

British Values Policy

Policy Information			
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Author of policy's role	Accreditation Department		
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British Values Policy

Promoting Fundamental British Values

Rationale

A key part of our plan for high quality education is to ensure children become valuable and fully rounded members of society who treat others with respect and leave school fully prepared for life in the UAE and Beyond.

Legal Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education (Independent School Standards) Regulations 2014
- ISCS SMSC Policy of Improving the spiritual, moral, social, and cultural (SMSC) development of students

This policy operates in conjunction with the following school policies:

- Behavior Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy
- Disciplinary Policy and Procedure

ISCS children will develop ...

- An understanding of how global citizens can influence decision-making through the autonomous process-individual voice count
- An understanding that diversity, religions, and own cultures are protected in law
- An acceptance that people having different faiths and beliefs to oneself should be accepted and tolerated, and should not be the cause of discriminatory behavior
- An understanding of the importance of identifying and combating discrimination

Our Aims ...

- To provide every child with the life skills to become successful learners who reach their full potential.
- To provide a safe, supportive, stimulating, and inclusive environment where every child is recognized, cared for, encouraged, and valued.
- ISCS will actively ensure the involvement of the whole community, particularly families, who have a vital role in supporting their children's education. This partnership will encourage healthy and positive attitudes motivating children to become life-long learners.

Promoting Fundamental British Values

International School of Creative Science is a multicultural community of learners who experience a diverse range of backgrounds. This helps our school community to be tolerant of, show mutual respect for and celebrate the similarities and differences of all ages, abilities, and cultures. We actively promote the students' SMSC development through our curriculum and enrichment opportunities and the fundamental British and School Values are an integral part of this.

Staff encourage children to know that their views count, to value each other's views and to talk about their feelings.

School Council

The election of School Council members reflects the British electoral system. Students consider the necessary characteristics for an effective council member and vote using a secret ballot. The Council meet regularly to bring suggestions to the table from their peers and make decisions about ways to improve the school for the benefit of all. Examples of positive changes made are – designing and choosing activities in outdoor fields, being involved in the implementation of healthier choices at lunchtimes, planning anti-bullying week activities and charity events.

British Values Consideration

At ISCS 'British Values' are considered in the following ways:

Value	Examples of Evidence at ISCS
Democracy	○ Mission Statement ○ Voice and Choice ○ The election of the School Council ○ Children are asked to respond and reflect on the teaching and learning ○ Ownership of their school and their own learning and progress ○ Parents' opinions: questionnaires, surveys at parents' evenings and opportunities to comment on whole school matters e.g., after school provision

	Children, parents, and staff have many opportunities for their voices to be heard at ISCS. Democracy is central to how we operate. An obvious example is our Student Council. The election of the Council members reflects our British electoral system and demonstrates democracy in action: ○ candidates make speeches, students consider characteristics important for an elected representative, students vote in secret using ballot boxes etc. Made up of one representative from each class, the Council meets regularly to discuss issues raised by the different classes. The council has its own agenda and is able to affect change within the school; in the past, the School Council has hosted fundraising activities and helped to provide charity items to children around the world. The Council are actively involved in providing teachers with feedback. Another example of ‘student voice’ is: ○ children are asked to respond and reflect on the teaching and learning they receive as well as make suggestions for the school to consider. ○ Students are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. At ISCS we encourage students to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated daily by our students. Parents’ opinions are welcomed at the school through methods such as questionnaires, surveys, and opportunities to comment on whole school matters e.g. After school activities.
The Rule of Law	○ Mission Statement/ School aims ○ Behavior Policy ○ Display of class rules in each classroom, ○ Playground rules (displayed on playground walls in each Key Stage) ○ Lunchtime rules ○ Playground buddies ○ Curriculum links e.g., Crime and Punishment ○ Golden rules of school ○ Negotiate own class rules ○ Rules and consequences in society The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behavior choices. At the start of the school year, each class discusses the school rules and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment, these rules are displayed in each class along with the Code of Conduct of the school.

