



British and School Values at JCS Statement

The DfE have reinforced the 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.”

At John Chilton School, we value the diversity of the backgrounds of all pupils, families and the wider school community and strongly believe in upholding British values through all aspects of our school provision.



Our school’s values, vision and aims incorporate British Values and are strengthened throughout the curriculum and the school day.

SCHOOL VISION AND AIMS:

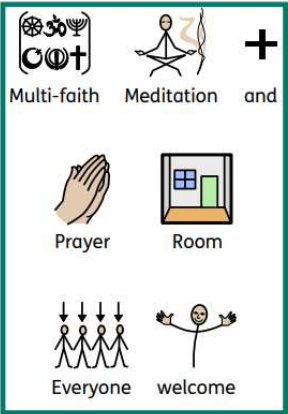
At John Chilton School, we strive for the development of confident, motivated and independent learners in a sociable, safe and accessible environment; supported by communication and engagement between home, school and partnerships. confident, motivated and independent learners in a sociable, safe and accessible environment; supported by communication and engagement between home, school and partnerships.

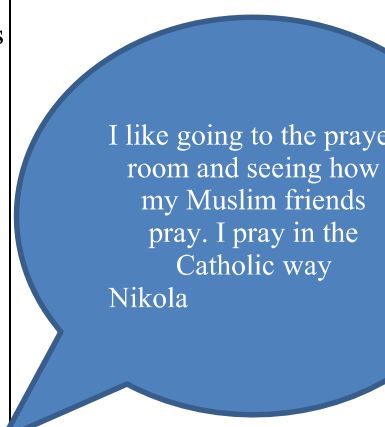
We aim for our pupils to:

- leave the school with the skills, abilities, potential and confidence to meet the challenge of adult life in a fast-changing world, including where to get help;
- increase their awareness of mental health and emotional wellbeing, to be in control of their lives and be able to self-regulate;
- gain independence skills including, travel, community use and cooking skills wherever possible;
- understand their disability, cope with the emotional stresses often associated with disability and be empowered with the skills, knowledge and attitude to take responsibility for managing their needs into adult life;
- develop lively, enquiring minds and have the opportunity to achieve nationally recognised qualifications;
- communicate effectively and confidently with a range of people in a variety of contexts, including carers;
- use the internet safely and with purpose;
- develop positive attitudes towards healthy lifestyles and diverse communities, promoting activity, creativity and competition through sport and leisure; develop an awareness and appreciation of art, music and the environment;
- be an active member of society either in work or by using community groups and facilities productively.

British Value	Examples of Evidence	Examples of Impact
Democracy <i>An understanding of how pupils can influence decision making through the democratic process</i>	Pupil Voice and Decision Making: <ul style="list-style-type: none"> School Council Sports Crew Annual Reviews Jack Petchey Award system Pupil voice questionnaire annually Curriculum Activities: <ul style="list-style-type: none"> Reasonable discussion/debates Mock campaigns and elections Lunchtime clubs Community celebrations, British democracy rule e.g. Queen's birthday/ Jubilee, General elections Pupil Responsibilities: <ul style="list-style-type: none"> Buddies and Ambassadors Taking messages 	<ul style="list-style-type: none"> Respect for public services and institutions A knowledge that their voice is important when choosing future pathways and making choices about themselves-self autonomy Respect for listening to others and taking on their opinions and thoughts-compromise Taking on responsibility and planning events Pupils have and share a sense of fairness Change of clubs available based on pupil voice
The Rule of Law <i>An appreciation that living with laws protects pupils and is essential for wellbeing and safety</i> 	Codes of Conduct: <ul style="list-style-type: none"> Rules: class, playground, dining room, pool, etc. Rewards/merits and consequences Simon Rosenberg Award Restorative justice/Round table approach LGBT stickers on every door My Concerns- clear procedures and protocols for dealing with any bullying issues, incidents of racial, homophobic and other forms of discrimination Curriculum Activities: <ul style="list-style-type: none"> Safety (including e-safety) Anti-bullying Travel Training Citizenship, processes of law People who help us, e.g. community police officer Relationships education- Diversity role models 	<ul style="list-style-type: none"> Behaviour and personal development is Outstanding Pupils engage with SEMH team and positive ethos Pupils recognise and report unsafe environments and activities, becoming ready for adult life Pupils recognise adults who can help them 

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<p>Individual liberty <i>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law; self-expression and freedom to choose</i></p> 	<p>Curriculum Activities:</p> <ul style="list-style-type: none"> • Working Together • Assemblies • RE days • Cubs • Clubs • Drama and role play • Promotion of school values through activities: Independent, Confident, Motivated • Charity- fund raising, food bank • CEIAG • Prevent training- small steps • Community celebrations reflecting on British and World history e.g. VE day and end of WW1 • Diversity Role Models • Family events • Diverse staffing • Displays and books promoting diversity • Curriculum is diverse and covers different cultures, religions, sexuality, genders and ages etc 	<ul style="list-style-type: none"> • Pupils are tolerant and there are rare incidences of prejudice and discrimination • Pupils are empathic and support each other • Pupils take opportunities to express themselves verbally and artistically and appreciate others • Parents and families come to events • Family voice is clearly complimentary about the school.
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	Support: <ul style="list-style-type: none"> • SEMH team and approach • Praise and positive behaviour modelling • Scaffolding and prompting • Therapy and welfare 	
Mutual respect and tolerance of those of with different faiths and beliefs <i>An acceptance that other people have different faiths or beliefs (or have none) is accepted and tolerated and should not be cause of prejudice or discrimination; and an understanding of the importance of identifying and combatting discrimination</i>	Curriculum Activities: <ul style="list-style-type: none"> • RE days • Working Together • Dialogue, discussion and debate • Visits and visitors- music and dance, theatre, sharing faith and beliefs (visitors from other faiths – Rabbi etc.) • Flamingo Chicks • MFL • Multi-faith and cultural assemblies • Art and creative days covering SMSC aspects • Special days – BHM, remembrance, inspirational people (e.g. Malaha) • Disability awareness • Family International Evening • Charity- fund raising, food bank • Work with subject leads for Diversifying the curriculum- racial equality, gender balance, disability • Diversity Role Models- embracing difference and ending bullying (celebrating diversity in the curriculum and ethos- SMSC & PSHE) Role Models of: <ul style="list-style-type: none"> • Empathy • Acceptance • Forgiveness- restorative justice • Challenge and celebrate 	<ul style="list-style-type: none"> • Pupils develop varied social and friendship networks • Pupils actively participate and enjoy a range of different creative and cultural experiences • Pupils are able to share their faiths and beliefs with others confidently  <p>I like going to the prayer room and seeing how my Muslim friends pray. I pray in the Catholic way Nikola</p>