



Hummingbird Learning Lab PROMOTING BRITISH VALUES AND ANTI-RACISM POLICY

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In light of the need for education to play its part in ensuring children grow up embracing all ethnicities, races and religions and that all children see themselves reflected in settings, during lessons, within our wider community and globally we will implement the following policy to promote British Values:

The definition of British Values was set out by the government in the 2011 Prevent Strategy, and added to Ofsted inspection guidance in 2014 to create and enforce a clear and rigorous expectation on all schools to promote fundamental British Values of

1. democracy,
2. the rule of law,
3. individual liberty and
4. mutual respect and tolerance of those with different faiths, races and beliefs.

At HLL we want to lean away from the word 'tolerance' and towards the verb 'embrace' so as to ensure difference isn't something we 'put up with' but rather fully accept and celebrate.

At HLL these values are regularly promoted through high quality teaching, a carefully planned programme of learner gatherings and reflection activities and a positive behaviour policy. This provision allows children to develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to,

life in modern Britain. This includes work around anti-racism linked to the news, history and wider culture.

As well as teaching our learners, our active promotion of these values also means that we challenge children, staff or parents who express contrary opinions.

British Values are promoted in the following way:

Democracy

- By providing children with a broad general knowledge of, and promoting respect for, public institutions and services
- Teaching children how they can influence decision-making through the democratic process
- Including in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encouraging the children to become involved in the decision making processes and ensure they are listened to in school
- Holding 'mock elections' so children learn how to argue and defend points of view. For example, let's take a vote on where we go this afternoon, to the woods or to the brook?
- Helping children to express their views via emotion coaching, talking turns, reflection time at various times of the day.
- Teaching children how public services operate and how they are held to account, by visiting the local amenities such as the library.
- Teaching children about how democracy has not always been the same and has at times contained injustice and bias.
- Modelling how perceived injustice can be peacefully challenged. Via coaching and role modelling children through conflict resolution scenarios using approaches such as Restorative Justice.

Rule of Law

- Ensuring school rules, agreements, codes and expectations are clear and fair, and for children to play a significant part in creating their own versions of these for their groups.
- Helping children to distinguish right from wrong.
- Helping children to respect the law and the basis on which it is made.

- Helping children to understand that living under the rule of law protects individuals.
- Including visits from law enforcement personnel in the program when appropriate.
- Teaching children aspects of both civil and criminal law and discussing how this might differ from some religious laws and the laws of other countries in age appropriate ways.
- Developing Restorative Justice approaches to resolving conflicts.

Individual Liberty

- Supporting children to develop their self-knowledge, -esteem, -belief and -confidence by celebrating differences and using reflection times to self express successes and challenges and highlight and celebrate those of others.
- Encouraging children to take responsibility for their behaviour, as well as knowing their rights (includes reference to the UN Charter of Human Rights and UN Charter of Children's Rights).
- Recognising the impact on liberty due to people being different considering disability, race, sexuality and areas where liberty is to be expected.
- Modelling freedom of speech through pupil participation, while ensuring protection of vulnerable children and promoting critical analysis of evidence.
- Challenging stereotypes.
- Implementing a strong anti-bullying culture.
- Following the UNICEF rights respecting schools agenda.

Respect and Tolerance

- Promoting respect for individual differences.
- Helping children to acquire an understanding of, and respect for, their own and others' culture, religion and ways of life.
- Challenging prejudicial or discriminatory behaviour.
- Organising visits to places of worship and developing links with faith communities where possible.
- Developing initial personal thinking skills.
- Discuss differences between people, such as differences of faith, ethnicity, disability, race, gender or sexuality and differences of family situations, such as looked-after children or young carers, as well as wealth and the distribution

of wealth and support from the government through funding such as pupil premium and other benefits that support educationally.

Given the state of global politics and of society and democracy this policy will be visited and amended regularly as situations arise.
