

SBA British Values Statement



The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

St Buryan Academy Primary School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. We are dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

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

The academy uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways St Buryan Academy seeks to instil British Values.

Democracy

We have a School Parliament which meets each month.
The Parliament is composed of 2 proposed and elected members of each year group- one boy and one girl.
These year group representatives are changed termly.
Recently our School Parliament has contributed towards the decision to refurbish the older set of toilets, extend the outdoor play area and provide a library in school.
The school council was responsible for naming the new library space 'The Chough's Nest', having consulted with other members of their year group and voting.

Our biannual Y5/6 visits to Parliament reinforce understanding of this system which is then disseminated to the lower school.
We have also requested and been visited by members of Parliament's Education Service

who have spoken to the whole school in assemblies.
We held a 'Mock Election' during the National Election of 2014.

Additionally we organise annual pupil surveys to collate pupil voice.

The rule of law

Our pupils are taught the value and reasons behind school rules; they understand the consequences which may follow if these rules are not adhered to.

This message is reinforced by visits to school by authorities such as the Police, the Army, Fire Safety team and outside Life skills Visits in Y5-6.

Individual liberty

Pupils are taught the importance of decision making and the thinking behind the individual choices that they are encouraged to make within the safe environment of school.

They also are taught to understand and consider the consequences that this decision making process may have.

Visits from organisations such as 'Safe Cornwall' tackle the issue of what 'Bullying' looks like and reinforces the work continually covered in school concerning the different types of bullying, including cyber-bullying.

Any reports of a racial/homophobic nature are entered into the school's 'Serious Incident Log' which is kept in the Head's office.

The school has a robust Anti-Bullying policy and all reports concerning bullying from either pupils or parents are dealt with quickly and to the satisfaction of all concerned parties.

Mutual respect

The school's ethos centres around

- Be kind
- Be safe
- Be responsible

All pupils are taught to understand that their behaviour impacts on others and that should treat one another with respect at all times.

This is reinforced within the school curriculum including PE and extra-curricular activities, residential experiences etc.

Adults within school are expected to model this culture of mutual respect at all times.

Tolerance of those of different faiths and beliefs

Our Religious Education curriculum promotes the understanding and tolerance of different faiths and cultures which is vital in an area of cultural deprivation such as ours.

Opportunities are taken to invite visitors of different faiths into school to encourage meaningful understanding, such as a Sikh lady who regularly visits school to deliver a carefully constructed set of lessons concerning Sikhism which is rolled out to the whole school community.