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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.”**

**British Values- Where Are They in Our School?**

Schools have a duty to teach British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those of other faiths and beliefs. Teachers are required, in the Conduct section of their Standards, to uphold public trust in the profession by not undermining fundamental British values (as above). Stepping Stones expects all staff to model and teach these values. If you believe that anyone at the school is undermining these values, you must report this to the Headteacher.

Stepping Stones recognises and celebrates the multi-ethnic and multi-faith nature of our country. This is particularly important as the vast majority of our students are male, White British and have limited opportunities at school to experience peers from a range of cultures and backgrounds. Our Equalities policy makes clear our intention to provide the best education we can for ***all*** of our students regardless of race, faith, gender, age and sexual orientation. Our meetings focus on positive values such as honesty, caring and respect.

**Democracy**

***An understanding of how citizens can influence decision-making through the democratic process.***

Democracy is a core value within our school. Pupils at Stepping Stones have the opportunity to have their voices heard through our weekly Student Voice sessions. Children are taught to voice their opinions in a respectful way, and we foster an environment where children are safe to disagree with each other.

**The rule of law**

***An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.***

The importance of rules and laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour. Pupils are taught the value and reasons behind rules and laws that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. We model and teach the necessity for rules with a clear system of rewards and consequences as well as restorative approaches. During PSHE we include developing an understanding of British and European law.

**Mutual respect**

***An understanding that we all don’t share the same beliefs and values****.* ***Respecting the values, ideas and beliefs of others whilst not imposing our own on others.***

Part of our school ethos, values and behaviour policy is based on ‘Respect’, and through PSHE which forms part of our core curriculum pupils have been part of discussions related to what this means and how it is shown which focusses on the principal that fairness in education does not mean that we get what we want but we get what we need. The school constantly promotes respect for others, which is reiterated through our classroom learning, as well as our behaviour policy. Respect is also a central part of our OCN framework as well as our developing global curriculum to emphasise the connectedness of people everywhere

**Tolerance of different faiths and beliefs**

***An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted, tolerated and should not be the cause of prejudice and discrimination.***

This is achieved through enhancing pupils understanding of their place in a culturally diverse society. This includes discussions involving prejudices and prejudice-based bullying that have been supported by learning in PSHE and the OCN framework. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Visitors from the community and those from different cultural backgrounds are welcomed and enrich the curriculum. Through developing our global curriculum, we encourage our pupils to compare and contrast different cultures without judgement or prejudice, encouraging them to ‘walk a mile’ in their shoes.

**Individual liberty**

***“*The right to believe, act and express oneself freely.”**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. They are encouraged to make these choices and decisions where they have the appropriate level of maturity. Through our tailored curriculum and holistic approach, as a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education whilst reminding them of the positive or negative consequences of their decisions. Pupils are encouraged to know, understand and exercise their rights and accompanying responsibilities and advised how to exercise these safely, for example through our E-Safety, OCN framework and PSHE lessons whilst providing boundaries to make the safer choice. Whether it be through choice of challenge, participation in our Peer Mentoring scheme and Student Voice sessions, pupils are given the freedom to make choices.