



## HOLMEWOOD HOUSE SCHOOL

### Holmewood House School British Values Statement

At Holmewood House we are committed to high quality education for all pupils which is centred around the individual. Our core values of kindness, self-belief and aspiration guide our development of the whole person within and beyond the community of our school. The promotion of British values is embedded in the educational provision both within the classroom environment and through extra-curricular opportunities. The school takes heed of the advice given in the Prevent Duty 2015 to promote fundamental British values in accordance with the law. Staff undertake regular training, including at induction to ensure all are fully aware of the current issues and our own policy.

The Prevent Duty is designed to prevent extremism and religious radicalisation of young people by building resilience in young people to enable them to challenge extremist views. It is not intended to limit or stop pupils debating controversial issues. Working with staff in a safe and informed way pupils at Holmewood are able to increase their understanding of these complex issues and develop knowledge and skills to counter extremist arguments.

The following constitute the fundamental British values:

- The role of Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

As a **community** - we value independence of mind, mutual support, discipline and success for all.

In our **relationships** - we value a kind, caring approach, encouragement, good manners and generosity.

On a **personal** level - we value integrity, effort, happiness, aspiration and self-belief.

## **Promoting British values through our curriculum**

Opportunities arise in many areas of the curriculum to promote British values within the context of our school community. There is a positive regard for healthy debate and we support pupils to understand and manage risks, develop resilience, build confidence and promote self-esteem.

### **Democracy:**

Through our pastoral system pupils are taught about democracy, the value of working together, supporting one another and celebrating achievements. Pupils take part in the School Council and learn how to contribute to healthy debate of local and national issues. Pupils are taught to understand the need for laws - that they are there for individual protection, the responsibilities that this involves and the consequences when laws are broken. Pupils follow a positive behaviour policy and clearly understand the rewards and sanctions that are used. This is reinforced during weekly House meetings. Visits from the Police, Fire Service and local MPs help to remind pupils of these messages.

### **The Rule of Law:**

The importance of knowing right from wrong, following school rules and contributing to debates about why rules are necessary is regularly reinforced in the classroom, as well as through school assemblies and during House meetings. Pupils know that all people living in England are subject to the laws of the land. Pupils are given the chance to visit the Houses of Parliament to see the workings of British democracy. They are encouraged to value themselves and others developing their own moral sense while understanding the impact of their actions on other people as shown in our expectations and school behaviour code of conduct.

### **Individual Liberty:**

We encourage the respect of individual liberty. Pupils are encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a school we provide boundaries for pupils to make choices, through the provision of a caring environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these appropriately, for example through discussions of E-Safety. All pupils are keen to support charities, whether local, national or global. They are taught consideration for others through our Theology, Philosophy, Religion and PHSE curriculum in particular.

At Holmewood we believe developing self-esteem and self-confidence is very important. Individuals are encouraged and supported to achieve their very best as well as learning how the steps to success can be managed. Pupils choose from a wide variety of opportunities and broad experiences to develop their own sense of purpose and self-belief. Celebrating such diverse talents is an enjoyable and important part of school life at Holmewood.

### **Mutual Respect:**

We encourage staff and pupils alike to communicate honestly and openly and to understand the value of co-operation and consensus. Our emphasis on fairness and openness creates an

environment in which all pupils can feel safe. The school promotes respect for others and this is reinforced through assemblies, our classroom and learning environments, as well as extra-curricular activities such as sport, music and drama. We work hard to promote anti-bullying through a focus on strategies to enable respect for difference, including gender, race, and tolerance of beliefs.

**Tolerance of those of Different Faiths and Beliefs:**

Religious values and principles are explored primarily in TPR lessons and assemblies together with House assemblies, form periods and PSHE lessons. The integrity and spirituality of pupils from other faith backgrounds, or no faith background, is respected and valued.

We provide all pupils with opportunities to experience diversity within the wider community through visits, for example, to a Hindu Temple, Mosque and Christian church and through members of different faiths or religions sharing their knowledge to enhance learning within assemblies, lessons and cultural days. These help to enrich understanding of diversity and promote cultural awareness. Drawing on shared experiences from parents, pupils and staff we are able to develop greater understanding. Form time discussions, House meetings and class work promote the diversity of society and the right for each person to be respected and valued equally regardless of ability, gender, faith, heritage or race.

November 2020