



BRIGHT CENTRES

WORKING TOWARDS A BRIGHTER FUTURE

British Values

Bright Centres

Date of Policy: January 2020

Date of Review: September 2020

BRIGHT CENTRES BRITISH VALUES

All students at Bright Centres consider British Values as part of their formal and informal curriculum.

Democracy

- The Centre processes are democratic for staff and pupils alike.
- Pupils voices are heard and have an appropriate influence on the life of the centre.
- Tutors are consulted and included in the decision making process.
- Pupils have capacity to explore democracy itself and debate it as a value and as a political system.

The rule of law

- The centre rules apply to all pupils and staff alike; and all pupils are equally subject to the rules; and staff alike.
- Pupils have the chance to reflect on why rules exist and how fairness is attempted through systems of rules, both in a classroom setting and across the whole centre.
- Pupils encounter representatives of the fire Service, Police, health professions and others to learn about the reasoning and purpose behind particular set of rules, such as road safety.
- Pupils consider whether all British citizens are really equal before the law in units of planned work on prejudice and discrimination.

Individual liberty

- Pupils are given opportunities to make choices and respect others.
- Pupils are given the opportunity to explore and consider the balance between rights, responsibilities, diversity and belonging that make up daily life in a diverse country like Britain.
- Pupils learn about the historical circumstances that led to the value of individual liberty and the liberal state.

Mutual Respect

- The BC behaviour policy and ethos is based on mutual respect.
- All staff model respectful behaviour, towards each other, parents and pupils.
- All staff model respectful behaviour of the Centre environment. All staff and pupils are expected to take litter seriously; displays celebrate students achievement, and the environment is warm and welcoming, a source of pride for members of the centre community.

- Expectations for all pupils are extremely high when it comes to respect; they behave respectfully towards each other, all adults and the centre environment at all times.
- Rewards and sanctions are developed with a view to creating and sustaining a respectful environment.
- All curriculum areas call for respectful attitudes in order to learn effectively, especially PE, the Arts and Humanities subjects. These subjects are supported and celebrated around the Centre.

Tolerance of those of different faiths and beliefs

- Pupils will learn about the notion of tolerance first in terms of interpersonal behaviour in the classroom, which is part of learning to live with each other.
- Pupils reflect on how they function harmoniously as a group, thinking about co-operation, sharing and being kind and generous to one another. Co-operation merits are given as part of every lesson.
- Pupils consider the value of tolerance as a factor of interpersonal relationships, relating this to questions about human rights and freedoms.
- Pupils debate the value and limits of tolerance and consider its relationship to acceptance, mutual understanding, warmth and love.
- Curriculum areas which offer the opportunity to learn about and explore the value of tolerance are supported and celebrated around the centre