

Hafs Policy on Promoting Fundamental British Values

The DfE have recently 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.”

The government set out its definition of British values in the 2011 *Prevent Strategy*, and these values have been reiterated by the Prime Minister this year. At Hafs Academy these values are reinforced regularly and in the following ways:

Democracy

Democracy is evident throughout our school. Pupils have the opportunity to have their voices heard through our Pupil questionnaires, the election of Class Representatives. Our school’s Behaviour Policy involves rewards which the pupils vote on as a class group i.e. choices for golden time.

The Rule of Law

The importance of Laws/rules, whether they be those that govern the class, the school, or the country, are consistently reinforced, particularly during school and class assemblies and SMSC. Pupils are taught the **value and reasons behind laws**; that they govern and protect us, the responsibilities that this involves and consequences when laws/rules are broken.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and SMSC lessons. Whether it be through **choice of challenge, how they record work**, selection of lunches or participation in our **extra-curricular clubs** - pupils are given the **freedom to make choices**.

Mutual Respect

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown.

Tolerance of and respect for those of all faiths, no faith, different cultures and lifestyles

This is achieved through enhancing pupils understanding of their place in a **culturally diverse society** and by giving them opportunities to experience such diversity. Assemblies and discussions involving **prejudices and prejudice-based issues** have been followed and supported by learning in **RE and SMSC**. Members of **different faiths or religions** are encouraged to share their knowledge to enhance learning.