



Clifton High School

co-educational nursery pre-school to sixth form

Policy applies from EYFS to Sixth Form	British Values
Date policy updated	06.11.2019
Date policy to be reviewed	06.10.2020
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A shaded area denotes a regulation to which all schools must comply	

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Related Policies

Safeguarding and Child Protection Anti-Bullying

Safeguarding and Child Protection Preventing Radicalisation

Clifton High School aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society. In doing this, the School fulfils its statutory duty to promote the spiritual, moral, cultural, mental and physical development of all our pupils, and to actively promote the fundamental British values of democracy, sexuality, the rule of law, equality, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

These values are promoted through the curriculum, extra-curricular activities, and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of Clifton High School.

The School's curriculum is designed to

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the School is situated and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people, paying particular regard to the protected character set out in the 2010 Equality Act
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

The following examples give a flavour of how the School seeks to embed these fundamental values.

Democracy

The principle of democracy is explored in subjects such as History, Personal, Social and Health Education (PSHE) and in assemblies. The School aims to provide pupils with a broad general knowledge of and promote respect for public institutions. Pupils are encouraged to be aware of

injustice, perceived and real and think about ways in which this can be challenged through School processes or in the wider world, charity fundraising initiatives and awareness raising campaigns. The practice of democracy is encountered by pupils in the process of electing peers to the School's council, in the selection of the Head's Team (including Head Girl and Head Boy) and House Captains.

The Rule of Law

The School is governed by rules that pupils are made aware of through induction, assemblies, and in documents such as the Contract of Behaviour Code and School. All staff, parents and pupils, when they join the School, are made aware of the Child Protection and Safeguarding Policy, and Codes of Conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken.

The rule of law is explored in the curriculum through the PSHE programme.

Individual Liberty

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The School seeks to create the conditions within which pupils can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through PSHE lessons.

Pupils are encouraged to develop, reflect on and articulate their own viewpoints. They are given the freedom to make choices in subject options and extra-curricular programmes. In their teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively.

Pupils are encouraged to challenge stereotypes and promote individuality at every opportunity, modelled by staff and older pupils to set positive examples throughout the School.

Staff work tirelessly to establish and maintain a culture in which all pupils feel safe and bullying is not tolerated, refer to the Safeguarding and Child Protection Policy, Anti-Bullying Section.

Mutual Respect

Respect is central to the ethos of Clifton High School, and is modelled by pupils and staff alike. The School promotes respect for others in the classroom and in all other activities. The School seeks to develop mutual respect throughout the curriculum, and the staff and pupil codes of conduct promote the values of respect and responsibility.

Both curricular and extra-curricular opportunities are used to expose pupils to British and other cultures, their way of life and faiths. This encourages and supports pupils in growing their understanding and appreciation of these. Assemblies and some theme work (Reception to Year 6 only) encourage pupils to embrace and accept different ways of worship and different perspectives on faith.

Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions.

Tolerance of those of Different Faiths and Beliefs

While Clifton High School is a non-denominational school with a Christian ethos, pupils are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the School community. Pupils are given an understanding that the freedom to hold other faiths and beliefs is protected by law.

Assemblies allow pupils to appreciate different faiths and practices, and this is supported by the programmes of study in History and PSHE. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways, including through trips abroad.

The Role of the School in the Prevention of Political Indoctrination

This is implicit in the values described above. There is no place at Clifton High School for the promotion of partisan political views in the teaching of any subject or during extra-curricular activities. There are occasions when it is appropriate to present pupils with different political views; in these cases, staff undertake to ensure a balanced presentation of those views.

The School is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

If any pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course. Pupils whose ideas or behaviours cause concern would be dealt with in line with the Safeguarding and Child Protection Policy, Preventing Radicalisation Section.

All staff and pupils at Clifton High School are expected to behave with integrity, tolerance and compassion in their conduct with one another. The School provides opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community. Every member of the community has a part to play in embedding the core values and beliefs to build a strong, united and democratic school.