

## 'British Values at St Andrew's C of E Primary School, Great Yeldham

*At St Andrew's Primary School we actively promote and uphold the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs, as well as our core Christian values of community, creativity, confidence, enthusiasm, determination and compassion.*

Core Christian Values	<ul style="list-style-type: none"> <li>• Our six Christian values were launched in September 2012 after a consultation with staff and governors. They are well embedded across the school and used in all classes and in our daily act of worship.</li> <li>• The links between the Bible and our values are made explicit and reflect our status as a Church of England Primary School.</li> <li>• All pupils understand the values and can verbalise how they are a part of their daily life. As a school we present annual awards for pupils demonstrating and applying the values.</li> <li>• The values are reflected in the school ethos and help shape the decisions and policies produced by the Senior Leadership Team.</li> <li>• All staff embrace the values and commit to being key role models, not only to the pupils, but also to each other.</li> <li>• Our core Christian values help pupils to develop their self-knowledge, self-esteem and self-confidence and enable them to competently distinguish between right and wrong.</li> </ul>
Democracy	<ul style="list-style-type: none"> <li>• A democratic environment is at the heart of St Andrew's School. Children are very involved in the life of the school and the direction of their learning.</li> <li>• We operate a school council with named representatives from each class. These School Council Reps are encouraged to stand for the position and are then voted for by their peers. The school council provides them with the opportunity to become spokes people for their class, sharing the views of their peers and impacting on real change around the school. They also have the opportunity to work closely with other councils from schools within our local consortium.</li> <li>• We also have four House Captains, two Sports Captains and a Sports Council. The House Captains are required to respond to an advertisement for the role submitting an application and then to undergo a short interview with a Senior Leader. When in post they are responsible for representing their team on the Sports Council.</li> <li>• At the beginning of a school year all pupils work with their new class teacher to draw up a 'Classroom Creed'. These rules are devised as a group, agreed together and then pupils sign up to them. This sets clear ground rules; rules that the children themselves have deemed as important for a community to work successfully together. Pupils quickly learn that they can positively influence decision making by taking part in these democratic processes.</li> <li>• Children are encouraged to take on other positions of responsibility to ensure that school runs smoothly, this includes becoming a buddy for new pupils, library monitors, lunchtime monitors, class monitors, and assembly monitors. All these roles require children to complete a variety of tasks and help to illustrate the importance of contributing positively to the lives of people within the school.</li> <li>• Within the curriculum there are a variety of opportunities for children to develop their understanding of democracy including lessons within PSHE, regular chances for class voting, turn taking and talk partner work and role play of democratic processes.</li> </ul>
The Rule of Law	<ul style="list-style-type: none"> <li>• The importance of laws, whether they are those that govern the class, the school, or the country, are consistently reinforced throughout the school.</li> <li>• As a school we promote a positive behaviour policy with clear expectations that are understood by all pupils. Each class operates a class reward system with clear consequences for pupils not meeting expectations. This continues with the Senior Leaders in the school. Pupils know and understand the difference between right and wrong and that there will be fair consequences for breaking school rules.</li> <li>• Many of the core reasons behind the need for rules/laws are explored through our Daily Act of Worship and the curriculum. The Bible is used to illustrate fundamental requirements for human behaviour and to explore right and wrong.</li> <li>• As a school we promote visits from the Police and Fire Departments to ensure pupils understand the need for safety. We host event days for classes for example 'Think Safe, Be Safe' in conjunction with Greenfields Housing &amp; Essex Police. Aimed at Year 6 it educated the children in the dangers of knife crime and the rules of 'Joint Enterprise'.</li> <li>• We work closely with the Parish Council to encourage the local community to abide by laws and regulations, for example we have run two poster competitions; one to prevent people leaving dog mess on the public footpaths and one to promote safe parking in the village. Winners of both competitions were displayed around the village for the whole community to see.</li> <li>• Within the curriculum we provide opportunities for pupils to embed their understanding of the rule of law. For example we explore key role models such as Nelson Mandela, deliver lessons on personal safety through PSHE, host an annual e-safety week, teach waterside pool safety and swimming, provide Bikeability and road safety lessons and pupils participate in Speedwatch activities.</li> <li>• Pupils regularly take part in a variety of sports tournaments and competitions again allowing them to understand the importance of rules and fair play and to respect the</li> </ul>

