



British Values and how they are encompassed at Brumby Juniors

At our school, we fully embrace the British Values agenda. We see it as an opportunity to further the development of our pupils in key areas. As a school we have decided on a number of practical, educational experiences which we feel that our pupils should experience to enable them to maximise their chances of future success. These are detailed below:

Statement	Evidence in school
<p>At Brumby Junior School we aim for our children to become valuable and fully rounded members of society who treat others with interest, respect and tolerance, regardless of background. We promote the basic British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.</p>	<p>This statement is aligned with the new vision and mission we did as a full team exercise (pupils, staff, governors)</p> <p>We have also adopted a behaviour protocol which extensively uses restorative practices - see school website for details</p>
<p><u>Democracy</u></p> <p>We have class discussion sessions daily for discussions based on British Values and Social, Moral, Spiritual and Cultural aspects of education embedded into our cross-curricular approach. We are in the process (this year) of having a student leadership team who will make decisions about some aspects of school life. The areas for discussion are then fed back to the rest of the class where they can all share their views and thoughts. We also ask for pupil involvement when creating our school aims and values, policies and procedures.</p>	<p>We have regular sessions which are planned to incorporate British Values and Social, Moral, Spiritual and Cultural aspects of education into our curriculum</p> <p>Pupils throughout 2017/18 will have a chance to work with the student leadership team – points raised will be discussed in-class and with school leaders</p> <p>Pupils learn about democracy in classroom sessions throughout the year – an area which we have signposted for this is our reading-stimulus-response time after lunch</p>

<p><u>The Rule of Law</u></p> <p>The school has a set of WOWs (ways of working) which all children are to abide by. At the beginning of the year each teacher goes through these with pupils, re-emphasising them as necessary. Through literacy work children are taught about the laws of our country and the role of the Queen, the Prime Minister and members of parliament in creating and implementing laws. We ensure that children understand that all of these laws are there to protect us and are essential for our wellbeing and safety through literacy and SMSC lessons.</p>	<p>Teachers plan literacy sessions which cover role of monarchy (historically) and parliament and the judiciary:</p> <p>Y3: How royal involvement used to run the laws of the land through history - comprehension or mini topic</p> <p>Y4: How the Magna Carta ensured that royal rule diminished - story of the magna carta and comprehension</p> <p>Y5: The role of parliament in creating and implementing laws - non-fiction texts to read and produce through literacy</p> <p>Y6: The independent nature of the judiciary - non-fiction text to produce? Various creative ways of implementing this, such as class courts with defence, prosecution and judge. Could be fascinating....</p> <p>Pupils also decide on our own rules at the start of the school year – both school rules, and year group rules are created and then published in each classroom</p> <p>Pupils are encouraged and expected to uphold these rules, both actively for themselves and passively in others. It is our goal that pupils will have zero tolerance of rule breaking in their peers, and will use school systems to support rule breakers to encourage them to conform</p>
<p><u>Individual Liberty</u></p> <p>Within our school children are encouraged to make choices, all of which have consequences – be they positive, neutral or negative. Pupils are trained early in the year in how to use our restorative justice system. Through our SMSC and literacy sessions we discuss different choices that the children can make and encourage them to make the right choices, and how these right (or wrong) choices can lead to chains of events and consequences which can be positive or negative.</p>	<p>At the start of the year we train pupils in how to use restorative practices, as opposed to punitive systems, in class as part of an SMSC series of lessons. These are done using our Kagan groups and played out as role play situations.</p> <p>Pupils are always encouraged to help themselves (and others) to make effective, positive choices.</p> <p>These choices are also explored for themselves or other characters in part of literacy lessons - this is covered in units based on:</p> <p>a. inference, deduction, (working out what has happened and how it effects groups or</p>

<p>They know that they are in a safe and supportive environment to enable them to do this. In a simple way we look at the choices which children can (and do) make online or through communications with others, encompassing E-safety and the importance of keeping yourself safe by choosing not to share personal information.</p>	<p>individuals)</p> <ul style="list-style-type: none"> b. Retrieval and recording (finding facts and evidence which support arguments) c. Character and authorial intent (reasons and thoughts behind actions, plus consequences and their effects on characters). d. Text layout e. Language use and sentence structure <p>These ideas will also be covered in maths lessons, where pupils work with money and the consequences of working, earning, spending and saving</p> <p>We also work on projects which require the following North Lincs Employability skills to be learned, developed and nurtured in our pupils.</p> <ul style="list-style-type: none"> 1. Self Management 2. Teamwork 3. Business and Customer awareness 4. Problem Solving 5. Communication and Literacy 6. Application of Numeracy 7. Application of Information Technology
<p><u>Mutual Respect</u></p> <p>Our whole school ethos is built around mutual respect. We are an inclusive school where everyone is valued and has a contribution to make to the school, and a responsibility to uphold our values and mission at every juncture. Children learn that their behaviours have an effect on their own rights and those of others. The children and staff often work with other schools in Scunthorpe which develops their respect for others in the wider community.</p>	<p>Assemblies cover mutual respect in the form of stories (both real and fictional)</p> <p>Literacy lessons cover similar topics</p> <p>We invite community members in to school to speak about their lives so that we can widen the experiences of our pupils - this is often done with the focus being on employability and the local employability framework (see above)</p> <p>Pupils also go on visits to listen to how other people live their lives – once again, this widens the experiences of our pupils</p>

Tolerance of those of Different Faiths and Beliefs

All different faiths and beliefs are explored and celebrated through assemblies, RE sessions and a variety of visits and visitors into school. The children are taught that people have different faiths and beliefs and that these should be accepted, respected and the differences embraced. Children within our school with different faiths are encouraged to share their practices and special celebrations..

RE lessons are a main focus for us at Brumby, as we want pupils to be aware of the awe and wonder of religions, and how they can build positivity.

In actively promoting British Values we hope to ensure that the children of Brumby Junior school understand the importance of respect and leave our school fully prepared for life in modern Britain.