

British Values

British Values at Edith Cavell Primary School

British Values

The DfE have recently 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, and these values have been reiterated in 2014.

Edith Cavell is committed to preparing children to become active and valued members of society. The aim of teaching British Values, both explicitly and implicitly is to allow children to develop a sense of community and begin to understand their responsibilities and role within it. These values are taught through our broad, balanced and enriched curriculum. The school Behaviour Policy helps to ensure that children practice key learning behaviours that support the school’s vision to create valued members of our community.

Democracy

Democracy is embedded within the school culture. Pupils have the opportunity to have their voices heard through our Pupil Council. The school pupil council is used as a tool for school improvement. School council members are voted for by their peers to represent the views of each class.

Parents and pupils complete an annual questionnaire and comments are used to improve the school.

The Rule of Law

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.

Through assemblies and the school’s PSHE/Citizenship curriculum, children develop an understanding of law appropriate to their age. Access to high quality text gives pupils a safe way of exploring the ‘breaking’ of laws and an opportunity to discuss consequences when this occurs. **Pupils are taught the value and reasons behind laws, that they govern, protect us and keep us safe.** Our emphasis on emotional literacy enables pupils the opportunity to recognise when they do and do not feel safe.

Visits from external agencies such as the Fire service, Police, Health professionals and ‘People who help us’ reinforces their understanding of the responsibilities held by various professions.

Individual Liberty

Every child in school is aware that they have the right to feel safe. They are also taught that there is nothing too awful that they cannot talk to an adult about it.

Children are valued for their differences and there is a variety of extra-curricular clubs to enable children to try new things, develop new skills and practice existing ones. Care is taken to provide equal opportunities for all genders such as a boys and girls competing in ballroom dancing.

Time and care is taken to know each child as an individual and PHSCE sessions give children a chance to share their feelings and options in a safe way.

Opportunities for children to take on areas of responsibility within the school are encouraged. All pupils are encouraged to take responsibility for the school through:

- Keeping the cloak rooms tidy
- Returning the register to the office twice a day
- Being special helpers/monitors to hold doors, turn lights on and off, sharpen pencils and take out and back inside water bottles at playtime

Year 5 children become volunteers and undertake a number of roles across the school including:

- Distributing class registers twice a day
- Distributing milk and fruit
- Games leaders on both playgrounds
- Logging computers on and off in the computing room
- Tidying the school library
- Distributing play equipment and ensuring that the playground sheds are kept tidy.
- Assisting teachers across the school with any appropriate tasks

The year 4 children work through the volunteer scheme reward system. After completing 10 volunteer jobs they earn a star and after completing 40 jobs they are awarded a bronze insert for their volunteer badge. After completing another 40 volunteer jobs they would earn a silver insert, followed by a gold and platinum insert.

Mutual Respect

A classroom code of conduct is drawn up at the beginning of each academic year to set clear expectations of respectful behaviour. If pupils show disrespect to one another, this is dealt with immediately through the school's behaviour policy. Time is given to talk about the behaviour which is disrespectful to others.

An Anti-Bullying week is held annually and children are taught to value differences in others and themselves and to respect others.

Children and their families support various charities each year. Children learn about the hardships that others may be suffering both in this country and around the world. By supporting a charity they learn that what they do can make a difference to others.

A consistent behaviour policy is in place and children take responsibility, with support when needed, to resolve conflict and repair relationships. Friendship benches in the playground give an opportunity for children to make new friends.

Children in Key Stages 1 & 2 take part in inter and intra sporting events. These ensure children experience competitive activities and have an opportunity to apply their sportsmanship skills with other schools.

Tolerance of those of Different Faiths and Beliefs

The school follows the Bedford Borough RE syllabus which ensures that the children learn about all the religions of the world. Assemblies contribute to the knowledge of special occasions and children and their families come to share with the school information about how they celebrate these events at home. The school has a link to a local Bible group, Open the Book, who come in on a regular basis for assemblies.

Resources in classrooms are regularly audited to ensure that they reflect our multi-cultural society and stereotypes are challenged.