



Green Meadow Primary School

Promoting British Values

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated in 2014. 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'.

At Green Meadow we are committed to promoting values which ensure our pupils develop a strong sense of social and moral responsibility and which prepare them for life in modern Britain. Values such as individual liberty, democracy, the rule of law, mutual respect and our tolerance of those with different faiths and beliefs are embedded in our ethos and promoted in a variety of ways throughout the school.

Democracy

All children are treated fairly and have an equal right to express their views and be listened to. They are also responsible for listening carefully and with concern to each other. Pupils have the opportunity to air their opinions and ideas through Circle Time and through our active Eco Council, School Council and curriculum questionnaires. The elections of the council members and *House Captains* are based on pupil votes, reflecting our British electoral system and demonstrating democracy in action. Year 6 have the opportunity to apply for prefect and mediator posts as well as a variety of school jobs and each term pupils are able to nominate and vote for class members to go to 'Lunch with the Boss'. Our Positive Behaviour Plan reflects fairness and the school community have a good understanding of the principles that underpin it and how 'injustices' are resolved. Green Meadow is an inclusive school and full access is made for all. Building Learning Power principles underpin all areas of the curriculum.

Examples of Democracy at Green Meadow Primary School

- ◆ Voting for school council, eco council, school becoming academy, for decisions (e.g. BLP), marble jar treats, charity donations, lunch with the boss, lunches, etc.
- ◆ Assemblies – e.g. Acorns, Rev Evans, Coty Mission.
- ◆ Interest grids – influence planning home learning – Pupil voice.
- ◆ Class suggestion boxes
- ◆ PSHE lessons about injustice
- ◆ Class debates (History/English)
- ◆ Lessons about jobs in public services (e.g. reception)
- ◆ Mediators & TA's used to model how to intervene and solve problems at lunch time / social interaction groups.
- ◆ Circle times / PSHE role play how to sort issues.
- ◆ Assemblies promote values of democracy.



The Rule of Law

The importance of laws and how they keep us safe, whether they be those that govern the school, local community or the country are consistently reinforced throughout each school day as well as when dealing with behaviour and through school assemblies. Children are taught the reasons behind the school rules and the importance of observing these rules alongside the consequences should they not follow them. Visits from outside agencies such as the Police and Fire Service reinforce the message that we all have a responsibility to follow law and that there are consequences when laws are broken. Our ethos also enables children to think about how to make amends.

Examples of the Rule of Law at Green Meadow Primary School

- ◆ Display school rules – in classrooms
- ◆ Provide rules for parents in prospectus
- ◆ Publish school rules on website.
- ◆ Review rules / policy annually and shared with all staff (CPD)
- ◆ Assemblies / circle times
- ◆ School rules underpins behaviour policy / expectations
- ◆ Positive behaviour policy – highlights positive behaviour and identifies negative behaviour and strategies for improvement.
- ◆ Individual behaviour plans
- ◆ Happy / sad sides
- ◆ Reward systems – stickers / certificates / trophy / Congrats / Parliament / Government
- ◆ Curriculum coverage - Y5 Vikings / Anglo-Saxons + Victorians
 - ◆ - YR 'People who help us' – police visit
- ◆ PSHE – drugs / alcohol – legal / illegal
- ◆ Sex and Relationship Education
- ◆ Yr 6 transport police
- ◆ Assembly – police visit



Individual Liberty

Within school children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and share boundaries for our children through curriculum provision. Our pupils are encouraged to know, understand and exercise their rights and responsibilities and advised how to exercise these safely, for example through our E-Safety and PSHE programmes. Whether it is through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs pupils are given the freedom to make choices. Pupils are encouraged to express their own thoughts and feelings but are also made aware that their view may not impinge on others. Support is given for individual needs. Building Learning Power principles support pupils to make choices in their learning.

Examples of Individual Liberty at Green Meadow Primary School

Self confidence, self knowledge, self esteem.

- ◆ BLP
- ◆ PSHE / RE Curriculum
- ◆ Behaviour system rooted in choice
- ◆ Development of independence
- ◆ Home learning grids
- ◆ Opportunities to perform on stage

Responsibility for behaviour

- ◆ BLP PSHE / RE Curriculum
- ◆ Circle time
- ◆ Choosing peer mediation

Model freedom of Speech

- ◆ Pupil voice
- ◆ School and Eco
- ◆ Boxes for their suggestions
- ◆ Circle time
- ◆ Teacher values

Challenge stereotypes

- ◆ PSHE / RE Curriculum
- ◆ Teacher modelling
- ◆ Ethos

Anti Bullying

- ◆ Athos
- ◆ Rules
- ◆ PSHE Curriculum

UNICEF rights

- ◆ Monitoring clubs for equal opportunity



Mutual Respect /Tolerance of those with different Faiths and Beliefs

Pupils thoroughly enjoy lessons and are active learners who display excellent behaviour as they understand the right of all children to learn and thrive in an atmosphere of mutual respect. Our children know and understand that respect is shown to everyone, whatever differences there may be. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and portray positive role models for all people. Building learning Power principles underpin other ethos and curriculum.

Our core value of respect promotes tolerance of those who have different faiths and beliefs. Green Meadow aims to enhance pupils' understanding of different faiths and beliefs through curriculum provision (Religious Education, PSHE, school visits to other places) and assemblies. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within school. All staff are committed to developing with the children the language needed to express their views, emotions and feelings so that they are able to negotiate with their peers and resolve any disagreements peacefully. We actively seek opportunities to enhance pupils' understanding of their place in a culturally diverse society by giving them opportunities to experience such diversity through the school.

Examples of Mutual Respect / Tolerance at Green Meadow Primary School

- ◆ Accessibility Plan – equality statement
- ◆ Assemblies – Celebration of individual achievements
- ◆ Visits to places of worship
- ◆ French Culture – lessons
- ◆ British Culture e.g. Poppy Day / Jubilee celebration
- ◆ Curriculum topic provision (stakeholders input)
- ◆ Positive Behaviour Plan – Zero Tolerance
- ◆ Link with St Davids / other faiths
- ◆ BLP – Personal thinking skills
- ◆ Circle time
- ◆ PSHE Curriculum provision
- ◆ Malachi support – pastoral
- ◆ Peer support – Sen (Inclusive community)
- ◆ Authorisation of absence for religious / cultural celebrations
- ◆ Equality of opportunity
- ◆ Newsletter – parking
- ◆ Malachi Y6
- ◆ Charitable donations

