

British Values



British Values Statement

The Department for Education states that there is a need:

“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”.

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, RE, RSE and Assemblies provide opportunities to deepen and develop understanding. We encourage our children 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. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Democracy

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services.
- Teach pupils how they can influence decision-making through the democratic process.
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Organise visits to the local council and Parliament
- Hold 'mock elections' so pupils learn how to argue and defend points of view
- Help pupils to express their views
- We have our own school council with elected representatives for Head Boy and Girl and Deputy Head Boy and Girl. Y6 pupils are encouraged to plan a speech about why they would make a Head Boy or Girl; a ballot is held and pupils are voted for.
- We have pupil voice groups including Health and Safety, PE and the Eco Committee. They discuss current issues in school and get ideas from their class members. They feedback ideas from the meetings that take place with members of staff and make plans to move forward with actions and ways to spend money.
- Each class has a class charity. At the beginning of the year, each child chooses a charity that they would like the class to support that year. They then present their charity and reasons why we should support the charity in the coming year. The class has a vote to decide on the charity to support.
- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils.
- Children also have a voice via the classroom 'Worry Box' where they can raise concerns and share ideas. There is also the box in the school hall run by the pupil voice group 'Agents for Change' where pupils can share issues or ideas for the school.
- Pupils also have the opportunity to have their voices heard through pupil questionnaires and pupil conferences.
- Our school behaviour policy involves rewards and sanctions which the pupils have discussed and decided upon.
- Pupils have the opportunity to suggest words for the Word of the Week liturgies completed every week.
- The principle of democracy is explored in the History and RE curriculum as well as in assemblies.
- Visits to appropriate venues, such as the Houses of Parliament, or meetings with local political figures have proven to be very enriching experiences

- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged
- 'Fairness' is taught, discussed and modelled throughout the school. Children understand the term and abide by it in their daily lives including through our behaviour curriculum.
- Respect is one of our school virtues and the children model and understand this in everyday school life.
- Children work co-operatively in pairs and small groups. They are taught turn taking from a young age. Older children can articulate respect for each other's opinions.
- Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution through the Restorative Justice idea in school.
- We take part in days such as Children in Need and for CAFOD and learn that money can be used to help those less fortunate than ourselves.
- Year 3 study the Ancient Greeks and so the origins of democracy.
- Pupils take part in Anti-Bullying week each year.

Rule of Law

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the Curriculum
- Teach pupils aspects of law and discuss how this might differ from some religious law
- Develop restorative justice approaches to resolve conflicts.
- The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our system for behaviour is aligned to an agreed code.
- Children are taught to abide by the school rules. We have rules which are deeply embedded in our work every day. Rules and expectations are clear, fair and regularly promoted. Each class also discusses and sets its own rules 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.
- The Home-School Agreement, found in the school diaries, is discussed with pupils and they agree to follow it.
- Pupils are helped to distinguish right from wrong.
- Pupils are helped to respect the law. They 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.
- Pupils are helped to understand that living under the rule of law protects individuals.
- Visits from authorities such as the Police; Fire Service; Ambulance etc. are regular parts of our calendar and help reinforce this message.
- The Behaviour and Anti-Bullying policies encourage the restorative justice process to resolve conflict.
- The school has zero-tolerance for any form of aggression, abuse or violence, which extends to pupils, staff and parents/carers.
- We are committed to praising children's efforts. Children are rewarded not only for achievement in curriculum areas, but also for behaviour. Rewards are given in the form of stickers, house points, scratch cards, signatures in the learners' code, certificates and postcards home. Children's achievements are also recognised during the newsletter and in assemblies.
- Internet safety rules are taught and discussed with pupils through Computing lessons and through the I-venger program which pupils run to support children in knowing how to use the internet safely.

- • Use of 'social stories' for SEN children - explaining consequences of behaviour
- Constant discussions and reiteration of the result and impact of actions on others
- In assemblies, we look at rules in society and the consequences of breaking these
- We have nurture and ELSA groups led by adults in school where the peers lead the discussions with the aim being to improve self-esteem and behaviour of the child.
- Displays of children's work to encourage children's motivation
- All year groups are taught about Stranger Danger and through RSE about healthy and unhealthy relationships with those around them.
- First aid training is completed through RSE time and through staff first aid training
- Safer Internet Day celebrated and endorsed throughout school.

