



British Values Policy

The DfE reinforced the 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 government set out its definition of British values in the 2011 Prevent Strategy. At Ashton Keynes CE Primary these values are reinforced regularly and in the following ways:

Democracy:

Democracy is highly valued within the school. Pupils have the opportunity to have their voices heard through our School Council and Class councils, Worship Council, Eco-Council, Pupil voice interviews and Pupil questionnaires. We aim to ensure each child makes a contribution and expresses their thoughts with the class paying respectful concentration. Our school behaviour policy is being reviewed currently by the School Council and we will be asking our children to vote on our main school rules.

We have Peer Mediators who are trained in conflict resolution and they have the responsibility to help children make the right choices and support our positive ethos.

Our pupils do campaign speeches to their classes to be elected for the school council each year and a fair vote takes place to elect the representatives to post.

At class level the teacher and children agree a Class Charter on roles and responsibilities to be observed throughout the year as well as class targets set each term by the pupils with the teacher. This is reviewed each term.

What our staff do:

- Ensure that everyone has a right to have a say
 - Support children to take turns
- Ensure the child's, parent's and staff's voice is heard
- Encourage children to share
 - Support children to become independent and take responsibility
 - Support children to learn boundaries
 - Give children the opportunities to make choices
 - Promote a climate to share opinions and ideas
 - Ensure that children are listened to
 - Respect everyone as an individual
 - Role model behaviour
 - Celebrate differences in people
 - Support children to have a positive sense of their own identity and culture

Possible Evidence

- Pupil Voice
- School Council – children voting for their class representative
- Pupil Questionnaires • Parent Questionnaires • Staff Questionnaires
- ‘Friends’ of Ashton Keynes (FOAKS)
- Staff Meetings/Briefings
- School Mission Statement
- School Behaviour Policy
- Religious Education Lessons
- Cross Curricular Speaking and Listening opportunities
- House Captains/Play Leaders/School Council/ Eco council/ Worship Council
- Assemblies that emphasise the commandment – to love your neighbour as yourself/The Good Samaritan/the story of Zacchaeus etc.
- Visitors to school ie MP, local councillors
- Displays
- High expectations of behaviour and what can be achieved by each individual
- World Awareness Week
- Geography curriculum
- Website
- Feedback to children re behaviour/work.
- Circle Time

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. 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.

In Year 5 & 6 our children are involved with local Magistrates in the Cirencester Mock Trial Competition, where the children learn about the law from magistrates and prepare as either prosecution or defence to attend court and perform in a mock trial.

What our staff do:

- Support children to understand right and wrong
- Support children’s understanding of how the law of the land and our school rules reflect the 10 Commandments
- Share and support the rules of the setting with all stakeholders
- To ensure children have an understanding of the consequences of their actions
- To ensure there is no discrimination within the setting
- To ensure that any discrimination identified is addressed within the setting
- To ensure children have a sense of fairness
- Listen to the child’s voice when deciding the setting’s rules and boundaries

Possible Evidence

- The children's creation of their own class rules based on the ‘School Rules’.
- School Behaviour Policy shared with all stakeholders – also on the website.
- Pupil Voice
- Circle time/Religious Education Lessons.
- Children encouraged to take responsibility for their own actions.
- System of ‘Restorative Justice.’
- Safeguarding/Anti-bullying/SEND policies.
- Behaviour log/Bullying log/Racist incidents log

- Pupil Voice
- School Council, Eco council, Worship council
- School Assemblies on the theme of fairness/discrimination
- Support from local police liaison officer – ie assemblies to introduce themselves and to reinforce the law of the land.
- Mock Trial court involvement and visit from magistrates
- Support from traffic wardens etc to reinforce local laws.
- Home/School Agreements .
- Pupil/Parent Questionnaires.
- Staff meetings re behaviour/anti-bullying.
- Children involved in writing Anti-Bullying policy and anti-bullying sessions.
- Visitors to school – people who help us.
- British History topics outlining how law has evolved.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge (AK star challenge), of how they record, of participation in our numerous extra-curricular clubs and opportunities, homework brochure tasks, pupils are given the freedom to make choices.

