



BRITISH VALUES
Respect, Responsibility and Rights
Barton Junior School
2016

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.”

As a whole school we have a strong ethos of promoting the values that we feel are important. This document is not an exhaustive list of everything we do but gives a flavour of some of the things we do under the key areas that we have defined as:

Empathy
Personal Responsibility
Democracy
Self-Esteem
Individual Liberty /Personal Choice
Tolerance of Others
Mutual and Self-respect
Rule of Law
Emotional Intelligence

EMPATHY

- Pupils learn to understand and recognise family values through shared experiences
- Pupils understand Classroom rules and School rules and why they are integral to keeping safe
- Pupils actively participate in Circle time during PSHE lessons. This encourages them to reflect, discuss and observe different themes and look at personal experiences.
- Pupils actively participate in Role play lessons, hot seating, encouraging empathy through analysing stories and characters.
- Adults lead Nurture groups, key skills groups, social skills groups which are timely and appropriate interventions for individuals and groups of pupils.
- Pupils are encouraged to identify and express their feelings through a range of different activities.
- Positive relationships are demonstrated between staff and children resulting in empathetic climate throughout the School.
- Positive relationships are demonstrated between staff and parents; opportunities for information sharing and initiating supportive and appropriate interventions.

- Buddies support pupil's well-being and empathy towards peers during social times of the day.
- High expectations of behaviour are expected – saying why we are sorry and meaning it; thinking through the impact of behaviour on others
- Pupils learn about and understanding other religions; common values and beliefs in RE lessons.
- Multi-cultural Arts Week celebrates different cultures and family special events within the wider community.
- Listening/talk partners are used effectively in lessons.
- School counsellor works with children who require emotional support in difficult times.
- Teachers may adapt expectations due to home life circumstances; 1:1 support for specific pupils with emotional fragility.

PERSONAL RESPONSIBILITY

- Pupils are encouraged to maintain their independence with personal hygiene: handwashing, using handkerchief, drinking water throughout the day.
- Pupils are encouraged to take responsibility for their own belongings, jumpers, coats, PE kits and book bags.
- Pupils take responsibility for choosing their own lunch from a menu
- Pupils take responsibility for own actions eg; encouraged to make the right choices
- Pupils take responsibility for own feelings/emotions eg; if feeling sad knowing where to go to get help.
- Staff model positive behaviour and set good example to children and parents
- Staff and pupils have responsibility to work together as a team; whole school, class, year group, key Stage teams
- All adults have responsibility for Safeguarding; staff pass on relevant information to appropriate person
- Pupils have responsibility for setting own Class rules
- Pupils take responsibility for their own learning through Self-assessment/next steps
- Pupils learn about growth mind set and learning powers
- Pupils take care of class resources and equipment, handling and sharing appropriately.
- Pupils select School Council representatives who feed back to class.
- Staff and Pupils are responsible for school image and pride in the local community and wider community when out on trips off site.
- Pupils and staff take personal responsibility for politeness; dinner time manners, cleaning plate, putting cutlery away safely

DEMOCRACY

- Pupils select Class representatives for School Council
- Pupils encouraged to participate in class votes on issues relating to their class community
- Pupils input into the planning of Class topics and sharing prior knowledge
- Parent and pupil questionnaires are distributed to obtain views and suggestions from different stake holders
- Pupils participate in Circle times to share views and opinions
- Pupils understand Visual cues to support informed personal choices.
- Pupils confidently use talk partners, knowing the success criteria for good listening and effective conversations
- Pupils have a choice of after school clubs.
- Parent coffee afternoons give opportunities for sharing views.
- Pupils encouraged to work in mixed ability teams and groups to share ideas and work towards a common goal
- Pupils indicate preference and choice of resources, activities
- Pupils have their views heard on class areas and themes

SELF-ESTEEM

- Pupils are offered experiences outside in the wider community through School Trips and reward trips.
- Leuven Scales for well-being and Involvement are embedded with screening across the School three times a year. Pupils with low scores are identified and supported by adults through interventions and nurture. Pupil premium pupils are tracked for well-being and involvement as a specific vulnerable group.
- Well-being and involvement scanning implemented throughout lesson observations as a tool for tracking effective learning.
- After school clubs are run enabling pupils to develop and pursue their interests and hobbies.
- Positive praise through the reward system (house points, raffle tickets + individual class rewards) and celebration assemblies with weekly stars of the week, attendance and winning house awards support positive values and promote high self-esteem.
- Pupils enjoy the pride of having a School council where their views are heard and acted upon allowing pupils to see that their opinions are valued.
- Adults support playtimes with adult led games and equipment; engaging the pupils in successful physical and pastoral activities
- Pupils are encouraged to develop personal lines of development through topic work developing self-initiated learning and extra homework opportunities
- Pupils across the School learn about growth mind set and how it enables them to become more confident and successful learners
- Pupils' achievements outside of school are celebrated and shared
- Pupils know that all adults in School will take time to listen to them and respond to them
- Pupils know that their peers can also offer reassurance and friendship
- Pupils gain confidence from carefully differentiated activities and targets; teachers ensure that the Curriculum is made accessible to all learners
- Pupils receive regular verbal and appropriate written feedback, compliments and praise as well as constructive next steps
- Attendance is valued and rewarded through prizes and reward trips
- Gifted and talented children receive support with their Personal and Social development in addition to appropriate interventions for accelerated learning
- Staff are valued and social events are planned out of School to enhance team building .
- Circle times as part of the PSHE curriculum offer opportunities for all pupils to say positive things about their peers
- Open afternoons give parents and children opportunities to view work and celebrate their achievements together.
- Pupils Celebrate and support National and World sporting and historical events including the World Cup and Olympics, encouraging pupils to want to be involved in sport boosting self-esteem.
- Children are currently involved in the Inspire to Achieve – Countdown to Rio initiative.

