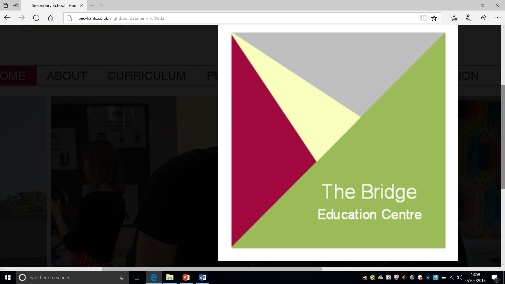
Promoting British Values

The Bridge Education Centre



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| **Approved by:** | Chris Bayliss | **Date:** 09/2023 |
| **Last reviewed on:** | 09/2023 **By:** Sam Belsey | |
| **Next review due by:** | 09/2025 **By:** Sam Belsey | |

**Promoting British Values:**

In 2011, the government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We promote these values through our school ethos and values, curriculum and through other school activities.

**Mission Statement:**

At the Bridge, we actively promote a culture of mutual respect, tolerance, the rule of law and equal opportunities and freedom. British values permeate throughout the Centre’s curriculum and school life and support all pupil’s holistic development. We empower pupils to embark on journeys of self-belief, enrichment and achievement.

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| **Value** | **How We Promote It** |
| **Democracy** | * We have a school council who meet once a half term to discuss and raise important key issues about the running of the Centre. The outcomes of these issues are shared with pupils. This has resulted in a number of things like changes to the school lunch menu, a new school uniform, trips and changes to the school day to name a few. * Pupils and teachers vote for Head Boy and Girl. This is way of educating on the subject of democracy and the electoral process. Roles include being a positive role model to younger pupils, interviewing and showing new staff around. * Democracy is promoted through our RS and PSHE lessons where pupils learn about the importance of a democratic system compared to other systems that are in place around the world. The includes understanding the importance of having their voices heard. Pupils have a PSHE lesson on democracy in the first half term of the Autumn term in year 11. * We follow a project called Votes for Schools where a statement is looked at across the Centre which ultimately results in pupils voting ‘yes’ or ‘no’. Topics have included questions such as:   + 1. Does war ever solve problems?     2. Can one person make a difference?     3. Does the news encourage terrorism?   Votes for Schools looks to challenge pupils by helping them appreciate other people’s perspectives and the reason for these views as well as showing them the importance of democracy and how their individual vote can make a difference. |
| **The rule of law** | * We have high expectations about pupil’s behavior and this is reflected in our Behaviour for Learning policy and the school rules. * We have a number of systems that reward pupils for good behaviour. This includes positive post cards and phone calls home. In addition, pupils who have completed all of their detentions are invited to go on a reward trip at the end of each term. Celebration assemblies also take place at the end of each half term which publically celebrate pupils achievements. Awards include:  1. Highest attendance 2. Subject awards for each subject 3. Top boy and girl for the pupil with the highest number of nomination 4. Head teachers award  * The rule of law is consistently discussed during RS lessons where students consider the importance of following rules as well as morality and decision-making. * Pupils are taught to understand the consequences for their actions and to realise rules and laws are needed in society for fairness and freedom. * The Centre has links with the local police force and the youth offending team (YOT). When necessary, our school police officer and pupils YOT workers visit the centre to encourage pupils to priorotise their own safety and act sensibly as good and constructive member of the community. * The Centre has an internal substance misuse leader (Jo Drew) that works with pupils every Wednesday to support them understanding the dangers and risks of drug use. |
| **Individual liberty** | * High aspirations are encouraged across Centre by teachers having high expectations of pupil’s ability and working towards boasting pupil’s self-esteem and self-worth. In academic lessons, pupils are challenged and given differentiated work which meets their individuals needs and abilities and helps them to reach their full potential. Additionally, on active sessions, pupils are encouraged to try activities and experiences they often have not tried before. * Pupils are taught how to keep themselves safe through PSHE and curriculum lessons which focus on a range of topics such as:  1. Healthy eating 2. Alcohol and drug use 3. Sex and consent 4. Mental health  * Pupils learn how to keep themselves safe online through ICT lessons and posters promoting this are displayed around the Centre. |
| **Mutual respect** | * We have high expectations about pupil’s behavior and this is reflected in our Behaviour for Learning policy and the school rules. * Incidents of bullying and discrimination, including those which are racist or homophobic to pupils or staff, are dealt with swiftly and firmly in restorative justice meetings so that all students understand that these behaviours are not tolerated. * During RS lessons, pupils learn about different faiths and cultures in a way that helps them to realise that difference and multiculturalism are part of our national identity and should be celebrated. * Group work is encouraged in lessons across academic subjects. This is also encouraged in active sessions where pupils regularly play team games, such as football and basketball and have to support each other in activities such as climbing. This helps pupils to develop the skills of cooperation, collaboration, supporting and encouraging each other and mutual respect despite differences. * PSHE lessons are used to teach pupils about bullying and discrimination. Pupils are taught how to respond to it and how as a Centre we can combat it. * A member of staff will act as the youth ambassador (currently Milly Lynch) who will be responsible for supporting pupils through a number of different areas such as LGBTQ and boy’s mental health. She will work to increase staff awareness around these areas. * Once a week KS3 pupils have a therapeutic lesson to support their social, emotional and mental health needs. Included in that process are restorative circles so that students gain a sense of community and are able to resolve their own problems in a controlled way. |
| **Tolerance of different faiths and beliefs** | * We have high expectations about pupil’s behavior and this is reflected in our Behaviour for Learning policy and the school rules. * RS lessons are used to teach pupils the importance of being tolerant and understanding of different faiths and beliefs. Pupils understand that these lessons are an opportunity to discuss different views and beliefs that may be different from their own. They know that this is a safe place to do so and consequently they are encouraged to be honest and curious. * Pupils have the opportunity to visit places of worship, such as Medina Mosque, in correlation with KS3 RS topics where ‘Beliefs and Practices in Islam’ and ‘Misconceptions and Stereotypes in Islam’ are looked at. * There are a number of different staff from different cultures and faiths. This helps pupils to becoming increasingly tolerant on a first-hand level as they get to know and speak to people who they may not otherwise have spent time with. * Topical work on different faiths and beliefs, often including pupils work, is displayed around the Centre at key times such as Christmas, Ramadan and the Chinese New Year. |