The whole school is part of the AK Star challenge which enables all children to choose their level of challenge, scaffolded and supported to independent choice by staff and peers. Through our Buddy system, our older children support, model and scaffold independence to the children they care for.

What our staff do:

- Plan for individual children
- Ensure all information about the child progress and development is shared with both child and parents.
- Ensure children have access to resources
- To support parental choice
- To support the rights of the child
- To support children to make the right choices
- To listen to everyone's point of view
- To ensure all stakeholders are considerate of others and the environment

Possible Evidence

- Mission/Vision Statement
- RE Curriculum – encouraging children to respect both themselves and others
- Target setting with children
- Encouraging good listening skills
- Pupil Voice
- Differentiation in planning/teaching
- Encouraging the children to be independent and reflective learners
- ECHP's Medical plans etc
- Parents/Pupil Meetings.
- Reports to parents
- Behaviour Policy
- Anti-bullying policy

- Safeguarding Policy.
- Home School Agreement.
- School Website
- Encouraging an understanding of the rights of the child through Childline etc – and visits from them.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Christian Values such as ‘Respect’, Our worship council and the school community have defined our 4 core values: ‘We are friendly, we are creative, we trust one another and we persevere’. We look for real examples of pupils showing these values within our school and record them on the wall of stars to show respect for one another and our core values.

The values are featured on a three year cycle and pupils have been part of discussions and assemblies related to the values. There is an ethos of mutual respect within our school and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

What the staff do:

- Provide opportunities to consult parents
- To work together as a team respecting each other
- To ensure parents are involved in their children’s learning
- To provide positive role models
- To value individuality
- To value all cultures and beliefs
- To respect all languages
- To respect each other’s space
- To ensure all stakeholders feel safe and secure

Possible Evidence

- Positive Role models – adults and children
- Good behaviour
- RE Lessons emphasising that every person is unique and ‘created in the image of God’
- Vision Statement • Parent Feedback
- Parent questionnaires
- Learning about other faiths
- Learning about other cultures - geography
- Celebrations – such as World Awareness Week
- Celebrating festivals of other cultures ie Diwali, Chinese New Year
- Links with local schools
- Charity work
- Website Ethos/vision statement
- Displays around the school
- Stories
- Circle time

Acceptance and tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Pupils visit the places of worship local to Ashton Keynes as part of the Locally Agreed Syllabus for Education.

All at Ashton Keynes CE Primary are known as part of TEAM AK, a family ethos which is inclusive of everybody. The British values listed above are incorporated into the school's ethos and opportunities to promote them are being planned into the new curriculum.

What the staff do:

- To combat discrimination through awareness
- To ensure ethos of setting reflects an awareness of all cultures and beliefs
- To have knowledge and understanding of other cultures and beliefs
- To celebrate diversity within and outside the setting
- To role model behaviour and attitudes towards others
- To encourage all parental input in the setting

Possible Evidence

- Assemblies – ie anti- bullying, Worship based on how Jesus encouraged tolerance in such stories as the ' Good Samaritan' and the 'Woman at the Well'
- Class discussions
- Study of other faiths
- Visits
- Ethos/vision
- Website
- Celebrations
- Festivals
- Parental involvement

Below is the class poster version (displayed in all classrooms) of how we behave as members of Team AK and within our British Society



This is how we behave as members of Team AK and within our British Society:

British value: Democracy:

- We listen to all views
- We debate arguments for and against
- We get involved
- We express our views peacefully
- We vote and respect the result of the majority

British value: Rule of Law:

- We make sure rules and expectations are clear
- We know the difference between right and wrong
- We know rules protect us
- We respect the rules
- We know about consequences of not following the rules

British value: Individual liberty:

- We are responsible for our own behaviour
- We challenge stereotypes and bias
- We are an anti-bullying school
- We promote self-knowledge, self-esteem and self confidence
- We model freedom of speech in a peaceful manner

British value: Respect and tolerance:

- We promote respect
- We have respect for our own and others' cultures
- We discuss differences of faith, ethnicity, disability, gender and families

Team AK