	These rules play a fundamental role in our behavior sanctions and rewards. 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. These values are reinforced in different ways: ○ Visits from authorities such as the police and fire service ○ Cycling lessons enable children to understand the rules of the road and the potential dangers encountered should they break those rules. ○ During Islamic Education, when rules for particular area are thought about ○ During other school subjects, where there is respect and appreciation for different rules
Individual Liberty	○ Mission Statement/School aims ○ Behavior policy ○ Displays of children's activities ○ Children's key roles and responsibilities ○ Choices about how they can improve their learning ○ Choices around the participation in extra-curricular activities ○ Awareness of other children's needs / choices ○ Identifying risks within school environment and how to manage them ○ Risk assessments for specific themes, road safety ○ Risk assessments for trips, design e-safety leaflets for parents Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our students to make choices safely, for example: ○ choices about how they can improve their learning ○ choices around the participation in extra-curricular activities Teaching the children how to manage and understand emotions: ○ Be effective and successful learners ○ Make and sustain friendships ○ Deal with and resolve conflict evenly and fairly ○ Solve problems with others by themselves ○ Manage strong feelings such as frustration, anger or anxiety ○ Be able to promote calm and optimistic states that promote the achievement of goals ○ Recover from setbacks and persist in the face of difficulties ○ Work and play cooperatively ○ Compete fairly and win or lose with dignity and respect for all competitors ○ Recognize and stand up for their rights and the rights of others Collective Duhr Prayer is used to both explore and support the school's values. Children in Year 5 and 6 are given key roles and responsibilities such as Play leaders, Playground Buddies, Reading Buddies, Sports ambassadors, and Prefects.

	Through opportunities such as our extra-curricular and Lunch Time clubs, and Trips, students are given the freedom to make safe choices. Children at ISCS are encouraged to make choices knowing they are in a safe and supportive environment.
Mutual Respect	○ Mission Statement/School aims ○ Behavior policy ○ P.S.H.E policy ○ Respect: whole school theme for corridor display: equality and diversity ○ Rights of child (UNESCO Articles) ○ Rights of Children (WADEEMA'S LAW: Federal Law No. 3 of 2016) ○ Roles and Responsibilities ○ Display of children's activities ○ Display of positive values around school ○ High expectations of achievement and behavior ○ Everyone has their own special gifts ○ Listen and respect each other ○ Older children are given key roles and responsibilities: ○ Work alongside younger children this helps to promote mutual respect across the age phases. ○ Reading Buddies and Playground Buddies We have high expectations of achievement and behavior. Children and staff are polite and kind. We believe everyone has their own special gifts and we are expected to use them. We listen and respect each other. We teach the children that conflict will be dealt with calmly and fairly. All members of the school family are valued equally. We celebrate lunch time behavior and taking care of our school environment. We celebrate each other's achievements whether that be in or out of school through our weekly success Assemblies. Teachers plan exciting, interesting, challenging, and innovative lessons where everybody is expected to do their best and respect others. When our older children are given key roles and responsibilities to work alongside younger children this helps to promote mutual respect across the age phases. E.g., Reading buddies, Lunchtime 'Runners' and Playground Buddies
Tolerance for those of different faiths and beliefs	○ Mission Statement /school aims ○ Global Citizenship policy ○ Ethos policy ○ Prepare children for the future ○ Prepare children to live and work alongside people from all backgrounds and cultures ○ All members of the school community are encouraged to treat each other with respect.

	○ Through Islamic and Moral Education, Social studies and Humanities, and other lessons we develop awareness and appreciation of other cultures ○ Celebrating cultural differences through assemblies, themed weeks, noticeboards and displays. ○ “ISCS Daily Dhuhur Prayer” which the children collaborate on, and which encompasses a shared belief and value. ISCS is proud to promote and celebrate our different backgrounds and beliefs. Tolerance, politeness, and mutual respect are at the heart of our aims, ethos, and Islamic Education. Our central aim to 'prepare children for the future' drives us towards ensuring that our students are able to live and work alongside people from all backgrounds and cultures. This will be particularly necessary in a future where due to technological advances will make the 'world a smaller place.' Our students know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behavior choices have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect. Specific examples of how we at ISCS enhance students’ understanding and respect for different faiths and beliefs are: ○ Through Islamic Education, Moral Education and other lessons where we develop awareness and appreciation of other cultures – in English through fiction and in art and Social Studies by considering cultures from other parts of the world. ○ Celebrating cultural differences through assemblies, themed weeks, noticeboards and displays. Children are encouraged to share their own experiences when celebrating their own Islamic values. Daily references to Islam teaches the children tolerance for different behavior.
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