	<p>decisions made by figures of authority such as the referees.</p> <ul style="list-style-type: none"> <li>• Pupils quickly develop an appreciation that living under the rule of law protects individual citizens and is essential for their safety and well-being.</li> </ul>
Individual Liberty	<ul style="list-style-type: none"> <li>• Within lessons children are actively encouraged to take responsibility for their own learning. They are often required to choose the level of challenge that they wish to access helping them to understand that people have the freedom to choose within society. This approach only works successfully if they take responsibility for their attitude to learning and ensuring that they continue to progress. Evidence indicates that children are excelling at this, demonstrating a maturity and respect for their own and others' learning.</li> <li>• Our system for Homework also allows pupils the freedom of choice, deciding which activities to complete and in which order. Children are flourishing within this framework and the quality of homework submissions has significantly increased.</li> <li>• Our marking and feedback policy clearly places the drive and need for improvement with the pupil, carefully scaffolded by the class teacher. Children are provided with a daily session within which they must make suggested improvements to their work. Children are motivated to improve and understand that they are responsible for their learning.</li> <li>• We promote a safe environment and children understand the importance of making the right choices to keep each other safe. They ensure they responsibly use materials, equipment and the internet operating within carefully defined boundaries.</li> <li>• Pupils choose from a wide range of extra-curricular clubs and are able to develop their own interests in particular areas. Pupils also run their own clubs, encouraging other pupils to become involved in an interest that they hold.</li> <li>• Parents evenings are held with parents and teachers but pupils are also actively encouraged to attend; again this promotes the importance of children taking responsibility for their own behaviours and attitudes to learning.</li> <li>• Our curriculum supports the development of individual liberty through PSHE lessons, topic work looking at famous figures and periods in history, sex education and Forest School.</li> <li>• Our yearly residential trip for Years 5 &amp; 6 allows pupils the opportunity to experience being away from home, often for the first time, and to manage their own feelings, emotions and actions in a new environment.</li> <li>• Some pupils find managing their own freedoms and rights particularly challenging. As a school we are passionate about supporting them to develop their self-esteem and self-confidence. We have two trained Emotional First Aiders (EFAs). They work to support pupils who are struggling in this area. One of our EFAs is also trained to run the Positive Assertive Confidence Course.</li> <li>• The school has a Sensory/Emotional First Aiding cabin to ensure that pupils have a safe place to explore their own concerns and worries. We believe that all pupils within the school have a voice that must be listened to.</li> </ul>
Mutual Respect & Tolerance of Different Faiths & Beliefs	<ul style="list-style-type: none"> <li>• Our school ethos and Christian values are clearly based on mutual respect and tolerance. We are a Church of England Primary School but warmly welcome children of all faiths and respect their religious beliefs. We currently have pupils who are withdrawn for Acts of Worship and this is understood and respected by all pupils and staff.</li> <li>• Our daily Act of Worship is one of the core methods through which we send the message of mutual respect and tolerance as well as in the PSHE curriculum, Geography, French and in RE where we explore a large variety of other faiths as well as Christianity.</li> <li>• The school Behaviour Policy is based on the principle of respect and tolerance. As a school children are required to demonstrate these values and consequences are delivered when they do not. A fundamental element of the policy is the idea of a fresh start. If a pupil has completed their consequence we are keen to emphasise that we respect the fresh start and wipe clean the slate. This gives children the opportunity to remodel their behaviour and ensure they maintain respect and tolerance for each other.</li> <li>• As a school we regularly support a variety of charity events including Operation Christmas Child, Children In Need, Harvest Collection, Comic/Sports relief, Project Paddington for the Syrian refugees and other charities. Our pupils understand that people throughout the world have access to different resources and live under different circumstances. Part of our role is to support the most disadvantaged where we can and the children actively support this.</li> <li>• Children are taught to be respectful towards each other and support each other through the use of a buddy system. This works particularly successfully when the Year 6 pupils buddy the new Reception pupils. They support the children through their first week at school and forge strong friendships. One of the challenges for our oldest pupils is the transition to Secondary School where they move to a large school site and mix with many new pupils with new beliefs and faiths. We work closely with the school on transition and the pupils have two full day visits.</li> <li>• During 2015 some of our pupils visited a school in Redbridge. The aim was for both schools to experience the different cultural backgrounds of a different school community. This was an essential experience for our pupils, particularly within our school context where only 8% of our pupils are from a minority ethnic group.</li> </ul>