INDIVIDUAL LIBERTY/PERSONAL CHOICE

- Adults and children learn about E-Safety and how to promote it.
- PSHE/circle time enable pupils opportunities to express their personal views
- Adults model, demonstrate and teach good manners.
- After school clubs allow pupils to make personal life choices through hobbies and pastimes.
- School Council enables pupils to take responsibility for their School community
- Pupil questionnaires allow personal views and preferences to be expressed
- Cross curricular topic and challenge afternoons enable pupils to make choices about their learning
- Pupils contribute to developing rules and clear routines and boundaries both in class and around the school.
- Pupils offered choices during 'Special themed weeks'; in Book week there is teacher/pupil story swap with different year groups mixed.
- Pupils choose equipment and resources at playtimes
- Pupils choose their own lunch from a menu.
- In Challenge Maths sessions pupils can select from a range of differentiated activities
- Pupils contribute to the planning of class assemblies.
- Pupils select their own reading books and take ownership of how often to read.
- Key Stage Two pupils support Key Stage one pupils with reading during 'Book Week' story time.

TOLERANCE OF OTHERS

- There is a non-biased approach when dealing with disputes between pupils; all children are encouraged to tell their story and give their views.
- Pupils learn about different religions, faith and cultures (including Buddhism) – to ensure good understanding of the World we live in.
- Parents are encouraged to share information and celebrate their own faiths and cultures.
- Pupils learn that they can have different opinions and needs and that sharing ideas is a positive thing.
- PSHE lessons on successful talk partners and speaking and listening develops respect for everyone's right to speak.
- The School respects religious observance regarding children's faith eg; Eid, Hanukah, Diwali.
- The School environment promotes diversity, celebrating different cultures.
- School rules promote playing together with kind hands and kind words.
- Pupils learn about similarities and differences in PSHE.
- Parents are expected to be tolerant of each other and other professionals involved with their child's education.
- Children learn about disabilities in a positive climate

MUTUAL AND SELF-RESPECT

- Adults in School demonstrate Good manners – showing children and parents to treat others, how you wish to be treated; thank you, please, sorry, excuse me, how can I help.
- Whole school assemblies celebrate achievement of others.
- Pupils learn how to Queue and take turns by lining up patiently.
- Pupils are encouraged to take pride in their personal presentation, hygiene and uniform.
- Pupils are encouraged to embracing and celebrate EAL students, diversity and differences.
- Pupils are introduced to relevant and appropriate recent World events
- Pupils are encouraged to respect their own and others personal space.
- Pupils are encouraged to support important and relevant national and international events
- Pupils take pride in their School Uniform.
- Pupils have opportunities to show other teachers their work and receive praise and rewards
- Displays around the School celebrate achievements and excellent examples of work.
- Mutual respect between staff and parents is expected with the use of appropriate tone and language
- Pupils are taught to show respect when conversing. Never talk over anyone and always listen carefully.

RULE OF LAW

- Pupils know and understand the rules of the classroom. They discuss and decide together and sign a class agreement.
- Pupils know that there is a routine to the school day.
- There are clear Rewards and sanctions/consequences through implementation of the behaviour policy.
- Parents sign home/School Agreement
- Parents are reminded about the law of not parking on yellow zig zag lines outside School.
- Attendance is monitored and parents know that they have to inform the School if a child is absent.
- Parents know that they are not allowed to take children out of School in Term time unless there are specific and significant special circumstances.
- Parents are expected to behave politely and respectfully at all times on the School site and understand that there is zero tolerance of aggression of any kind
- Staff and pupils know that there are E-safety rules to keep everybody safe.

EMOTIONAL INTELLIGENCE

- PSHE curriculum including Circle time offers opportunities for pupils to gain experience identifying, expressing and responding to different emotions.
- Pupils learn to be aware of their own feelings through self-assessment.
- Pupils learn that both sides of an argument will be listened to and they can justify and reflect on their actions.
- Teachers promote and demonstrate a growth mind set.
- Appropriate and timely referrals are made to relevant outside agencies (Early intervention workers, CAMHS, YHMs etc).
- A School Counsellor is employed to offer specific play based therapy for students requiring support with their emotional well-being.
- Pupils are given opportunities to evaluate their own and others' work, giving advice to each other and learning to take it.
- Pupils are encouraged to be aware of personal space and develop skills to read body language
- Adults and pupils promote empathy and acceptance of emotions and dealing with negative emotions (self-control).
- Wellbeing is regularly monitored through Leuven Scales
- Physical exercise is promoted and healthy eating encouraged as part of Healthy Schools and its impact on emotional well-being.
- A multi-sensory approach to teaching enables pupils with specific sensitivities to explore their feelings and emotions
- Adults understand about different learning styles and how to meet the needs of all pupils.
- Pupils and adults are encouraged to demonstrate a 'Can do' attitude.
- Pupils know who to go to for support or help.
- Pupils are encouraged to learn and work out of doors.