



CHIPPING NORTON  
SCHOOL

**BRITISH VALUES STATEMENT**  
(NON-STATUTORY)

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<b>Reviewed by:</b>	<b>Local Governing Body</b>
<b>Date reviewed:</b>	<b>February 2023</b>
<b>Next review:</b>	<b>February 2025 (every two years)</b>
<b>Member of staff responsible:</b>	<b>Mr Barry Doherty (Headteacher)</b>

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***Our Commitment to British Values***

The Department for Education requires schools “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 are promoted through our social, moral, spiritual and cultural, (SMSC) education which permeates through the schools’ assemblies, the A and B week tutor programme, character education lessons, the wider curriculum and student voice. At its heart, our teaching and learning principles and actions pursue a school in which [everyone achieves because everyone belongs](#).

Our approach to promoting fundamental British values follows [equal opportunities guidance](#) which guarantees that there will be no discrimination against any individual or group.

***Promoting fundamental ‘British values’***

At Chipping Norton School, we use a range of strategies within the curriculum and beyond to secure the promotion of SMSC and fundamental British values. [Our core values of compassion, courage, creativity and curiosity](#) demonstrate our commitment to promoting fundamental British values, are visible throughout the school environment and are promoted in everything we do.

There is also an expectation that all teachers seek-out and develop opportunities for the effective promotion of a students’ SMSC education in lessons.

### *Democracy*

All students have an opportunity to develop and demonstrate their knowledge and understanding of democracy through:

- A curriculum that develops pupil understanding of British life and preparation for modern British life;
- Various opportunities to participate in roles of responsibility within the school;
- The selection of house captains, peer mentors and student voice leaders.

### *The Rule of Law*

All students have an opportunity to develop and demonstrate their knowledge and understanding of the rule of law through:

- The [school's behaviour policy](#), including a clear code of conduct and expectations for all pupils based on the principles of being safe, being respectful and being ready;
- A robust anti-bullying culture rooted in a unambiguous policy and commitment to protect the victim and to work tirelessly with those who harass or bully others;
- A comprehensive system of rewards, recognition and sanctions;
- A [character education and personal development curriculum](#) which focuses on the rule of law and respect for all;
- Values-based school assemblies led by the senior team that ensure an equal, diverse and inclusive representation of human experience and heroism;
- Restorative approaches to conflict;
- Effective links with our local community police officer when students' community (or school) behaviours risks becoming unlawful.

### *Individual Liberty*

All students have an opportunity to develop and demonstrate their knowledge and understanding of individual liberty through:

- The [school's behaviour policy](#), including a clear [code of conduct](#) and expectations for all students, and members of staff;
- An outstanding system of pastoral care, guidance and support;
- A robust anti-bullying culture and a comprehensive behaviour and [anti-bullying policies](#);
- Participation in a wide variety of school and local community charitable events and opportunities for volunteering;
- Students have key roles and responsibilities in school, such as house captains, sports leaders, community volunteers, sustainability leaders and peer mentors;
- All students are actively encouraged to make choices and understand their consequences - knowing that they are in safe and supportive environment;
- Our [character education curriculum](#) educates and provide boundaries for students to make choices safely, including those relating to e-safety, relationships and extremism.

### *Mutual respect*

All students have opportunities to develop and demonstrate their knowledge and understanding of mutual respect through:

- The [school's behaviour policy](#), including a clear [code of conduct](#) and expectations for all students, and members of staff;
- An outstanding system of pastoral care, guidance and support;
- A teaching and learning environment based on mutual respect and the pursuit of everyone achieving;
- A robust anti-bullying culture and a comprehensive behaviour and [anti-bullying policies](#);
- A comprehensive system of rewards, recognition and sanctions;
- A [curriculum](#) where all pupils have an opportunity to express their views in a safe environment where the thoughts and answers of all are respected;
- Our character education curriculum, including Sex and Relationship Education;
- Values-based school assemblies, daily tutor activities, and a fortnightly tutor time [character education lesson](#);
- Our peer mentors, house captains and sports leaders promote mutual respect between students throughout the school community;
- Tolerance of different beliefs, cultures and faiths.

Furthermore, all students have an opportunity to develop and demonstrate their knowledge and understanding of the tolerance of different beliefs, cultures and faiths through:

- The Religious Education curriculum, which is compulsory for all students up to the end of KS3, provides a broad and balanced education on a range of faiths, religions and cultures;
- Students are also actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the year;
- An experience of a wide variety of cultures through curriculum themes assemblies;
- Sporting and house competitions that helps to instil 'fair play', healthy competition, and engender a 'team spirit';
- Links with other local and national bodies, including other schools and community partners.