

British Values at Meadow View Primary School

Our School Vision

At Meadow View we work together as a community to provide a happy, safe and secure learning environment where everyone is valued and shown respect. We strive for excellence through a curriculum which stimulates and excites the children's imagination, motivates a desire to achieve and inspires a lifelong love of learning to enable success...Enjoy, Achieve, Succeed!

Values

We nurture children to be happy, independent, self-motivated, confident, flexible, respectful and positive which we believe are crucial to build positive relationships and be successful learners. In partnership with parents, carers and the wider community, we will promote and sustain these values in our school to enable our children to become successful learners and citizens ready to meet the challenges of an ever-changing world.

We actively promote fundamental British values **to enable our pupils to develop a sense of community and understand their responsibilities and role within it.**

Fundamental British Values are defined as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Democracy

An understanding of democracy is developed through our school council and our House Captains. The election of the House Captains reflects our British electoral system and demonstrates democracy in action: **hustings are held at the start of the year when pupils from Year 6 share their manifesto** and make speeches to their house, pupils consider characteristics important for an elected representative then vote for their school council representative in a secret vote using ballot boxes. **House Captains are the pillars of our school community modelling and promoting our school ethos, rules and expectations. Similarly, at class level children can put themselves forward for School Council. They make a speech to their class and children vote for their class school council representative. School Council meets once a month to bring to discuss any issues or ideas from their constituents (class council). In addition, they are consulted about their ideas for school improvement and in policy making.**

Our behaviour policy is based upon Building Learning Powers 5Rs which develop the behaviour of the whole child including learning behaviours. Each year the children decide upon their class charter and the behaviour expectations associated with these. All the children contribute to the drawing up of the charter.

Pupils are 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.

We encourage pupils 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, this is demonstrated on a daily basis by our pupils.

The Rule of Law

Pupils understand the importance of rules and laws, whether they be those that govern our school or our country. These are consistently reinforced throughout the school day, in assemblies or when reflecting on behaviour choices. Pupils 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:

A **consistently applied Behaviour Policy** is shared with the children and visible in all areas of the school. Expectations are reinforced regularly and opportunities are sought frequently to praise positive choices. Pupils' modelling behaviour consistent with the school's high expectations are recognised and used as role models to others. **Time out** allows pupils the opportunity to talk through wrong choices; they are asked to identify which aspect of the code they have broken to ensure that this connection is made and understood.

At the start of the school year, each class discusses and sets its own class charter; a set of 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

Visits from authorities such as the Police, builds positive relationships with those involved in law enforcement from an early age and enables pupils' to gain an understanding of their role in maintaining a peaceful community. Visits from other external agencies such as the Fire service, Health professionals and 'People who help us' reinforces their understanding of the responsibilities held by various professions.

Through **assemblies, P4C** and **PSHCE**, pupils develop an understanding of law appropriate to their age. PSHCE give pupils a safe way of exploring the 'breaking' of laws and an opportunity to discuss consequences when this occurs.

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect

Mutual respect both in and out of the classroom is a core value of our school. Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*. Children learn that their behaviours have an effect on their own rights and those of others. It is expected that all members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs

Our core values of respect and unity reinforces tolerance for those who have different faiths and beliefs. Meadow View is situated in an area which is culturally diverse, therefore we place a great emphasis on enhancing pupils' understanding of their place in a culturally diverse society. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHCE enhances pupils understanding of different faiths and beliefs , embedding respect for others which is based on a deeper knowledge and understanding We use a range of opportunities to study and learn about life and culture in other countries.

All staff are expected to actively promote our values and act as a role model whatever their role within the school. We will challenge pupils, staff or parents who express opinions contrary to British values

Checklist for Teaching and Learning

Democracy – what should do we do?

- 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
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Hold debates so pupils learn how to argue and defend points of view
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

Rule of law – what should do we do?

- 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 both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

Individual liberty – what should do we do?

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture

Respect and tolerance – what should we do?

- 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 faith 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 looked-after children or young carers