

# Fellgate Primary School

Together Everyone Achieves More



# British Values Statement

## Document Control

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## Change History

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1.0	Dec 2017	Office Manger	Minor to format	Head Teacher Govering Board
2.0	January 2018	Office Manager	Not changes	
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## Our Vision

At Fellgate Primary School through an ethos of respect, challenge and resilience, we aspire to create an inclusive, safe, vibrant, happy school where each member of the school community - children, parents, carers, staff and governors - feels valued and are encouraged to be the best they can be.

We celebrate individuality, striving for everyone to reach their full potential and “shine” in everything they do.

## Our Values

We **respect** ourselves and others, encouraging everyone to be the best they can be.

We thrive on **challenge** so that we can all reach our full potential.

**Resilience**- We never give up and understand that it is ok to make a mistake.

**Inclusion**- Every member of our school community has a voice, are listened to, appreciated and supported.

**Unique** – we all have different strengths and abilities and are special in our own way.

## Our Aims

To create caring, confident and curious children who are successful learners, confident individuals and responsible citizens.

To motivate and challenge our children to achieve academic and personal success.

To appreciate the uniqueness of each child and recognise their potential.

Chair of Governors	A SMITH	Head teacher	J Tones
(Print Name)		(Print Name)	
Signed	A. Smith	Signed	Julia Tones

## Overview

Fellgate Primary School is committed to serving its community.

It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom

It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them Recognises that pupils with asthma need immediate access to reliever inhalers at all times.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

Fellgate Primary School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

The Government set out its definition of British Values in the 2011 Prevent Strategy

## The Five Key British Values

- Democracy
- The rule of the law
- Individual liberty
- Mutual respect
- Tolerance

## Strategies within the National Curriculum

### **Democracy**

The children at Fellgate Primary School see democracy borne out of a whole variety of ways and see this as being an essential component of successful team work. Democracy is a school value that children meet when discussing respect and fairness.

### **Evidence**

- RE and SMSC planning
- SMSC Learning Walks: monitoring evidence
- Pupil questionnaires and discussions, as part of subject monitoring (e.g. Autism Awareness Week)
- School Council: nominations, presentations and voting every year, weekly meetings, led by members of staff
- School Council takes consideration of the Food Group (pupils and staff): regular meetings to discuss and implement changes to the provision of food in school
- Voting systems during the annual Fellgate's Got Talent event
- Children discussing and establishing class rules
- Children contribute by planning at the start of topics as they are asked to make suggestions about what they would like them to learn. They also initiate ideas and pose questions to be answered throughout their learning.

### **The Rule of the Law**

The children at Fellgate Primary School are familiar with this concept through the ethos of the school and through the school PSHCE and RE curriculum. They are confident to discuss values and understand that different religions and faiths have different guiding principles.

#### **Evidence**

- Clear structured Behaviour and Anti-Bullying policies
- Links to local authority Police and Fire Service
- Behaviour and Bullying incidents are all monitored closely and are discussed regularly with staff and SLT
- Anti-Bullying activities through national and international initiatives
- PSHCE/Citizenship curriculum map
- RE curriculum
- Assemblies – focus on British values, embedded within the PSHCE curriculum map

### **Individual Liberty**

#### **Evidence**

- Curriculum planning and timetables, following the PSHCE curriculum map and Programme of Study
- SMSC action plan / monitoring plans and evaluations
- E-safely is fully embedded within all aspects of learning in school
- The Kidsafe programme is fully established in the school for all pupils.
- Our assemblies focus on the school values (Respect, Challenge, resilience, inclusion unique
- Honesty and fairness) which are embedded within the PSHCE curriculum map.
- Children have roles and responsibilities in school (e.g. registers, dinner bands, playground leaders and class monitors)
- Extra-curricular activities are available for those who choose to participate
- Children are supported to make choices safely within boundaries
- Pupils learn that they have rights and personal freedoms
- Children are given a choice of learning challenges, which includes assessing own personal risk when playing with items from the play pod.
- Where appropriate, they are given a choice of how to record their work

## **Mutual respect**

### **Evidence**

- Year 6 buddies with Reception children
- Reading buddies during reading weeks
- Integration between both buildings in the school
- Whole school events
- Learning walks to monitor behaviour and peer relationships
- Weekly behaviour monitoring meetings
- Individual and/or reciprocal integration programmes ensure that all children receive an inclusive education

## **Tolerance of those of different faiths and beliefs**

### **Evidence**

- This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying are regularly held. We follow the South Tyneside agreed syllabus for RE and have a curriculum map and Programme of Study for PSHCE. The core themes of 'Living in the Wider' and 'Relationships' are embedded within the PSHCE curriculum.
- All different faiths and beliefs are explored and celebrated through assemblies, RE sessions, interfaith week and a variety of visitors into school. The children are taught that people have different faiths and beliefs and that these should be accepted. Places of worship are often visited by our pupils. Children within our school with different faiths are encouraged to share their practices and special celebrations. Parents are invited to share celebrations from a range of faiths with us. Our English curriculum includes texts from a range of cultures to further raise children's awareness of different cultures, faiths and beliefs.
- Cultural diversity is reflected in the learning environments and 'Diversity' forms a key part of long and short term planning documents.
- All pupils celebrate multicultural