



Myton Park Primary School

British Values Policy

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Myton Park Primary School
Being the Best Person You Can
(British Values Policy)

1. Definition

British Values– simply put, are a set of important values to live by.

2. Stockton's shared definition of British Values

In our inclusive school, we value, seek to understand, and identify potential in everyone. We encourage everyone in our school community to engage in the life of the school and wider community.

We promote values which include: British democracy; the rule of law; individual liberty; respect and acceptance of different faiths and beliefs – alongside an appreciation and celebration of difference and diversity (reflecting all protected characteristics and social class). We understand that all children have rights as set out in the UN convention of the child and actively promote these rights. We encourage children to understand and accept that with rights come responsibility.

Valuing our cultural heritage, we explore our local, regional and national heritage and British History, both positive and negative– learning from history and taking pride in positive contributions made.

3. Inspectors will look for:

We actively promote the fundamental British Values of democracy, the rule of law, individual linearity and mutual respect and tolerance of those with different faith and beliefs*

**thinking about or feelings for the consequences of actions, thinking ahead– five or ten steps down the road, the effect individuals actions have on others, seeing yourself as part of the problem/solution.*

4. Our ethos and community

Our ethos, strap line and curriculum statement underpin everything we do. They determine how we treat each other and the values we wish to present to our immediate and wider community. They guide our curriculum and the standards we set for ourselves.

At Myton Park we aspire to have a true community feel where all pupils, parents, staff, governors, volunteers and other community member's work together to ensure we all reach our true potential.

We resolutely persevere and endeavour to set the very highest standards in all areas, which means–we must all commit to set the highest standards for ourselves. We envision a school where relationships are positive, expectations are high and we all have the self–belief and drive to accomplish our aspirations, within a learning environment that aims to meet the needs of all stakeholders.

To achieve this, we must all– children, parents, staff, governors, volunteers and community members– approach all situations with a positive ethos. We expect mutual respect and commitment to the following protocol.

- *We are here for each other and the children in our care*
- *We demonstrate good manners at all times*
- *We talk to each other*
- *We listen to each other*
- *We make time for each other*
- *We meet each other*
- *We inform each other*

- *We are honest with each other*
- *We support each other*
- *We respect each other*
- *We celebrate and share our different strengths*

Myton Park Primary School
Nurturing skills for life'

Our curriculum aims for high standards whilst providing valuable and memorable opportunities for all children to learn, grow and develop the skills, knowledge and understanding relevant to their needs now and their future lives. It promotes a willingness to question and explore, widen their horizons, develop their aspirations and instil self-belief.

5. Our Society

Our ethos, strap line and curriculum statement underpin everything we do and guide the society we want to create in our school. We link to home school agreement, teachers standards, Prevent, anti-bullying, substance misuses, web site, minority groups and safe guarding to them.

Our children

Characteristic of children we want to develop

The children and staff were all involved in identify a set of characteristics we felt the children and staff at Myton Park should aspire to.

Remember it takes all of us doing the right thing to make Myton Park Primary a happy community we feel proud to belong to.

<i>Caring</i>	<i>Generous</i>
<i>Determined</i>	<i>Forgiving</i>
<i>Respectful</i>	<i>Responsible</i>
<i>Polite</i>	<i>Enthusiastic</i>
<i>Cheerful</i>	<i>Smart</i>
<i>Honest</i>	<i>Resilient</i>
<i>Friendly</i>	<i>Conscientious</i>

We also believe these articles from the UNICEF have a particular resonance with our children.

Article 3 The best interests of the child must be a top priority.

Article 12 Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

Article 13 Every child must be free to say what they think and seek and receive information of any kind as long as it is within the law.

Article 14 Every child has the right to think and believe what they want and also to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.

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 respect for their parents, their own and other cultures, and the environment.

Article 31 Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

6. Our Role

Our values and attitudes help prepare children for life in modern Britain.

