

## British Values at Paull Primary School 2016/2017

| British Values are  | How it is promoted at Paull Primary   | How it could be promoted further   |
|---|---|--|
| <p><b>DEMOCRACY</b><br/>How Citizens can influence decision making through democratic process.</p>  | <p>Pupil voice through:</p> <ul style="list-style-type: none"> <li>• Class use of voting to make decisions relevant to pupils in individual classes.</li> <li>• School council sharing and discussing their views and those of their peers.</li> </ul>  | <ul style="list-style-type: none"> <li>• Make the school council more powerful as an expression of pupil voice by allowing children to vote who gets a place in school council.</li> <li>• Evidence of the influence of pupil voice from the school council.</li> <li>• Pupil questionnaires.</li> </ul>                     |
| <p><b>THE RULE OF LAW</b><br/>Children understand that all people and institutions are subject to and accountable to law that is fairly applied and enforced.</p> | <ul style="list-style-type: none"> <li>• Behaviour policy with a warning system which enable pupils to reflect on behaviour.</li> <li>• Visits from people within the community (e.g the police through people who help us topic)</li> <li>• Appropriate consequences to develop responsibility for own behaviour choices.</li> <li>• Developing classroom rules and expectations of pupils.</li> <li>• Assemblies and classroom activities are used to explain to children why we have rules to ensure people are kept safe and secure.</li> </ul> | <ul style="list-style-type: none"> <li>• Further development of citizenship through assemblies to support children to gain an understanding of what it means to be a citizen in modern Britain.</li> <li>• Link with local PCSO.</li> <li>• Further develop pupil's understanding of rights and responsibilities.</li> </ul> |

|   |   |   |
|---|---|---|
|   | <ul style="list-style-type: none"> <li>• Anti-bullying processes active within school.</li> <li>• E-safety explored within the curriculum and cyber bullying tackled with a zero tolerance approach.</li> <li>• Home school agreements.</li> <li>• Information and guidance provided in assemblies.</li> </ul>  |   |
| <p><b>INDIVIDUAL LIBERTY</b><br/>Children have an understanding that the freedom to hold other faiths and beliefs is protected in law and an acceptance that prejudicial behaviour should not be shown towards those with different beliefs to oneself.</p> | <ul style="list-style-type: none"> <li>• Promoting different religious celebrations throughout the year.</li> <li>• Ensuring that all children are treated with dignity and respect.</li> <li>• Anti-bullying procedures address prejudicial and discriminatory behaviour.</li> <li>• Paull Primary is accessible to all.</li> <li>• Children are taught about ambition and aspiration.</li> <li>• Sports events/competitions. Children's achievements outside school are celebrated.</li> <li>• Achievement/celebration assemblies.</li> </ul> | <ul style="list-style-type: none"> <li>• Work on challenging stereotypes.</li> <li>• Introduce a worry box that all children can access.</li> <li>• Look at becoming a RRS school.</li> </ul> |
| <p><b>MUTUAL RESPECT</b><br/>Children understand that respecting each other and being</p>   | <ul style="list-style-type: none"> <li>• Explored through assembly themes.</li> <li>• Celebration of all children's successes.</li> <li>• Raising money for charity to support people less fortunate.</li> </ul>  | <ul style="list-style-type: none"> <li>• Consider how the school council can promote respect further through the school.</li> </ul>   |

|   |   |   |
|---|---|---|
| <p>respected in return is essential.</p>  | <ul style="list-style-type: none"> <li>• Performances and assemblies where all children are able to take part.</li> <li>• Respect and teamwork promoted through residential trips, mixed age activities at Christmas, sports day.</li> <li>• Promotion of gender neutral resources.</li> <li>• Expectations of good manners encouraged and modelled at all times. Good manners rewarded through courtesy points.</li> </ul> | <ul style="list-style-type: none"> <li>• Further links with community members from a variety of sources eg farmers, police.</li> <li>• Look at different charities we can support further.</li> </ul>   |
| <p><b>TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS</b><br/>Children have respect for individual's beliefs, cultures and ways of life.</p> | <ul style="list-style-type: none"> <li>• Close links with St Andrews Church, children visit at different times of Christian celebration.</li> <li>• Explore other religious celebrations.</li> <li>• Books and artefacts used to explore different faiths and cultures.</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop a link with a school with a different background to our own.</li> <li>• Arrange a visit to other religious buildings or a visit from a person with a different faith or culture.</li> <li>• Encourage children further to be involved in current affairs.</li> </ul> |