



Building a bright future for myself, my school and my community.

St Mary's CE Primary School

British Values Statement

At St Mary's CE Primary School we value the diversity of backgrounds of all pupils, families and wider school community.

The Department for Education states that there is a 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 Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

St Mary's is a United Nations Convention on the Rights of the Child (UNCRC) Level 2 school; this means that we have met and continue to meet the expectations for level 2 [RRSA award](#) and endeavour to promote this in all that we do.

At St Mary's CE, we actively promote British values in the following ways:

Democracy

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. Children also have the opportunity to have their voices heard through pupil questionnaires and pupil surveys.
- School Council, class councils, Eco Council elections and all other pupil representative bodies and ambassadors reinforce the democratic process established at St Mary's.
- The principle of democracy is explored in the curriculum as well as during assemblies and special days. Members of the School Council regularly meet the local MP, Fiona MacTaggart in school, on visits to the Houses of Parliament and when she visits our school assemblies to meet with children and parents.



- Our new school Behaviour and Discipline Policy involves rewards which the pupils have discussed.
- St Mary's CE pupils have active involvement in the selection processes of new staff where they are asked for their opinions after a candidate has taught a lesson.
- UNCRC Article 12 – Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Impact

- ✓ Children actively participate in debate and discussion and feel that their views are listened to.
- ✓ Children can recount experiences of democracy in action, e.g. meeting their MP, voting in pupil representatives.
- ✓ Children are invited to share their opinions on school matters.
- ✓ Children are able to work cooperatively in pairs and groups as well as in whole class situations.

Rule of Law

- Our school follows 'Core Values' – Love, Honesty, Respect, Forgiveness and Responsibility – which are integral to our learning and ethos.
- School charters and expectations are clear, fair and regularly promoted.
- Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies and on the playground.
- Pupils are encouraged to respect the law and St Mary's CE enjoys visits from services such as the Police, Fire Service, etc. to help reinforce this message.
- The Behaviour and Discipline and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parents and carers.
- UNCRC Article 13 – Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Impact

- ✓ Children know the core values and how these impact on the work of the school.
- ✓ Children create and know the charter for their class and understand the importance of following this for every child to have the right to learn.
- ✓ Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these.
- ✓ Children know that we celebrate good behaviour (World's Greatest Children books) and attendance (certificates and rewards).



- ✓ They are able to discuss and debate philosophical issues in relation to these.

Individual Liberty

- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment, e.g. by signing up for extra-curricular clubs.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE lessons.
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents.
- Pupils have key roles and responsibilities in school, e.g. Year 5/6 School Councillors, Eco-Councillors, Playground Buddies, etc.
- UNCRC Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as for their parents, their own and other cultures, and the environment.

Impact

- ✓ Children understand about the importance of accepting responsibility and of their right to be heard in school.
- ✓ Children are consulted on many aspects of school life and demonstrate independence of thought and action.
- ✓ Children are keen to take an active part in the life of the school.
- ✓ The Rights of the Child are well known by children and referred to as part of their learning about values.
- ✓ Children, especially the most vulnerable, feel safe and cared for in school.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

- Respect is one of the core values of our school. The pupils know and understand that it is expected that respect is shown to everyone, adults and children.
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.



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- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.
- Links and visits are promoted with local faith communities and places of worship, e.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class.
- Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.
- Within the Christian ethos of the school we offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our curriculum topics. These curriculum topics offer children the chance to reflect on our core values and British values.
- UNCRC Article 14 – Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Impact

- ✓ The school's leaders have a clear vision of St Mary's as a church school with a strong, caring ethos in which its pupils thrive academically and personally, SIAMS 2014.
- ✓ The school's richly diverse multicultural and multi faith community strongly embraces and lives by the Christian values at the heart of its life, SIAMS 2014.
- ✓ A strong and beneficial partnership has been formed with the parish church and its clergy and also with the communities of other churches in the area, further strengthening the school's Anglican character, SIAMS 2014.
- ✓ Children can articulate why respect is important; they learn to respect themselves and their decisions and show respect to others.
- ✓ Children's attitudes and behaviour demonstrates their good understanding of this value in action.
- ✓ Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.
- ✓ Children understand about turn taking and respecting the views of others.
- ✓ Children in KS2 in particular are able to use the language of respect.

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