of others beliefs.