



British Values Statement

Our School Vision

Our community prepares our children for a future that they will create.

Our School Values



British Values

In striving to realise our vision for children, the school recognises the multi-cultural, multi-faith and ever changing nature of the United Kingdom. We seek to ensure that children understand what are deemed to be British Values and that these underpin all aspects of the school's work.

In 2014 The Department for Education stated 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 defined 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 for 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. They are reflected in the clear school values which are displayed around the school and are woven throughout the fabric of all that we do. We are committed to the work undertaken in gaining the UNICEF Rights Respecting Schools (RRSA) Gold Award which recognises our achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between pupils and adults, between adults and between pupils

We aim to support children on their journey towards becoming caring, democratic, responsible and tolerant adults who make a positive contribution 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.

The school uses opportunities within the National Curriculum and beyond to secure such outcomes for students. The examples which follow show some of the many ways our school seeks to embed British values. The Spiritual, Moral, Social and Cultural (SMSC) aspects of the school's work are a strength and are evidenced in the curriculum and day to day life of the school. This statement forms part of the school's approach to tackling extremism and safeguarding children. Further details can be found on the school website www.thomasbuxton.towerhamlets.sch.uk and in the Safeguarding Policy.

Democracy

- All children are encouraged to discuss topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils.
- Children also have the opportunity to have their voices heard through school council elections and meetings, pupil questionnaires and pupil surveys carried out through teaching and learning reviews.
- The elections of members of the School Council are based on pupil votes

Rule of Law

- School rules and expectations are clear, fair and regularly promoted. Our school follows a clear behaviour policy which rewards good behaviour and sets out fair sanctions where required.
- Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies and in the playground.
- Pupils are encouraged to respect the law and Thomas Buxton hosts visits from authorities such as the Police, Fire Service, Ambulance, etc. to help reinforce this message

- The 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.
- A team of Peer Mediators work to resolve conflict and disagreement at break time and lunchtime.
- Pupils are encouraged to be independent learners, constantly making choices, within a safe and supportive environment.



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. E.g. by signing up for extra-curricular clubs.
- 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, for example 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 also operates a robust system of behaviour tracking so that patterns of behaviour are analysed and groups of pupils who may be at risk are effectively identified.
- Pupils have key roles and responsibilities in school e.g. Peer mediators , Job Centre and Ambassadors

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

- We celebrate ethnic or cultural heritage, or religious identity and we make clear that we are united in living out the shared values of the school.
- The pupils know and understand that it is expected that respect is shown to everyone, adults and children. Collaborative work is used within lessons and children value others' opinions.
- 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.
- Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class.
- 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.
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our curriculum. These curriculum topics offer children the chance to reflect on our core values and British values