Individual Liberty

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the Curriculum
- Teach pupils aspects of law and discuss how this might differ from some religious law
- Develop restorative justice approaches to resolve conflicts.
- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. For example, by signing up for extra-curricular clubs, choosing what they are having for dinner and becoming increasingly more involved in child-led learning. A further example is where foundation stage children have the opportunity to choose their extended learning through adult guided child-initiated play.
- As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment, a planned curriculum and an empowering education.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence through our behaviour curriculum including relentless positivity. These are also encouraged through RSE to develop these and ELSA and Forest School sessions are there to support children who struggle with these ideas.
- Pupils are encouraged to take responsibility for their behaviour.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through e-safety teaching and RSE lessons.
- Freedom of speech is modelled through encouraging pupil participation and through debate through the Voice 21 oracy program.
- Vulnerable pupils are protected and stereotypes challenged.
- A strong anti-bullying culture is embedded in the school. Anti-Bullying Week - classroom activities and discussions
- Pupils have key roles and responsibilities in school e.g. Sports Leaders, Lunchtime Monitors, Pupil Voice groups and Head Boy and Girl.
- Children are consulted on many aspects of school life and via the Head Boy and Girl.
- Assemblies cover discussions about self-respect and self-worth and the value of individuality so that children see that they are each important in their own right. This is always one of our Word of the Week's in school to focus on how individual we all are.

- Children are strongly encouraged to develop independence in learning and think for themselves
- Pupils are encouraged to look after each other's wellbeing - RSE topics promote self-awareness and responsibility
- We encourage as much positive praise as possible
- The school's Behaviour policy encourages children to reflect on their wrong-doings and consider alternatives to their behaviour
- We have a section of the newsletter where children can display achievements from home (swimming certificates etc)
- We learn about the differences and similarities between religions and that the key values are based around peace, love and respect and link these to our school virtues.
- All staff have attended Prevent Training and Headteacher and Deputy Headteacher will have accessed higher prevent training.
- We run a Wellbeing Champions group where children focus on Mental Health and Wellbeing and children run a Wellbeing Club one lunchtime for every child to access.
- Pupil Voice questionnaires are undertaken to enable pupils to express their opinions on certain subjects in school

Mutual Respect and Tolerance of those with different faiths and beliefs

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as
- Respect is one of the core virtues of our school. This can be seen and felt in our pervading ethos in school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.
- The school strongly promotes respect for individual differences - pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.
- Staff are trained in the Equaliteach program which focuses on ensuring that prejudicial or discriminatory behaviour is addressed and education occurs on protected characteristics to ensure that children are aware of these.
- Actively promoting our values also means challenging pupils, staff or parents expressing opinions contrary to fundamental values, including 'extremist' views.
- Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class.
- Through the RSE and RE curriculums pupils are encouraged to discuss and respect differences between people.
- Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and RSE
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our Curriculum Topics.
- Respect for each other is modelled by all staff towards the pupils and each other
- Respect is discussed during assemblies, RE lessons and in everyday conversations
- Respect covers: self-respect, respect for family, friends, and other groups; the school, the locality and the environment
- See Equality Policy and Anti-Bullying Policy

looked-after children or young carers

- Children's behaviours around the school demonstrate their understanding of respect
- Respect for each other is modelled and encouraged from an early age through activities such as listening to each other and through 'Show and Tell'
- We follow the Come and See syllabus for RE - our RE Curriculum reinforces the importance of understanding and respecting different faiths and beliefs including through multi-faith weeks of study.
- Cultural celebrations are discussed in class and assemblies. We celebrate different festivals in other cultures e.g. Diwali and reinforce these through our Word of the Week videos.
- Different types of family structure are discussed in RSE and respected.
- We have introduced 'peer assessment' in some of our Literacy and Maths lessons.
- KS2 Play Coaches mentor our younger children with how to play and eat at the table at lunch times
- We have introduced Ivenagers in KS2
- Our RSE Curriculum covers differences in people and tolerance of others.
- Children learn about British food and the parts of the flag that make up the UK. This includes looking at the map of the UK countries and capital cities.
- We rotate talk partners to give children opportunities to work with children with different strengths, opinions and beliefs
- Our school menu has special 'international days' in which children taste food originating from different countries.
- We also celebrate the diversity of the school through celebrating the places children in our school come from e.g. through a world map with stars to show the locations of where children originate from.