



# Fundamental British Values Statement

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## **RSSKL Fundamental British Values Statement**

We feel that the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs as set out by the DfE are already implicitly embedded in Steiner education and therefore in the curriculum, ethos and in the work we do on a day to day basis at RSSKL. All staff are expected to uphold and promote these values. Acceptance and promotion of these values are important as they are also linked to our 'Anti-Radicalisation Policy and Staff Guidance' and set out in the Counter Terrorism and Security Act whereby we have a duty "to have due regard to the need to prevent people from being drawn into terrorism" (Please also see our Safeguarding Policy).

### **1.0 LOWER SCHOOL AND UPPER 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. Class plays, Games and Dancing 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 as well as in GCSE History.

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. The upper school 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.

SMT and College at RSSKL are 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 Student Discipline and 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 RSSKL 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, Eurythmy, 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**

RSSKL 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 through acts of community such as litter picking and carol singing at a local old people's home. Volunteering is a key component of the Duke of Edinburgh Award Scheme which we run at RSSKL, and in 2016 our first pupils are completing their National Citizen Service as well.

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 at RSSKL, and often do this with help from parents of pupils with different faiths. All students learn two languages 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 foreign students from overseas, and we have a mutually beneficial partnership with schools in Germany and France which enables students from both schools to spend time living with a family in a different country and experiencing a different way of life.

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.

## **2.0 IN THE EARLY YEARS SETTING**

Our duty in keeping the youngest members of our society safe and promoting their welfare is prioritised in our early years settings. We are committed to being alert to any safeguarding or child protection issues, including our Prevent duties, identifying and helping children who may be vulnerable to radicalisation or FGM, as well as our responsibilities around wider safeguarding risks.

We actively 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 Education Regulations 2014, part 2, section 5).

In the early years, these values are embedded in the 2014 Early Years Foundation stage, particularly in the 'Personal, Social and Emotional' development section and in the 'Understanding the World' section. Our commitment to lifelong learning as members of a Waldorf school also commits us to supporting all

members of this community – children, parents and the extended community and staff to create a more fair, tolerant and respectful world.

In the kindergarten we lead and teach through imitation, because from our experience we have seen that the young child learns more actively from observing what we do – not necessarily what we say. The young child is an excellent observer but not necessarily as good at interpretation. With this as a baseline, we place a very high value on how staff interact with each other, the children in their care and with their parents. All staff are expected to be empathic and kind in how they speak and behave. Helping ensure secure relationships and confident children by nurturing the children in their care is a priority for all staff. Education through self-directed play is equally important, enabling children to access their feelings and interact socially, and as an active learner, know what it is to be part of a community and the rewards thereof.

Here are some examples from the four key areas that illustrate how we approach this requirement to promote British values:

**Democracy:** - making decisions together

- Helping every child to know that they have a voice and will be listened to (and the corollary that they will listen to others) – conversations at the snack table and at birthday celebrations; resolving disagreement and conflict; negotiating rules of a game.
- Taking turns, sharing, collaboration - in outdoor games, circle games, play, puppet shows and plays.

**Rule of Law:** - Understanding that rule matter as cited in Personal, Social and Emotional dev.

- Visits from outside people like the fire service who have a positive influence in the community.
- Distinguishing right from wrong in stories (fairy and folk tales with clear values re the benefits of moral behaviour).
- Rules of games – board games, traditional games, skipping games, guessing games.
- Tidying up - in the garden and room - our collective behaviour matters in order to move on to the next step; on walks (no littering).
- High expectation of appropriate behaviour – e.g. clear rules re sand-pit (not throwing sand, no metal spades)

**Individual Liberty:** - Freedom for all.

Part of the focus on self-confidence and self-awareness and on People and Communities cited in Personal, Social and Emotional dev. and Understanding the World.

- Making choices and taking risks in a safe and supportive environment – e.g. Michaelmas courage trail, climbing trees and physical challenges.
- Encouraging confident independent learners through an enriched environment – choices between single, group play and adult led or child led work/activities in the pre circle part of the morning.
- A rich use of language in ring, stories and social interaction with the children, facilitating children to verbalise their feelings, listen to differences of experiences and opinions and giving children the necessary opportunities, time and encouragement to do this. E.g. family bereavements, divorce,

house moving. Given the space, they need whether from the child directly involved or another child, in play, story, conversation or behaviour changes.

**Mutual Respect and Tolerance:** - treat others as you would like to be treated.

Part of the focus on People and Communities, managing feelings and behaviours and making relationships as cited in Personal, Social and Emotional dev. and Understanding the World.

- All children and their families are encouraged to share their cultural backgrounds in ways they feel comfortable with, including celebrating religious and cultural festivals through stories, songs, crafts, food, clothes and other related experiences.
- Respect and tolerance is modelled by the staff and high expectation of behaviour encouraged in all children.
- Similarities and differences are celebrated in an atmosphere of inclusivity and tolerance. E.g. the change of light from Autumn to Winter; from external to internal as celebrated by worldwide festivals of light and are included in our yearly planning – e.g. Martinmas, Diwali, Hanukah, Santa Lucia, Christmas – with reference to the cultural composition of the group.
- Gratitude to nature, the earth, other people and each other – e.g. snack blessing, 'Thank You' when given food.
- Gender, cultural and racial stereotyping actively challenged e.g. conversations like 'boys don't wear skirts'; 'only girls and boys can marry'.
- Boys and girls are not segregated for any activities
- Responses from adults are developmentally appropriate and expand the child's horizons and points of reference sensitively.

To ensure an ethos of respect, tolerance and inclusivity in our setting, behaviour not in line with the fundamental British values of Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance, is actively challenged.

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