

Earls Barton Primary School British Values



Democracy	
<ul style="list-style-type: none"> ● Provide pupils with a broad general knowledge of, and promote respect for, public institutions and service ● Teach pupils how they can influence decision- making through the democratic process ● Encourage pupils to become involved in decision-making processes and ensure they are listened to in school ● Help pupils to express their views ● Teach pupils how public services operate and how they are held to account ● Model how perceived injustice can be peacefully challenged 	<ul style="list-style-type: none"> ● We have our own school council with elected representatives. All pupils are encouraged to plan a speech about why they would make a good school councillor and run a campaign for election. Other children are asked to consider what they think would make a good school councillor. A ballot is held and pupils are voted for. All children are able to put themselves forward to their classmates. ● School Council members discuss current issues within school and get ideas from their class members. They feedback results from meetings and make plans on how to raise money for their nominated charities, improve certain aspects of the school day and teaching and learning within the school. ● All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. ● Children also have a voice via the classroom ‘Worry Monsters’ where they can raise concerns and share ideas. ● The children are responsible for the development of our House System, voting for House names. ● Pupils also have the opportunity to have their voices heard through pupil questionnaires and pupil voice. ● Our school behaviour policy involves rewards and sanctions which the pupils have discussed. This include warning cards (blue, yellow and red) and reward cards (bronze, silver and gold) ● The principle of democracy is explored in the History and RE curriculum as well as in assemblies. ● Pupils are actively involved in the selection processes of new staff through pupil voice and school council. ● ‘Fairness’ is taught, discussed and modelled throughout the school. Children understand the term and abide by it in their daily lives. ● Children work co-operatively in pairs and small groups. They are taught turn taking from a young age. Older children can articulate respect for each other’s opinions. ● Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution. We always strive to ensure that children feel like they have been listened to. ● We take part in activities to support others, including our Harvest Celebrations, when we raise money or donations. ● Every year group takes part in Anti-bullying Week. ● Children request and give opinions on clubs
Rule of Law	
<ul style="list-style-type: none"> ● Ensure school rules and expectations are clear and fair 	<ul style="list-style-type: none"> ● The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our system for behaviour is aligned to an agreed code.

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| <ul style="list-style-type: none">• Help pupils to distinguish right from wrong• Help pupils to respect the law and the basis on which it is made• Help pupils to understand that living under the rule of law protects individuals• Include visits from the police in the Curriculum• Teach pupils aspects of law and discuss how this might differ from some religious law• Develop restorative justice approaches to resolve conflicts. | <ul style="list-style-type: none">• Children are taught to abide by the school rules. We have our school values and our good to be green system, which are deeply embedded in our work every day. Rules and expectations are clear, fair and regularly promoted. Each class also discusses and sets its own rules 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 'Bartonian Bond' is discussed with pupils and they agree to follow it.• Pupils are helped to distinguish right from wrong through our restorative justice approach to conflict resolution.• Pupils are helped to respect the law. They are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Rights and responsibilities are discussed through PSHE and through assemblies.• Pupils are helped to understand that living under the rule of law protects individuals.• Visits from authorities such as the Police; Fire Service; Ambulance, Magistrates etc. are part of our calendar and help reinforce this message.• The Behaviour and Anti-Bullying policies encourage the restorative justice process to resolve conflict.• The school has zero-tolerance for any form of aggression, abuse or violence, which extends to pupils, staff and parents/carers.• We are committed to praising children's efforts. Children are rewarded not only for achievement in curriculum areas, but also for behaviour. Rewards are given in the form of house points, bronze, silver and gold cards and certificates. Children's achievements are also recognised during Celebration Assemblies.• Internet safety rules are taught and discussed with pupils. Whenever possible we also ask outside speakers to come and talk to the children about the importance of internet safety.• Constant discussions and reiteration of the result and impact of actions on others.• We have a nurture group led by adults in school where the children are taught respect and to follow rules.• Year 6 have a visit from serving Magistrates to learn more about our justice system and take part in a mock trial based around cyber bullying. They also have a visit from Re-Solv to discuss the differences between legal and illegal drugs and the consequences of using them incorrectly.• Safer Internet Day celebrated and endorsed |
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Individual liberty

