



Our promotion of British values in school

The government set out their definition of British values in the 2011 Prevent Strategy. These were reinforced in September 2014 due to recent events. These new regulations will sit alongside the requirements of the Equalities Act, which also applies to all types of school.

Schools will be expected to focus on, and be able to show, how our work with pupils is effective in embedding fundamental British values.

Promoting British values at Buile Hill Visual Arts College

We agree with the Department for Education's five-part definition of British values:

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

At Buile Hill students will encounter these principles throughout everyday school life, our promotion of spiritual, moral, social and cultural understanding in particular.

The curriculum is mapped in detail across the whole school. Listed below are some examples of how we promote these values in our school community:

Democracy

Pupil voice is significant in regards to life at Buile Hill. Our pupil elected school council plays a strong role in our school. They are elected by their peers and are involved in making Buile Hill a better place to learn.

Pupil interviews and conference are also conducted throughout the year in all key aspects of school like such as safeguarding, achievement, behaviour and attitudes to learning and attendance. We know that the formation of the school council and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

Classrooms are run along democratic principles. Students are given equal opportunities to contribute orally. No one individual is allowed to dominate and to steal time from the majority.

Rules are explained and breaches of those rules are challenged by staff. The rationale for that challenge is usually based on the argument that poor behaviour from one person has an impact on everyone. It is therefore unfair.

There are also many opportunities to learn about democracy within the curriculum. For example students study the operation of parliament and democratic processes in business studies and in history students examine why women won the vote.

The Rule of Law

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules will be consistently reinforced through assemblies and our curriculum. The involvement of our pupils in the creation of the school rules helps them to understand the reasons behind the rules and the consequences if they are broken. Through philosophical enquiry in our philosophy for learning lessons, we allow opportunity to debate and discuss the reasons for laws so that children can recognise the importance of these for their own protection. Throughout the year we welcome visits from members of the wider community including police, the fire brigade and many more. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our pupils.

Accountability is stressed to all stakeholders including staff (teacher's standards and performance management), students (as set out in the school's behaviour policy) and Governors.

Opportunities to learn about the rule of law are built onto the curriculum. For example, in history they look at law and order and in PHSE students learn about crime and punishment.

Individual Liberty

We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. We encourage children to choose the task that will challenge them, giving them more freedom to determine their own learning. We offer a range of clubs which pupils have the freedom to choose from, based on their interests.

Through our E-Safety and philosophy for learning, we educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. At Buile Hill we believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.

Opportunities that exist within the curriculum include, for example, learning about human rights in geography and precious liberties of citizens, and rights and responsibilities in PHSE and History

Mutual respect

Mutual respect is at the core of our school life. Students learn to treat each other and staff with great respect. This is evident when walking around our school and in the classrooms.

We strive to foster strong working relationships between staff and students, between colleagues and between staff and parents. A positive understanding of differences and willingness to listen to the views of others is embedded in our daily practices.

Behaviour Policies promote good behaviour and challenge poor behaviour so that all students respect others and give them the opportunity to succeed. We take seriously our duty to prevent victimisation of any individual and we carefully analyse any incidents where racist, homophobic or sexist actions could hurt others.

Tolerance of those of different faiths and beliefs

At Buile Hill we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

We endeavour to ensure that we are enhancing students' understanding of their place in a culturally diverse society by offering them many and varied opportunities for them to experience this first hand. There are many visits, trips and opportunities for students to learn all about other faiths, creeds and cultures not just in this country but around the world with trips taking place to France, Spain and Iceland.

Assemblies and discussions involving prejudices and prejudice-based bullying have been supported by learning in RE and PSHEE. The RE curriculum provides the opportunity for students to learn about a variety of different faiths including, Christianity, Buddhism, Sikhism, Judaism and Hinduism.

In summary, we prepare our students for life in a complex, contradictory and chaotic modern Britain. Our data illustrates that the vast majority of our students go on to take part fully as civilised members of society who experience a range of roles throughout their lives. We wish our students to become good employees, caring partners and parents, active citizens and engaged friends and we work hard in school to ensure that these core values are promoted for all. The school's promotion of these core values ensures a steady progression of attitudes and qualities.