



Frances Olive Anderson C of E Primary School



*'Being Different, Belonging Together.'*

## **British Values Statement**

**March 2015**

Frances Olive Anderson Church of England Primary School is committed to serving its respective communities. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom yet appreciates that children in our schools live in a less diverse environment than many other children across the country. Therefore we believe it is incumbent upon the school to work even harder to promote mutual respect and tolerance of those with different faiths, cultures and beliefs

Our school understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

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

Our school reflects British values in all that we do. 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. 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.

The school uses strategies within the National Curriculum and beyond to secure such outcomes for children. Examples follow that show how we do this.



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### **Democracy**

- Children are encouraged to discuss topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils.
- Children have the opportunity to have their voices heard through school council, pupil questionnaires and pupil interviews.
- The elections of members of the School Council are based on pupil votes.
- Our school behaviour policy involves rules, expectations and rewards which the pupils have discussed and agreed.
- Class rewards are discussed and agreed.

### **Rule of Law**

- Our school follows agreed rules which are integral to our learning and ethos every day.
- School rules and expectations are clear, fair and regularly promoted.
- Pupils are always helped to distinguish right from wrong, in the classroom, during Collective Worship and in the playground with reference to our High 5 Rules.
- Pupils are encouraged to respect the law and the school hosts visits from authorities such as the Police, Fire Service, Ambulance, etc. to help reinforce this message
- The Behaviour and Anti-Bullying policies set out clear expectations of the children's responsibility to themselves and others.
- Pupils are encouraged to be independent learners, constantly making choices, within a safe and supportive environment.

### **Individual Liberty**

- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. eg. by signing up for extra-curricular clubs.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.
- Pupils 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 teaching and PSHE lessons.
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents

### **Mutual Respect and Tolerance of Those with Different Faiths and Beliefs**

- One of the schools key values is respect. The pupils know and understand that it is expected that respect is shown to everyone, adults and children alike.
- Collaborative work is used within lessons and children value others' opinions.
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life through the use of the International Primary Curriculum and Religious Education.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.
- 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 Collective Worship and in class.
- Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability and gender.



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- Collective worship and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.
- 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. These curriculum topics offer children the chance to reflect on our core values and British values