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<ul style="list-style-type: none"> • Help promote the freedom of choice and the right to respectfully express views and beliefs in a safe environment • Teach children to take responsibility for their behaviour. • Help and support children to understand that they have rights and personal freedoms and are advised how to exercise these safely. • Pupils are supported to become as independent as possible. • Ensure that restorative justice is used to resolve conflicts. 	<ul style="list-style-type: none"> • Within school, pupils are encouraged 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 child-led learning. • Pupils are supported to develop their self-knowledge, self-esteem and self-confidence with self-esteem being one of our core values. • Pupils are encouraged to take responsibility for their behaviour through our restorative justice approach and involved in discussions with all parties to help understand the consequences to their actions. • Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through e-safety teaching and PSHE lessons. In particular through our use of the Protective Behaviours, children learn about their rights under the UN Convention on the Rights of the Child. In addition, we take part in assemblies provided by the NSPCC. • Freedom of speech is modelled and encouraged, with the children encouraged to raise their ideas with the school councillors or their teachers. Children are then helped to raise their ideas or questions in the right way, with the headteacher responding directly to any letters or ideas that are raised. We also have a worry box on our website, which allows the children to raise issues directly with the head. • A strong anti-bullying culture is embedded in the school, with the children using the acronym STOP – SEVERAL TIMES ON PURPOSE becoming STOP - START TELLING OTHER PEOPLE. • Pupils have key roles and responsibilities in school e.g. Sports Leaders, Digital Learning Leaders & Science Ambassadors, which they had to apply for. • Children are consulted on a number of issues through the School Council, including which charities the school supports, what lunchtime games should be played and before and after school clubs. • Pupil Voice questionnaires are undertaken to enable pupils to express their opinions on certain subjects in school. • We learn about the differences and similarities between religions and that the key values are based around peace, love and respect.
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Mutual Respect and the Tolerance of those with different Faiths and Beliefs

<ul style="list-style-type: none"> • Promote respect for individual differences • Help pupils to acquire an understanding of, and respect 	<ul style="list-style-type: none"> • Respect and Tolerance are two of the core values of our school and expected and celebrated every day in school. • At EBPS, we promote respect for individuality which we explore through our assemblies and PSHE curriculum. We enable children to develop their understanding of, and respect for, those of different cultures and beliefs.
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<p>for, their own and other cultures and ways of life</p> <ul style="list-style-type: none"> • Challenge prejudicial or discriminatory behaviour • Organise visits to places of worship • Develop links with communities • Discuss 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 	<ul style="list-style-type: none"> • All members of the school community are actively encouraged to challenge any prejudicial or discriminatory behaviours. • Equality, diversity and inclusion are woven into all our subjects and EDI focused texts forming part of our reading lessons at least once a term. • Links and visits are organised with faith communities to widen the children’s understanding and where possible we either invite members of different faiths to visit the school or we visit different places of worship. • We offer a culturally rich and diverse curriculum in which all major religions are studied and respected. • Respect is one of our core values and as well as forming the basis of a number of assemblies and behaviour focused assemblies it is also celebrated in our Bartonian Awards, which recognise our different values termly. • We ensure that wherever possible our resources reflect people of different faiths and beliefs and discuss different family units through our PSHE learning. • We have digital learning leaders, Young Sports Leaders and Science Ambassadors ensure that the children learn mutual respect and tolerance. 			
	Rule of Law	Democracy	Individual Liberty	Mutual respect and tolerance of those with different faiths and beliefs
Whole School	Good to be Green Community Police Officer liaison E-safety Anti-bullying policy and work	Class Rules School Council Elections & decision making debates Pupil Voice PSHE Curriculum	Protective Behaviours RE Curriculum	RE Curriculum Black History Month Equality, diversity and inclusion Curriculum PSHE Curriculum

