



## St White's Primary School

### Statement on British Values

The Department for Education (DfE) are clear about the *"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 2015 Prevent Strategy, and this is regularly updated .

At St White's Primary School these values are reinforced regularly and in the following ways:

#### **Democracy:**

Democracy can be seen in action all around the school.

Pupils have the opportunity to have their voices heard through our School Council and also pupil questionnaires and conferencing.

The elections of the School Council and House Captains are based solely on the democratic process with pupils giving speeches and elections then occurring.

The School Council provides:

- ✓ Opportunities for pupils to 'run for office' and seek election by their peers.
- ✓ Opportunities for pupils to participate in the democratic process and vote for their preferred candidate (based on their key pledges and considered suitability).
- ✓ Council work based on democratic processes - majority decision making; accountability to electorate through meeting minutes and reports to classes by councillors.
- ✓ Class decisions making - promotion of concepts of democracy through class voting on relevant issues and process of democracy.





The school holds 'parliamentary' class assemblies, where the School Council represents pupils and pupils have the opportunity to speak and share their viewpoints. Voting takes place on issues raised by pupils.

Year 5 pupils visit the Houses of Parliament to support their understanding of our parliamentary

democracy.

Our school behaviour policy involves rewards and includes pupils voting for classes that achieve the weekly trophies for the best behaviour during line up time and lunch time.

The majority of policies are debated widely and some incorporate pupil voice as children, parents, governors and staff work together to put policy into practice.



The importance of democracy is a focus in the curriculum, PSHE and assemblies, particularly through consideration of situations where democracy is lacking (apartheid, dictatorship).

The school encourages pupils to take an interest in key national issues such as the General Election. The history of democracy is studied through the history curriculum e.g. Ancient Greece.

**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 PSHE lessons, as well as when discussing behaviour and through whole school assemblies and getting feedback on the Positive Behaviour policy with the school council.

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.



The school works closely with the School Beat police officer who comes into school to support

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pupils in UKS2. The school also takes part in the mini-police intervention where Y5 pupils take on the role of a supportive officer with uniforms and training from the police.

In addition, visits from authorities such as the Police and Fire Service for example, are regular parts of our calendar and help reinforce this message.

Pupils are involved in deciding class expectations and pupil charters linked to anti-bullying and SMSC outcomes.

There is a direct link with key school policies and systems.

In the RSE, PSHE and computing curriculums, the children are taught about e-Safety. There is a clear focus on the link between unacceptable online behaviour and law breaking.

Anti-Bullying Policy, systems and actions are clear and unequivocal.

The school's positive behaviour policy acts as child friendly 'laws' that articulate the expectations of all persons within the school community.

Pupils have a good awareness of the link between rules and consequences / rewards through their work on Restorative Practice. They learn to talk through problems, examine the harm done and create consequences that address the needs of all parties.



The RE curriculum links Christian values and rules (10 Commandments) to the rule of law.

Consistent messages are given about respect for authority and the important role of key bodies such as the Police Force and Army.

The school is very proud to be affiliated with the Royal British Legion. Armistice is built into our annual timetable, and the school regularly raises the most money in the area from any school. We were involved in ensuring that the Cinderford War Memorial was listed and took part, in 2023, in commemorating its centenary.

### 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 of 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 is through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices and to respect the decisions and choices of others.



The school works with Skills Zone to learn about how to live safely within the rules of society.

### Mutual Respect:

Part of our school ethos and behaviour policy has centred on Core Values such as relationships, caring for one another and pupils have been part of discussions and assemblies related to what this means and how it is shown.

Pupils are taught to listen to others and respect their views even when they are different to their own. Opportunities are built into the teaching and the curriculum for discussion e.g. rules for circle time and use of talk partners.



Staff act as role models respecting others, including pupils, colleagues, parents, visitors etc.

School assemblies are inclusive and respect pupils' right to abstain from prayer and engage in reflection.

Posters around the school promote respect for others and this is reiterated through

our classroom and learning rules, as well as our behaviour policy.

Pupils will challenge each other when not showing respect and encourage each other to be respectful.

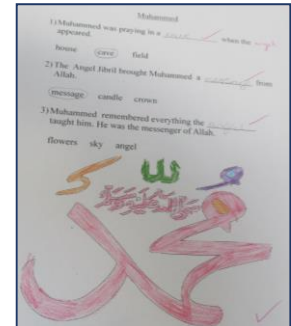
### Tolerance of Those of Different Faiths and Beliefs:



The school aims and mission statement and the golden rules for behaviour focus upon, and promote, tolerance and respect. 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. Our School Council will ensure that all faiths and beliefs are valued. Through our RE curriculum, which teaches the main faiths and focuses upon learning about religion and learning from religion, we promote



tolerance of the beliefs of others. It includes the study of two non-Christian faiths each year in every year group.

The PSHE curriculum focuses upon different faith communities.

Staff act as role models of ensuring absolute respect, equal treatment and tolerance for different faiths and beliefs.