

## British Values Statement

The Department for Education has introduced a statutory duty for schools to promote British Values, stating:-

"We want every school to promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

At Linton Primary School we value the ethnic backgrounds of all pupils and families and undertake a variety of events and learning to celebrate and explore these alongside other cultures in our country, preparing our children for life in modern Britain.

We ensure that British Values are introduced, discussed and experienced through the work of the school, with all curriculum areas providing the opportunity for further understanding of these concepts. Our cross curricular approach supports the development of the spiritual, moral, social and cultural education of our children.

The school enables children to have exposure to a wide experience beyond their local community during which these concepts are shown, through for example visits, visitors and sporting events

At Linton, we value the pupil voice and promote democratic processes such as our Pupil Voice whose members are voted for annually by the children. They plan ideas and events and have the chance to see these come to fruition, for example with the introduction of the new house system, the 'Bake off competition and tea party, the defibrillator as well as choosing resources for lunchtimes. Children at Linton also have the opportunity to be part of a community within our whole school as they are all members of 'HOUSES' this is another opportunity to exercise their democratic vote (for captains).

Children are given responsibility to lead other children in games and activities so that they are fully involved in all aspects of school life. For instance, our older children are play leaders and help to promote our core values. We expect all our children to be good role models for each other, which is encouraged through high expectations of behaviour.

## **Democracy**

We have our own 'Pupil Voice' where members are elected by their peers. All children are able to put themselves forward. A ballot is held and pupils are voted for.

All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the school on matters that directly involve them.

Pupils also have the opportunity to have their voices heard through pupil questionnaires and pupil discussions.

The elections for new House Captains are based on pupil votes.

Our school behaviour policy involves rewards and sanctions which the pupils have discussed.

The principle of democracy is explored in the PSHE, History and RE curriculum.

## **Rule of law**

Our school has 'Linton Law', which is embedded in our work every day.

Each class also discusses and sets its own rules or values that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

The school's high expectations are clear, fair and regularly promoted.

Pupils are helped to distinguish right from wrong.

Pupils are helped to respect the law.

Pupils are helped to understand that living under the rule of law protects individuals.

Learning about authorities such as the Police, Fire Service, Ambulance, Government etc. are regular parts of our calendar and help reinforce this message.

The Behaviour and Anti-Bullying policies encourage the restorative justice process to resolve conflict.

Each class writes a class charter as part of PSHE lessons at the start of the school year and the children agree to follow each part.

### **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 for example by signing up for extra-curricular clubs, choosing the level of challenge in some lessons and becoming increasingly more involved in learning that is led by their questions and interests.

As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment, a planned curriculum and an empowering education.

Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.

Pupils are encouraged to take responsibility for their own behaviour.

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.

Freedom of speech is modelled through encouraging pupil participation.

Vulnerable pupils are protected and stereotypes challenged with core learning on 'it is ok to be different'

A strong anti-bullying culture is embedded in the school and we have achieved United Against Bullying Silver award.

**Mutual respect and tolerance for those of different faiths and beliefs.**

Respect is one of the core values of our school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.

All of the above is embedded throughout the school and strongly promoted at break and lunchtime.

The school strongly promotes respect for individual differences.

Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.

Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.

Actively promoting our values also means challenging pupils, staff or parents expressing opinions contrary to fundamental values, including 'extremist' views.

Links and visits are promoted with local faith communities and places of worship. E.g. visits to places of worship enhance learning back in the classroom.

Through the PSHE and RE curriculum, 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, such as looked after children or young carers.

Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.

We follow the Derbyshire Agreed syllabus for RE and use the 'PSHE Matters curriculum', (Derbyshire Curriculum) for PSHE teaching. We have introduced R-time a whole school programme that develops mutual respect and courtesy among children and their peers.

We offer a curriculum in which major religions and other countries are studied and respected.