



Redlands Community Primary School

Working Together and Aiming for Excellence

Promoting British Values at Discovery Schools Academy Trust & Sileby Redlands C P School – January 2015

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. These values have been reiterated by the Prime Minister this year.

At Discovery Schools Academy Trust, British values are regularly reinforced in the following ways:

Democracy

Pupils have the opportunity to have their voices heard through our School Council. The election of three School Councillors from each school house (two from Year 6 and one from Year 5) is organised through pupil vote for those pupils who wish to stand for office once candidates have had the opportunity to campaign through a presentation to the House Team peers. The Chair, Vice Chair and Secretary of the School Council are elected from Year 6 once the School Council members have been established. Other members of the school council are also part of our Learning Committee – these pupils are trained to evaluate the learning experience at Redlands by conducting pupil interviews and Learning Walks. The findings are fed back to the Head Teacher and rest of the staff as necessary.

The School Councillors meet weekly to plan, conduct and evaluate projects to help improve our school. Each class has a class suggestion box which the school council use to help plan future projects. They also try to link ideas with local and National initiatives. Once the council is established, they are trained to hold a weekly assembly where they try to solve their own issues through problem solving. This concept helps the children to understand that they are responsible members of our school.

Every year pupil views are sought through questionnaire on a wide range of school matters including enjoyment of school, quality of learning, standards of teaching and behaviour and matters related to safety. We use the outcomes of surveys to make adjustments and improvements where necessary.

Within our behaviour policy there are whole class reward choices which the pupils vote on as a class group. Our PROUD cube system culminates in a termly prize of £100 which the children can choose to spend or reinvest to make more money for their class prize. This helps pupils begin to make decisions and help them understand more about economics. Pupils also take responsibility for setting their class charter which determines the best environment for classes to learn in; their learning slogan for the year to help motivate them to succeed and class ambassadors.

The Rule of Law

The importance of laws, including those governing the individual, the class and the whole school, are consistently reinforced. The children understand these laws and see them as our School Start and Stop behaviours. They are taught the reasons why rules exist and the consequences on the individual and our school society as a whole if rules are broken. They also understand that working within agreed rules brings its own rewards. Pupils at Redlands are also aware of their responsibilities of being a contributing factor to the decisions that are made within their classroom. This sense of belonging and ownership of our rules and regulations are reflected in each Class Charter – establishing an agreed understanding of what it means to be a contributing individual to the running of Redlands Primary School.

Pupils are taught the value and reasons behind British laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make personal choices, knowing that they are in a safe, secure and supportive environment. We educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering them through education.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons.

Whether it be through choice of challenge or working partners, choice of how they record their work, of choice of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make a wide range of choices.

Mutual respect and tolerance of those with different faiths and beliefs

Respect is a core value within which our school ethos, vision and behaviour policy are firmly rooted.

Through class, year group and whole school activities and discussions, pupils have a good understanding of what respect means and how it is shown. Our class and school rules and our behaviour policy thoroughly reinforce this ethos.

Tolerance of those of different faiths and beliefs is encouraged through our ethos of respect and through enhancing pupils understanding of their place in a culturally diverse society. We provide our pupils with opportunities to experience the cultural diversity of Leicester and Leicestershire through fostering links with a school on the edge of the city where there is a rich cultural and ethnic mix. Within our RE curriculum we study the background and practices of a range of faiths practiced in Leicester and Leicestershire, including the Hindu, Sikh, Muslim, Buddhist and Jewish faiths. We take our children to visit places of worship of these faiths and provide opportunities for our children to speak with and listen to faith leaders. Representatives from the Christian Church, Methodist Church and the Sikh faith regularly form part of our termly assembly programmes. In response to parental feedback, a Humanist representative will join our team of assembly speakers to ensure that our children have a broad and balanced view.

Discussions in RE and PSHE lessons at an age appropriate level give pupils opportunities to consider the reasons for and consequences of religious and racial intolerance and prejudice-based bullying.

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