

	British Values Statement
Associated Policies:	<ul style="list-style-type: none"> Equality Policy
1 Policy Statement	<p>1.1 This policy will have consideration for the following guidance:</p> <ul style="list-style-type: none"> Ofsted, School Inspection Handbook, 2019 DfE, Improving the Spiritual, Moral, Social and Cultural (SMSC) development of pupils, 2014 <p>1.2 The Department for Education (DfE) states that there is the need <i>“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.”</i></p> <p>1.3 The DfE defines British Values as follows:</p> <ul style="list-style-type: none"> Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs <p>1.4 Northampton School for Girls (NSG) values its diverse communities within the school, families and wider community. NSG reflects British values in all that we do: we encourage our students to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. T</p> <p>1.5 We understand the importance of promoting British values and actively promote these through the following ways:</p> <p>1.5.1 Democracy: Students have the opportunity to have their voices heard through student forums, student voice questionnaires, the school council and through the sixth form student leadership team (to which students are elected). We promote a school environment where questions are valued and encouraged.</p> <p>1.5.2 The Rule of Law: The importance of Law, whether they be those that govern the class, the school or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour through school assemblies.</p> <p>Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from organisations, such as the Police, help reinforce this message.</p> <p>Our Behaviour and Anti-Bullying policies set out a zero-tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parent and carers.</p>

1.5.3 Individual Liberty: Within school, students are actively encouraged to make good choices, knowing that they are in a safe and supportive environment. As a school, we aim to educate and provide boundaries for our students to make choices safely, through our provision of a safe environment and empowering education.

Our students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Our aim is to work towards pupils having full independence.

1.5.4 Mutual Respect: Respect underpins our school's ethos: **'Respect for Self. Respect for Others. Respect for Learning.'**

Students frequently engage in assemblies and discussions related to what these values mean and how they are demonstrated.

Our ethos promotes:

1. **'Respect for Self':** Students are supported to understand that this refers to having a positive regard and appreciation for oneself, including recognising one's worth, treating oneself with kindness and care, and maintaining personal integrity. It involves several key aspects:

- **Self-Acceptance:** Embracing who you are, with all your strengths and weaknesses, without harsh judgment or unrealistic expectations.
- **Self-Care:** Prioritising your physical, mental, and emotional wellbeing by engaging in healthy behaviours, setting boundaries, and taking time for rest and relaxation.
- **Self-Confidence:** Believing in your abilities and trusting yourself to handle various situations, challenges, and opportunities.
- **Personal Integrity:** Upholding your values and principles, being honest with yourself, and living in alignment with your true beliefs.
- **Healthy Boundaries:** Setting limits with others to protect your time, energy, and emotional wellbeing, ensuring that your needs and rights are respected.
- **Growth Mindset:** Being open to learning, growing, and improving yourself, acknowledging that mistakes and failures are part of the journey.

Respect for self is foundational to building healthy relationships, achieving personal goals, and maintaining overall happiness and fulfilment.

2. **'Respect for Others':** Both in and out of the classroom students are helped to acquire an understanding of, and respect for, their own and other opinions, cultures and ways of life. Staff and students are encouraged to challenge prejudicial or discriminatory behaviour. It includes several key elements:

- **Active Listening:** Give your full attention when someone is speaking, showing that you value their thoughts and opinions.
- **Empathy:** Try to understand and share the feelings of others, showing compassion and kindness.
- **Politeness:** Use courteous language, say "please" and "thank you," and showing respectful behaviours.
- **Acceptance:** Embrace and celebrate differences in culture, beliefs, and backgrounds.

	<ul style="list-style-type: none"> • Supportiveness: Offer help and encouragement to others, fostering a positive and inclusive environment. • Conflict Resolution: Address disagreements calmly and constructively, seeking solutions that respect everyone's viewpoints. • Personal Boundaries: Recognise and respect the personal space and privacy of others. • Inclusivity: Try to include everyone in activities and conversations, ensuring no one feels left out. <p>3. 'Respect for Learning': This involves valuing the process and pursuit of knowledge and understanding. It encompasses several key elements:</p> <ul style="list-style-type: none"> • Curiosity and Openness: Approaching learning with a curious and open mind, eager to explore new ideas, perspectives, and information. • Commitment to Growth: Recognising that learning is a lifelong process and being committed to continually expanding your knowledge and skills. • Appreciation of Effort: Valuing the effort and dedication required to learn, understanding that persistence and hard work are integral to gaining new insights and competencies. • Critical Thinking: Engaging with information critically, questioning assumptions, evaluating evidence, and seeking to understand the deeper meaning and context of what you learn. • Ethical Scholarship: Upholding academic integrity by acknowledging sources, avoiding plagiarism, and conducting honest and responsible research. • Patience and Perseverance: Being patient with yourself and others during the learning process, understanding that mastering new concepts can take time and practice. • Collaboration and Sharing: Valuing the contributions of others in the learning process, participating in collaborative learning experiences, and sharing knowledge generously. • Adaptability: Being open to change and willing to adapt your thinking when presented with new evidence or perspectives that challenge your existing beliefs. • Reflection: Taking time to reflect on what you have learned, how it applies to your life, and how it can be used to make informed decisions and contribute positively to society. <p>1.5.5 Tolerance of those of Different Faiths and Beliefs: This is achieved through enhancing students' understanding of their place in a culturally diverse school and in a culturally diverse society, and by giving them opportunities to experience such diversity.</p>
2	Who does this policy apply to?
	Students and Staff
3	Who is responsible for carrying out this policy?
	<p>The Governing Board</p> <p>The Headteacher and Senior Leadership Team</p>
5	Policy Review
	6.1 This policy will be monitored as part of the School's annual internal review and reviewed on a three year cycle or as required by legislature changes.