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## **Promotion of British Values Policy**

### **Kindergarten and Main School**

At Ringwood Waldorf School we have adopted and adhere to Promoting British Values.

We are an inclusive school and our ethos and curriculum enable children to be independent learners, to make choices and to build strong relationships with their peers and all adults. We believe that children and young people flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

We would challenge pupils, staff or parents who expressed opinions contrary to fundamental human values.

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 Steiner-Waldorf education and therefore in the curriculum and ethos of Ringwood 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 will encourage children to see their role as an individual within a bigger social structure, ensuring that the children know their views count, that they value each other's views and values and are able to talk about their feelings.

The School Management Team, all staff and the Board of Trustees are aware how important it is that they endeavour to model mutual respect and skilful communication both for their own effective working and wellbeing and in the knowledge that every part affects the whole and this will almost certainly have an influence throughout the school. The School Management Team at RWS is itself a body of people who make decisions together.

Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions and discussions are valued.

Our Kindertagens support children's personal, social and emotional development through opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources made accessible to them. Children learn turn-taking, sharing, cooperation and collaboration.

Class plays, games and music lessons and choir 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.

Class 8 study Revolutions, and the movement from monarchy to republics.

Modern History is taught throughout the Upper School, and a Politics Main Lesson is taught in Class 12.

In Upper School, staff 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 Student Council is another example of this. It is a very popular group amongst our pupils which is made up of two student representatives from each class, chaired by our Upper School Science teacher Dr Eli Vantoch-Wood. The representatives are selected via voting within the classes. The nominee who earns most votes is chosen to represent the class. We promote one girl and one boy from each class to balance pupil views and opinions. Younger classes have the similar opportunity but within the safe and secure environment of their classrooms and their class teachers.

Our school is registered with Eco School, England and currently holds a bronze award. As part of the project, our pupils are involved in an Eco School Committee where initiatives are taken and carried forward by the pupils themselves. Pupils hold regular meetings with teachers, parents and the member of trustees putting forward their views about the school and how best we can make our school more eco-friendly. Pupils vote for whom they would like as their Chair and as their Minute-Taker.

Fundraising debates and discussions for Class Trips Pupils within different classes often discuss/debate and vote for an idea which can be worked upon to raise funds for. This is usually done with the Class Teacher and or other members of the school community or external professionals if required. The decision is always democratic and must strictly agree with RWS principle and philosophy.

### **The rule of law: understanding that rules matter**

Staff will 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.

Our Behaviour Policy is of central importance in the school. Through application of the policy pupils learn that there are consequences if rules are not followed.

Games played in the playground are sometimes 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. It is fascinating that how children can learn so much about rules and accountability while simply playing games. Every child has experienced how unfair it feels when someone breaks those rules and so playing games is a natural way to teach respect for fair laws that are intended to create equality.

Stories told as part of the curriculum in Kindergarten and 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.

Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

In the Kindergarten, personal, social and emotional development is supported through a range of activities and experiences enabling children in managing their feelings and behaviour, and in making relationships. Children learn to understand their own and others' behaviour and begin to learn right from wrong and consequences. Children understand rules and begin to help to create rules. For example, teachers and children may collaborate to create a rule about garden play with the wheelbarrows. Teachers ensure that all children understand that rules apply to everyone.

### **Individual liberty: freedom for all**

At Ringwood Waldorf School, we encourage children to develop a positive sense of themselves. Staff 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 (e.g. tree climbing), to develop their creative self-expression through music, drama, art and craft, talking about their experiences and learning through various forms of safe and constructive feedback. Promoting their self-confidence and self-awareness is really important, as well as giving them the language and context to understand their own emotions.

Children 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 children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in Kindergarten, discussing their feelings on moving up to Class 1.

Class 7 curriculum covers 'The Explorers' which includes the topic of slavery.

In the Kindergarten, children join in play confidently and are able to state their preferences – what they like and do not like, and have confidence in themselves. Children develop a positive sense of themselves and teachers provide opportunities for children to develop their self-knowledge and self-esteem. Teachers encourage children to become confident in what they can do, for example through allowing children to take risks on an obstacle course, talking about their experiences, or mixing colours in painting. Through play, interaction and activities, children learn about others and that people can have different views and experiences. Children are supported to develop and explore the language of feelings and responsibility.

### **Mutual respect and tolerance: treat others as you want to be treated**

Our 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.

Children should 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.

Festivals are an essential and core part of Steiner Waldorf Curriculum. Festivals such as Diwali, Holi, Eid, Christmas, Chinese New year, Hanukkah and St. Lucia are celebrated to mark the mutual respect and appreciation for all. We are open to celebrating festivals from all religions, and often do this with help from staff and parents of pupils with different faiths.

All students learn a foreign language 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 visiting students from overseas. In addition, school exchanges with students from different countries offer the opportunity for students to live with a foreign family and share their way of life for an extended period of time.

Class 8 study Spiritual Geography, how different cultures experience life and beliefs.

Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting each 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 providing resources and activities that challenge gender, cultural and racial stereotyping.

In the Kindergarten, mutual respect, tolerance and diversity are celebrated through various festivals from different faiths, and teachers incorporate foreign languages into games and activities. For example, every year we invite parents into the kindergarten to share a poem or song in another language along with a story celebrating diversity. At snack time, children may say a short blessing or phrase in different languages. Staff challenge stereotypes (gender, cultural, racial) and ensure Kindergarten resources reflect this.

### **Information/advice/guidance**

- Improving the spiritual, moral, social and cultural (SMSC) development of Pupils (DfE advice for independent schools, academies and free schools)
- Guidance on promoting British values in schools (DfE 2014)

### **Compliance:**

- Education (Independent School Standards) (England) (Amendment) Regulations 2014
- The prevent duty 2015
- Children's Act 1989 & 2004
- Human rights act 1998
- Working together to safeguard children 2015
- EYFS statutory framework (DfE) 2017
- Race relations Act 1979 & 2000
- Counter Terrorism and Security Act 2015

### **Policy Links**

- Curriculum Policy
- PSHE Curriculum Policy
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy