

# Cranford C E Primary School



## British Values

### British Values at Cranford CEVC 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 every year.

Cranford CEVC Primary School 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

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.

Team group captains and vice captains lead their peers to behave and achieve following the Cranford CEVC School Values.

Children work together as small groups in class, each deciding who should take the lead within that group. Collaboration is celebrated.

Pupils have a voice within the school via the school council and leading learning both in class and in celebrations.

Parents and pupils complete questionnaires and comments are used to improve the school.

The School runs a Parent Forum who help to improve the school and agree the SDP and School Values.

#### 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

‘Learning Today For A Better Tomorrow’

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choices. Pupils' modelling behaviour consistent with the school's high expectations are recognised and used as role models to others. Buddies operate on the playground to support children and help them.

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 that laws keep us safe and 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.

Time and care is taken to know each child as an individual and weekly circle time 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 is encouraged. Pupils;

- support assemblies
- monitor and collect litter
- peer assess across the school
- lead learning
- monitor playtime behaviours

Older children support during lunchtimes on the playground and in the dinner hall.

### **Mutual Respect**

A class charter 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 and Parents/Carers are contacted. Time is given to talk about the behaviour which is disrespectful to others.

Our Values Education has been discussed and agreed with children, staff, parents and governors. All Values are consistently upheld and shared in school and at home via the school newsletter 'The Jotter.'

Anti-Bullying discussions are held regularly 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.

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A consistent behaviour policy is in place and children take responsibility, with support when needed, to resolve conflict and repair relationships. Friendship stops 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 Northamptonshire CC 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 local Reverend visits the school and the school visits the local church for community performances and Acts of Worship; these talks coincide with main events occurring in the Christian calendar such as harvest.

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

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