British Values Statement

At Springfield Academy we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. We follow the United Nations Convention for the Rights of a Child (UNCRC), whose values of **freedom, equality, dignity, voice and safety** embody the principles of British Values. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, PSHE and Rights Respecting Schools lessons provide meaningful opportunities to deepen and develop understanding.

The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community, during which these concepts are shown, for example through sporting events, a range of educational visits and outdoor residential centres. Their strong rooted values-based understanding gives them an excellent platform for embracing difference.

The Department for Education states that there is a 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 Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

At Springfield Academy, we actively promote British values in the follow ways:

DEMOCRACY

At the beginning of each academic year, all classes in school vote on who should represent their class within the School Council. The School Council meets regularly to discuss issues raised in class and on the playground.

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils.
- Children have the opportunity to have their voices head through pupil questionnaires and pupil surveys.
- The principle of democracy is explored in the curriculum as well as during assemblies and special days.
- Our behaviour policy involves rewards, which the School Council has been involved in choosing and implementing.

RULE OF LAW

Our school follows the "Golden Rules", which are integral to our learning and ethos every day.

- School rules and expectations are clear, fair and regularly promoted.
- Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies and on the playground.
- Pupils are encouraged to respect the law and Springfield Academy encourages visits from authorities such as the Police, Fire Service, Ambulance, etc to help reinforce this message.
- Policies, including behaviour and anti-bullying policies, set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parents and carers.

INDIVIDUAL LIBERTY

- Within school, pupils are actively encouraged and given the freedom to make choices, knowing that they are in a safe and supportive environment, eg by signing up for after-school clubs or volunteering for roles of responsibility in school.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, eg through our e-safety teaching and PSHE lessons
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school governing body takes an active role in this and the results of whole-school parent and pupil surveys are analysed and shared. The school also operates a robust system of logging incidents.
- Pupils have key roles and responsibilities in school, eg, Playground Friends, librarians, lunchtime monitors, School Council.

MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

- Mutual respect is at the heart of all our values. Children learn that their behaviours have an effect on their own rights and the rights of others
- All members of the school community are expected to treat each other with respect. Staff are expected to be good role models at all times. Respect regularly features as one of our focus in assemblies and reflection.
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.

- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected. Links and visits are promoted with local faith communities and places of worship, eg members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class; children visit local places of worship as part of their work in RE.
- Through the PSHE and RE curriculums, pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE. Workshops, such as Show Racism the Red Card, are included in our programme of study.
- Global dimension work is studied through RRS programme and is embedded in many of our Creative Curriculum topics such as the Rainforest and Here and There (a study of different areas across the world). The curriculum topics offer children the chance to reflect on our core values and British values.