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<p>Early Years</p>		<p>Lots of work at the beginning of the year around rules in our school. Explain class and school expectations daily. PSHE and RE subject matter. Expectations in different environments/with different adults. Certain behaviours have consequences. Promoting school values particularly honesty.</p>	<p>Votes for different learning opportunities (within reason) Offering choices and explaining the reasons for the decision</p>	<p>Snack choices, choice of learning during busy time,</p>	<p>RE learning- Diwali- Rama and Sita, Islam, Christianity. Role play areas. Diverse offer of books to compliment our curriculum.</p>
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Year 1		History topics-Queen Elizabeth and Guy Fawkes Barton Bond Rewards and consequences PSHE - Road Safety, Online Safety	votes for story, Christmas film, school council, talent show. King/Queen Day	RE - Christianity and Judaism Snack choice Choice of media in some art lessons	Answer register in different languages. EAL teach phrases EDI reading White Rose maths characters and Read Write Inc Book characters Church visit and Rev'd Jennie
Year 2		Class rules set in September PSHE lesson on rewards and consequences Lessons on online safety	Voting for school councillor Choosing a book to be read in class History - rights of black people	Can join clubs at school of their choice Book reviews of class readers History lessons on Mary Seacole and Florence Nightingale	Rev Jenny visit (Christian)

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Year 3		<p>Follow school rules - consequences. Link to Romans - Rules of becoming a legionary/centurian - court marshalls Safeguarding - keeping children safe Following rules at residential - understand that there are different rules for different places. Reward good choices Road safety rules when walking around the village Online rules - acceptable use policy</p>	<p>Egyptians - Beginnings of democracy. Romans - Voting for best Emperor. Library visit - individual choice of book</p>	<p>RE lessons - celebrate different faiths. Wet play - choice of activity Show and tell Library - Book choice - whether to keep or change</p>	<p>EDI reading lessons Visit other places of worship - Church at Harvest. Mosque Muslim faith - using children in class to explain/celebrate 5 Mins silence. Poppy displays for remembrance International language day Welcoming children from other countries to school (Artem) Charlotte Knobs (from church) - Christmas story Class readers with different faiths/cultures</p>
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Year 4		Restorative Justice / G Class charters	Maya civilisation comparisons between hierarchy and our democracy audition voting vote on loads of things - i.e. what brain break they want	Pupils are supported to develop their self- knowledge, self-esteem and self-confidence. Challenge Stereotypes	Made use of staff within year team. Ref. to Gods during within History. Whilst learning about Humanism in RE links are made between other beliefs. No limit on celebration recognition/information.
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Year 5		<p>GTBG rewards/consequences Bartonian UN right of the child in PSHE covered very well in Jigsaw PSHE Discussed when comes up in class readers Rules of the road - Bikeability Safety briefings before trips/swimming Use of My Concern to report and triangulate problems Restorative conversations</p>	<p>School council, Greek society - Atheneans and Spartans Voting for class choices ie film, activity Pupil voice in showcases</p>	<p>PP funding to allow access for all Pupils allowed to choose how to present their learning</p>	<p>Ensuring class readers and texts are inclusive and diverse. All subject co ordinators assess their curriculum for equality and diversity.</p>
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Year 6		<p>Re-Solve - talking to the chn about the consequences of a criminal record. Visits from Police, Gang Workshop World War 2 History topic Protective Behaviours - Rights of a Child History - Crime and Punishment</p>	<p>Magistrates in the Community Solv-it</p> <p>Leavers Party opinion, Trip for non-residential week, School Council, Audition voting, helping to make general decisions in the daily classroom activities, World War 2 History Unit,</p>	<p>Children are free to join whichever clubs they wish Children are free to play whichever games they wish at break and lunch Teaching of Online Safety through Computing and PSHE Children are given choice of how to present their work at times (particularly in foundation subjects) Children given choice as to level of challenge they wish in certain subjects Wider discussion about religions and they choices people make</p>	<p>Visit the Mandir</p>
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