



*“Enabling life in all its fullness”*

**“I came that you may have life, life in all its fullness” (John10:10)**

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

# British Values Policy

Reviewed and adopted September 2022

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 and we ensure these are embedded across our Shine Curriculum so they become a part of our everyday life.

### **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, pupil leadership opportunities and pupil questionnaires. We aim to ensure each child contributes and expresses their thoughts with the class paying respectful attention. Our school behaviour policy is reviewed by the School Council and we ask our children to vote on our main school rules. We ensure that this is inclusive by having a set of hand signals for ‘agree’, ‘disagree’ and ‘build on’ to encourage listening to views, disagreeing respectfully and build on more to things heard.

We use Peer Mediation within our PSHE and Buddy work to ensure our older children have some training in low level conflict resolution and they have the responsibility to help children make the right choices and support our positive ethos as excellent role models.

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; the elections of the pupil council are based solely on pupil votes.

At class level the teacher and children agree a Class Charter/rules 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. Pupils are also given opportunities to put themselves forward for other responsibilities within the school. The children are also developed as leaders in different capacities. Pupil leadership roles include leaders of: Reading, sports, play, buddies, wellbeing, podcast, worship, increasing responsibilities across the school. Pupils are empowered to have a voice to keep themselves safe and to express their voice and views clearly.

### **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 – including using hand signals (agree/disagree/ build on) for inclusivity.
- 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 – talk to our pupils- we have evidence of regularly doing this but the children will tell you themselves!
- School Council – children voting for their class representative
- Pupil Questionnaires • Parent Questionnaires • Staff Questionnaires

- 'Friends' of Ashton Keynes (FOAKS)
- Staff Meetings/Briefings
- School Vision Statement
- School Behaviour Policy
- Religious Education Lessons
- Cross Curricular Speaking and Listening opportunities and whole school hand signals for inclusivity
- House Captains/Play Leaders/pupil 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 i.e. MP, local councillors
- Displays
- High expectations of behaviour and what can be achieved by each individual
- Global Advocacy across our curriculum (golden thread) to explore world views and justice across the world and locally
- 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.

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### 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 understand 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
- Encourage children to learn from the values from Christian teaching such as trust, respect, forgiveness to apply these to learning and within our behaviour policy to enable children to learn from mistakes, tell the truth and understand choices and consequences.

### Possible Evidence

- The children's creation of their own class rules based on school expectations
- School Behaviour and Anti-Bullying Policy shared with all stakeholders – also on the website. School council pupil voice Anti-bullying statement
- Pupil Voice

- Circle time/Religious Education Lessons.
  - Children encouraged to take responsibility for their own actions.
  - System of 'Restorative Justice' used within our behaviour work.
  - 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 – i.e. 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.
- 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.
- SRE teaching including safety and laws
- 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.

Within school, children 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 confidently and safely. Our children are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely. This is explored, for example, through our E-Safety curriculum, PANTS safeguarding teaching and PSHE lessons. Throughout the academic year, our children are offered the opportunity to participate in numerous extra-curricular clubs, workshops and events which allow them to exercise their individual choice. They are also regularly given the opportunity to plan and run clubs and activities of their choice for other pupils.

### 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 encourage all stakeholders to be considerate of others and the environment
- To equip children with a voice (encouraged to talk and speak up) and a set of tools (learning behaviours, self-esteem building) to enable them to make the right choices to be empowered to be able to keep themselves safe, thrive in their learning, emotional wellbeing and lead a full life now and in the future.

## Possible Evidence

- Vision Statement

Pupil books

Class Big books

Feedback from secondary schools about how ready our children are for secondary and smooth transition.

- RE Curriculum – encouraging children to respect both themselves and others
- Target setting with children and pupil use of the star challenge across the shine curriculum
- 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 and Anti-bullying policy
- Safeguarding & Child Protection Policies.
- School Website
- Encouraging an understanding of the rights of the child through Childline etc – and visits from them.

## Mutual Respect:

Part of our church 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.

Our whole school ethos is based around our Christian vision of "life in all its fullness". We teach children through the Global Advocacy thread of our Shine Curriculum to understand about the world and to understand how they can lead a full life and that life is not fair or full for all. They are developed as courageous advocates who can shine a light on those in need, noticing the need both locally and globally and they learn how they can make a positive difference. We talk about how we learn, foster excellent behaviour and give the children lifelong skills. Our core Christian values of: trust, friendship, creativity and perseverance are integral to school life. Our focus on embedding diversity across our curriculum educates our pupils and prevents prejudice. We foster positive relationships and respect. We use hand signals to ensure pupils are actively involved in giving their views and are taught within this to understand that there are differing views and how to disagree respectfully.

## What the staff do:

- Provide opportunities to consult parents
- To work together as a team respecting each other
- To encourage parents to be 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
- Learning about other faiths and places of worship
- Learning about other cultures - geography
- Celebrations – such as through Global Advocacy work
- 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.

We value the diverse ethnic backgrounds of all pupils and families and, where possible, members of different faiths or religions are encouraged to share their knowledge to enhance learning within their classes and the whole school. We have worked to secure the WIRE award (Widening Religious Education) so that we effectively explore all faiths and those with no faith with respect and knowledge. Assemblies and discussions involving prejudices are followed up and supported by learning in RE and PSHE. Our RE and PSHE curriculum have designated topic areas to focus on and celebrate similarities and differences in other faiths and beliefs.

### 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
- Embedding diversity across the Shine Curriculum
- To role model behaviour and attitudes towards others
  - To encourage all parental input in the setting

### Possible Evidence

- Assemblies – i.e. 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
- WIRE and WIRE Gold Awards Achieved (Widening Inclusivity in Religious Education)

### **Collective Worship:**

British values are central to our Shine Curriculum and collective worship highlights and commemorates key events past and present. These include Remembrance Day which teaches the children about the impact that the two World wars had on Britain and the role that Britain played. Children are also given the opportunity to purchase poppies and the whole school takes part in a minute silence to show their respect for the thousands that lost their lives during these times. In recent years we have celebrated key British events such as the Olympic Games, the Royal wedding, the Jubilee and the Queen's passing through special assemblies and themed lessons. Throughout the school year, the children learn about and support different charities and take part in events such as local food bank support, antibullying awareness, Christmas Jumper Day and support global and local charities. We feel this is an integral part of the children understanding how they can be well-rounded citizens and help society. Our Global Advocacy work as part of our Shine Curriculum teaches children to be courageous advocates beyond just raising money and how they can actively and positively contribute to making a difference as citizens in Britain and the World.

On the next page 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
- We use hand signals to be inclusive and listen to one another (agree/disagree respectfully and build on what we have heard)

**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 learn about, discuss and respect differences of faith, ethnicity, disability, culture, gender and families

*Team AK 2022*