



Challenge, Equality & Opportunity

British Values Policy

In June 2014 the DfE 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.”*

What do ‘British Values’ Mean at Havannah First School?

The values of democracy, the rule of law, individual liberty, mutual respect and acceptance and respect of those with different faiths and beliefs are the foundations of any functioning community and society. These values are universal and held by all who successfully participate in positive and inclusive communities. We want all of our children to grow up with the values which will help them to contribute effectively to the wider community during and following their school years. Some of the ways in which we teach, reinforce and follow the above values are described below:

Democracy

We believe that democracy can only exist alongside equality and we value and teach both through the following:

- Children in each class decide upon the code of conduct/rules for themselves.
- Children in each class vote for their school council representatives.
- School Council members are the pupil voice and regularly meet with the Headteacher/DHT, PSHE Leader to devise pupil policies and make whole school decisions.
- Pupils take part in an annual questionnaire so that their views can be taken into account when staff plan provision for the following year.
- Children’s views are taken into account when staff plan the curriculum.
- All skills, differences and voices are respected and rewarded.
- Our whole school system of leadership and governance is democratic and children understand how and why.
- No Outsiders is used to teach children about the Equality Act in an accessible and age appropriate way.

The Rule of Law

- We have whole school and class rules. The whole school rules are the Golden rules (see Appendix 1) and they relate to behaviour when playing and learning.
- The school council has devised its own policy (see Appendix 2)
- In assemblies and through the curriculum we reinforce the rules which we follow in school and we ensure that children understand why we need to have rules.
- As part of the school curriculum we have many visitors to school such as the Fire and Rescue Service, road safety, Police etc who reinforce the need to follow rules in order to stay safe.
- Children fully understand the importance of rules relating to their own safety in and out of school.

Individual Liberty

- We encourage children to take responsibility for their own behaviour in school and outside of school.
- We teach children how to assess risk and make choices which are measured and safe for themselves and others.
- We teach children how to make choices which will lead to positive outcomes for themselves and each other.
- We actively encourage children to express their views and opinions and we teach them the value of individuality as well as belonging to a community.
- We provide a rich and varied range of extra curricular activities for children and encourage them to express preferences, make individual choices and participate as fully as possible.

Mutual Respect

Mutual respect is at the heart of our values, our PSHE curriculum and every relationship in school.

- Every member of staff treats every child and every adult in school with respect.
- Children are expected to treat every member of staff and fellow pupils with respect.
- We actively teach children what respect 'looks like' e.g. listening, giving good eye contact (where possible), having good manners, helping others, considering the feelings of others, trying to understand others, protecting others etc.
- Our Golden Rules are based around mutual respect (see Apps 1 and 2)
- Our curriculum includes activities to actively promote respect eg. intergenerational work, learning about cultures and religions different to children's own and learning about neuro diversity.

'Tolerance' of those of Different Faiths and Beliefs

At Havannah First School, we go beyond teaching children to 'tolerate' those of different faiths and beliefs. We ensure that children are informed about, understand, relate to and respect all members of the school family and beyond. This is part of our teaching around our core value of mutual respect. Our RE curriculum is designed to reflect all faiths and religions represented in our school community, while complying with the agreed syllabus for Newcastle schools. We work with

families of all faiths and religious backgrounds to ensure that all have a voice and are portrayed in a positive and accurate way. We use the No Outsiders programme to actively promote equality and teach children what the equality Act means in our school community and beyond. We challenge all incidences of disrespect towards others regardless of faith, gender, race and ability.

Appendix 1 – The Golden Rules



OUR GOLDEN RULES



Appendix 2 – School Council - Keeping Children Happy and Safe in School

Havannah First School
Keeping Children Safe and Happy in School

Rationale

All children at Havannah First School have the right to play and learn happily and safely in school. Our school provides a helpful, caring, friendly and safe environment.

Aims, beliefs and expectations

We all aim to:

- Be kind to each other
- Respect one another
- Help each other
- Make sure everyone is safe and happy

Guidelines for good practice

At Havannah First School we:

- Are always impressed by children who are friendly, kind and caring
- Reward and praise good behaviour
- Use opportunities in the classroom, through learning activities and in assemblies to reinforce the school's Golden Rules
- Teach children and adults that hurtful behaviour in any form will not be accepted
- Teach children that any form of hurtful or dangerous behaviour should always be reported to an adult in school

Roles and responsibilities

The role of the Adults in School

- Class teachers devise a list of classroom and playground rules with the children and ensure that they are valued
- Class teachers and other adults in School celebrate good behaviour whenever possible and have high expectations of children's behaviour throughout the school and in the playground
- Class teachers and other adults in our School should work with and support the children involved in any hurtful behaviour situations
- They should treat all children fairly
- Class teachers and adults will always make time to listen to children
- Class teachers always report a serious incidents to the headteacher and to parents

The role of the Head Teacher

- Ms McKenna and Mr Burnett are responsible for running the school and ensuring that the behaviour is good throughout the school and that everyone in school is safe
- Ms McKenna and Mr Burnett will always listen to children and adults and taking their thoughts and concerns seriously
- Ms McKenna and Mr Burnett will talk to all staff on a regular basis about behaviour in class, around the school and in the playground, and ensure high standards are maintained
- Ms McKenna and Mr Burnett will talk to parents about any serious incidents and ensure that the matter has been dealt with properly
- Ms McKenna and Mr Burnett will seek help from others if she thinks children are unsafe and need extra help

The role of the Children

- We will tell an adult if we see someone who is hurt, upset or in danger

- We will talk to an adult in school about anything which worries us or makes us feel uncomfortable
- We will follow the Golden Rules and help others to do the same
- We will follow the No Outsiders ideas and welcome everyone, making sure no one feels like an outsider in our school
- We will stay in safe places in school and make safe choices
- We will think about how other people feel and make sure we never deliberately make someone else feel bad

Conclusion

We want to be happy, confident and safe during our time at school. Everyone in our Havannah Family is proud of our caring, friendly, secure and safe school.