

SKIPSEA PRIMARY SCHOOL

HOW WE PROMOTE BRITISH VALUES 2019

We accept our duty “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**
- . **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 Skipsea Primary School these values are reinforced regularly in assemblies (especially through the use of Picture News), curriculum time (PSHCE, RE, History, Geography etc.), in the ways in which we tackle incidents and individual issues and in the following specific ways:

DEMOCRACY:

Pupils have the opportunity to have their voices heard through our School Council and pupil questionnaires. Children in each class vote for the children they want to represent them on School Council and children in Y5/6 are nominated to be House Captains.

Children are consulted and contribute to the development of school policies, for example our behaviour policy and the key rules.

In addition, children have first hand experience of democratic processes such as:

Voting for School Council

Voting for House Captains

Assemblies (especially with Picture News debates)

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 children's time at school, as well as when dealing with behaviour and through school assembly themes.

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. Our behaviour policy is based on principles of respect, responsibility and fairness. When children transgress, we use principles of Restorative Practice to help children to understand the impact of their actions upon others. Visits from authorities such as the Police, PCSO's, RNLI and Fire Service help reinforce this message.

UNDERSTANDING THE CONSEQUENCIES OF ACTIONS AND BEHAVIOURS:

Restorative practice and behaviour policies are used to instil a sense of respect and fairness, but children are held to account for their actions and the following techniques are used:

- . Behaviour Mountains
- . Team points
- . Behaviour Charts
- . Isolation (rarely used)
- . Exclusion (rarely used)
- . Working on own when children can't be trusted to work with others
- . Celebration assemblies
- . Rewards for all manner of 'good' behaviours
- . Kindness Award
- . Lunchtime Award and Golden Table Certificates
- . Behaviour Prizes
- . Endeavour Award
- . Attendance Awards
- . Y6 Leavers awards

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, 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. Pupils are given the freedom to make choices, for example signing up for lunchtime and extra-curricular clubs and choosing their level of challenge in some lessons.

MUTUAL RESPECT:

The development of mutual respect is a core part of the school's message and practice. All adults who work in school model respect to the children and in return expect it to be reciprocated. Indeed respect for others, permeates through the entire working of the school so that children learn to value the rights of all. Children are given many opportunities to work alongside other children so that they learn that all people have valuable and valid contributions to make. These opportunities include, School Council, Play Leaders, working with children from other classes and working with children from other year groups during House Activities. Children are able to show their appreciation for others through the use of special certificates eg kindness certificate and children so nominated are congratulated during our Friday 'Celebration Assembly'.

TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS:

As the school's community has limited ethnic and religious representation, we understand the importance of helping children to understand, value and respect diversity. Consequently our Long Term curriculum plan identifies opportunities for children to broaden their horizons. Children are taught how their community relates to contrasting localities in both Britain and the wider world, through their study of PE, Computing, Science, Technology, Music, RE, PSHCE, History, Geography, Music, Art, Literature and Mathematics.

Wherever possible, cultural aspects are woven into the work that children cover. For example, through inviting members of other ethnic groups in to school to share dance, art or food. Those children who are from ethnic minorities are encouraged to share their experiences with children, who listen with interest and respect.

Children listen to music from around the world, are also shown video clips, photographs and artefacts to extend their knowledge and understanding. These images are selected to stimulate discussion about differences and similarities and also to challenge stereotypes.

Assembly themes can be used to focus children on different aspects of their cultural heritage and are taught to value other cultures around the world.

The school has well established links with a number of charities.