

British Values Policy

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Endorsement: Full endorsement to this policy is given by:
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Signed: 

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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 Waldorf education and therefore in the curriculum and ethos of Brighton \Waldorf 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 encourage children to see their role as an individual within a bigger social structure, ensuring that the children know that their opinions count, that they respect each other's views and values and are able to talk about their feelings. Class plays, games 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. The College of Teachers at Brighton Waldorf School is itself a body of people who make decisions together.

The rule of law: understanding that rules matter

Staff 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. Games played in the playground are 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 Brighton Waldorf 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. They are able 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

Brighton Waldorf 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 through acts of generosity such as charitable activities and carol singing at a local old people's home. Children 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 Brighton Waldorf School, 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 students from overseas, and this enriches the social and cultural experience of the student's lives. 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 provide resources and activities that challenge gender, cultural and racial stereotyping.

Linked Policies:

- Anti-Radicalisation
- Safeguarding
- Anti-Bullying