SMSC

safe guarding

clubs

SENd

enrichment days and weeks

assemblies

links with the wider community,

sports

healthy lifestyle

buddies

school council

friendship week

learning behaviours

Our curriculum prepares children for life in modern Britain. We recognise that some of the issues taught will at times be challenging but appropriate to the needs and age of our children.

The list below is not intended to be exhaustive but gives an idea of how British Values is a part of our whole curriculum

History– important events and famous people

PHSCE– values, behaviour, life skills

RE–faiths, morals, understanding

Music– national music and identify

Art and DT– British art, artists and designers;

Geography– world awareness week, understanding and knowledge of other countries, human impact on the environment

Science– healthy eating, active life style, health and safety

SMSC– the style of teaching and expectations and the values we constantly reinforce

English– British literature

Maths– British systems, monetary values

ICT– internet safety

PE– fitness, life style, sportsmanship

Some examples of ways in which we are actively promoting British Values at Myton Park:

Democracy:

- Formulate and agree a set of 'class rules' at the beginning of each school year, within the confines of the broader school rules and expectations.*
- Elect class representatives to our school councils.*
- Have a school council who meet regularly and provide a 'pupil voice'.*
- Allow the children's voice to be heard. We ask for their views.*

- Ask children to support the interviewing process for new staff.
- Discuss democracy within assemblies.
- Carry out debates in assembly to encourage free speech and allow children to Listen to and consider others points of view.

The Rule of Law:

- Have a clear, consistent behaviour policy (based upon positive rewards) which is consistently applied throughout the school.
- Provide opportunities for children to reflect about positive and negative behaviour.
- Address issues of law during whole-school assemblies as and when appropriate.
- Give considerable time to individual pupils who require additional opportunities to understand the importance of following rules.
- Encourage visits from external agencies to talk to the children in school.
- Elect playground firends to encourage fair play in the playground.

Individual Liberty:

- Pupils are actively encouraged to make choices at our school, knowing that they are living within a safe and supportive environment.
- 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.
- Pupils are given important roles in school, such as playground pals and school councillors.
- Children are encouraged to understand responsibility in school in terms of behaviour and attitude to learning.
- Justice and fairness are key principles within our school. Pupils are taught how to be safe and how to act safely. This is given an additional emphasis during anti-bullying week.
- All pupils are taken seriously by staff whenever they raise a question or concern.

Mutual Respect:

Respect and Responsibility are key values which permeate all aspects of school life.

They determine

the way in which we support and care for each other, for the community and for the environment.

At Myton park children learn respect through;

- The promotion of positive relationships.
- The modelling of positive relationships by all adults working in school.
- The RE and PSHE curriculum which teaches that behaviour has an effect upon those around them and upon their own rights. Such ideas will also occur in many other curriculum area, such as the study of conflict in History, global impact of personal life styles on the environment in Geography and the Sciences, etc.
- All other aspects of the curriculum (as successfully working in groups requires respect for each other).
- The work of the school council.

- *The positive reward system developed to promote respect.*
- *Our celebration assemblies when all pupils show respect for the efforts of others.*
- *Giving responsibility to pupils (Playground friends, school council)*
- *Participation in events organised to raise money for various charities.*

Acceptance of those of different Faiths and Beliefs: tolerance is promoted in our school through:

- *The stated aims and values of the school.*
- *The PSHE curriculum.*
- *The RE curriculum.*
- *The Modern Foreign Languages curriculum.*
- Educational visits to places of religious worship and of cultural significance.*
- *Class and whole school assemblies.*
- *Festival study and celebration.*
- *Work on prejudice-based bullying during anti-bullying week.*
- *Using world events as opportunities to positively reinforce life and culture in other countries.*
- *A non-negotiable approach towards the expression of views contrary to our agreed set of values.*

In the class

Around school

In the playground

At home

In the immediate community

The wider community



We see our role contributing to these key areas