

Human Values Policy

(including British Values within Prevent Strategy)

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*This document is to be read in conjunction with the school's **British Values Statement 2017-18** which details examples from across the school of our curriculum delivery that specifically promote British values.*

Statement

At South Devon Steiner School we have adopted and adhere to Promoting British Values and have developed our own policy including British Values as a subset of Promoting Human Values.

We are an inclusive school and our ethos and curriculum enable children to be independent learners, to make choices and to build strong relationships with their peers and all adults. We believe that children and young people flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

We would challenge pupils, staff or parents who expressed opinions contrary to fundamental human values.

British values are defined by the Department for Education as:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance for those with different faiths and beliefs

These are implicitly embedded in Steiner education and therefore in the curriculum and ethos of South Devon Steiner School. All staff are expected to uphold and promote these values. Listed below are some of the ways in which staff work with these values at the school.

Democracy: making decisions together

Throughout the school, staff will encourage children to see their role as an individual within a bigger social structure, ensuring that the children know their views count, that they value each other's views and values and are able to talk about their feelings.

The College of Management and all staff and the Council of Trustees are aware how important it is that they endeavour to model mutual respect and skilful communication both for their own effective working and wellbeing and in the knowledge that every part affects the whole and this will almost certainly have an influence throughout the school.

Class plays, games and music lessons and choir as well as many other group activities give plenty of opportunities for children to practise their social skills.

On our many class trips, pupils learn to balance their own wish for freedom with the needs of the group.

The Class 5 curriculum covers the origins of democracy and its importance as a concept and principle, and this is met again in more depth in later main lessons.

In older classes staff can demonstrate democracy in action, for example, by helping a class to agree on a decision through a vote, or holding a mock election to teach students about the electoral system in the UK. Our student council is a further example of this.

Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

The College of Management at SDSS is itself a body of people who make decisions together.

The rule of law: understanding that rules matter

Staff will help children to understand their own and others' behaviour and its consequences, and to distinguish right from wrong. Staff sometimes collaborate with children to create the rules and the codes of behaviour and ensure that all children understand that rules apply to everyone.

Our Behaviour Policy is of central importance in the school and is explained to the children at the start of each year so that they understand our expectations. Through application of the policy they learn that there are consequences if rules are not followed.

Games played in the playground are sometimes subject to rules set by adults but often the rules are developed by the children through negotiation with each other, and we encourage this approach. Stories told as part of the curriculum in Classes 1-3 provide imaginative understanding of moral and social practice, good and evil, justice and redemption.

In Class 6 the study of the Romans gives a wonderful opportunity to consider the importance of the rule of law, and this is also a theme for Religion lessons.

Individual liberty: freedom for all

At South Devon Steiner School, we encourage children to develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing them to take appropriate risks (e.g. tree climbing), to develop their creative self-expression through music, drama, art and craft, talking about their experiences and learning through various forms of safe and constructive feedback.

Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that everyone is free to have different opinions.

Mutual respect and tolerance: treat others as you want to be treated

Our school promotes an ethos of inclusivity and tolerance where differing views, faiths, cultures and races

are valued and where children are encouraged to engage with the wider community.

Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

We are open to celebrating festivals from all religions, and often do this with help from parents of pupils with different faiths.

All students learn a foreign language from the age of 6, and the curriculum covers cultural aspects as well as the study of the language. Every year in the upper school we welcome several visiting students from overseas, and we have a mutually beneficial partnership with a school in Germany which enables students from both schools to spend some time living with a family in a different country and experiencing a different way of life. Termly school exchanges with students from different countries offer the opportunity for students to live with a foreign family and share their way of life for an extended period of time. Around 80 foreign students from all over the world visit our school per year.

Staff will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Staff are expected to promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Controls:

- Curriculum and ethos of our school
- Relevant other policies (see references)

Information/advice/guidance:

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils Departmental advice for independent schools, academies and free schools (DfE)
- Guidance on promoting British values in schools (DfE) 2014

Compliance:

- Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard 29 September 2014
- The prevent duty 2015
- Children Act 1989 & 2004
- Human rights Act 1998
- Working together to safeguard children 2015
- Statutory framework for the early years foundation stage, DfE 2017
- Race relations Act 1979 and 2000
- Counter Terrorism and Security Act 2015

References:

- Anti-radicalisation policy

- Behaviour policies
- Anti-bullying policy
- PSHEE policy
- Equal opportunities for pupils policy