

British Values – What Do We Do?

As required by the Department for Education, we embed British Values into all we do in school, ensuring that children learn about democracy, the law, their rights, equality and respect, as part of their daily life. Below, you can see the full list of all the ways we implement these values into our pupils' time at school.

Democracy

- We hold democratic voting for our class representatives, including School Councillors and House Captains.
- A fair application processes is in place for responsible positions, including Librarians, Peer Mediators and Social Media Consultants.
- We have an elected Innovation Council. This is used as an opportunity to promote and teach about democracy and the electoral process, and gives pupils a voice. Children debate different topics of interest, expressing views and making meaningful contributions towards the running of the school with a strong focus on sustainability.
- Whole school and house group assemblies give an opportunity for open forums, giving children a voice and providing younger children the opportunity to see older children model this behaviour, encouraging the whole school community to voice their opinions and share ideas.
- The OPAL programme involves the children in regular play focussed assemblies, encouraging them to get involved heavily in planning their own lunchtimes and creating rules and expectations for their playtimes.
- Votes and pupil voice is an integral part of subject leadership, to ensure the children can have their voices heard
- Children are provided with a general knowledge of public institutions such as the Fire Service, Police and Ambulance Service. Visits from and to these institutions allow a deeper understanding of, and promoted respect for, these services.
- A unit on Protests and Politics is taught in Year 6, covering the civil rights movement.
- Our behaviour curriculum teaches pupils how perceived injustice can be peacefully challenged through our peer mediators.
- We have encouraged pupils' voice through regular questionnaires and surveys, allowing children to have a part in choosing our school values, and how they expect these to be demonstrated throughout school.
- We have encouraged parents voice through regular questionnaires and surveys, allowing parents to share their views, informing our procedures for communications and more.
- We encourage volunteerism in and out of school. This has included offering multiple volunteer positions within school, such as classroom monitors and lunchtime helpers. We also raise money for local and national charities, including Children in Need, Macmillan and Young Minds, as well as running an annual food collection or the Wisbech Foodbank. We have also voted for the local soup kitchen in Wisbech for collaboration day. This enables the pupils to see that they have a role in supporting both their local community and wider communities.
- The beginnings of democracy are taught through various topics, including the historical research and learning of Ancient Greece, the Romans, the Stone Age and the Vikings.

- Democracy is also promoted through PSHE lessons, activities and assemblies.

The Rule of Law

- We encourage taking social responsibility in school, with reward schemes in place to recognise those who work to achieve this, including the OPAL tidying incentive.
- Children are heavily involved in creating their own rules and expectations in class and at lunchtimes.
- School and class rules and expectations are clear and fair. We take time to celebrate respect of and adherence to those rules, through weekly Above and Beyond rewards (Hot Chocolate with the Head), half termly postcards home, weekly certificates and dojo/house points reward systems.
- A local lawyer has visited to teach the children about respect for the law and the process by which laws are made.
- The topic of laws and peer pressure is explored in our PSHE lessons and we discuss what to do if children are pressured to break the law.
- We refer to the Equality Act 2010 as part of our No Outsiders Assemblies.
- We have high expectations of pupil behaviour and this is reflected in our Behaviour Policy and Code of Conduct.
- We have peer mediators who display high standards of behaviour and are role-models for their peers.
- Classes negotiate and sign up to class rules at the start of each academic year, and these are on display in the classroom at all times.
- School rules are weaved into the school culture on a day-to-day basis, being referred to in assemblies and lessons, wherever applicable.
- Certain lessons and activities in school have tailored rules to ensure a safe and comfortable learning environment, including our woodland sessions and OPAL play activities.
- Through our school assemblies and PSHE, children are taught how to earn trust and respect, and are supported to develop a strong sense of morality; knowing right from wrong and choosing the right thing even when it's difficult.
- We use Restorative Practice in school to resolve conflicts. This is used by members of staff, teaching pupils to understand their own and others' behaviour, feelings and consequences of actions. It also helps children to feel that they are all treated fairly and consistently.
- The local police officer/PCSO has visited the school to talk to the children about behaviour in relation to the law of the land.

Individual Liberty

- We support pupils to develop their self - knowledge, self - esteem and confidence through daily wellbeing activities, assemblies and peer mediation.
- Pupils are encouraged to take responsibility for their own behaviour as well as knowing their rights, both through the OPAL charter and through conflict resolution scripts.
- We challenge stereotypes, questioning biases and encouraging respect of others.
- A strong anti-bullying culture is in place at Beaupre, supported by our policies, our behaviour management techniques and events like Anti-Bullying week.

- We model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence.
- E-Safety is taught throughout school and we have a team of pupil social media consultants. Staff receive information and training on important e-safety topics and helpful information and content warnings are shared regularly with parents.
- We celebrate Safer Internet Day within school, where each class has age-appropriate creative learning opportunities to gain a better understanding of staying safe online.
- Pupils have key roles and responsibilities in school, including our Year 6 Library Assistants, Year 6 restorative Leaders, school council representatives, house captains, innovation council members and woodland working group members.

Mutual Respect and Tolerance

- We use the No Outsiders scheme within our Personal Development lessons and through assemblies to explore the protected characteristics of the 2010 Equality Act, promoting respect for individual differences and actively challenging stereotypes.
- No Outsiders assemblies and picture news is used to explore critical news events in an age-appropriate manner. (e.g. terrorist attacks, Black Lives Matter etc).
- We explore positive role models (where possible) through our topics, who reflect the protected characteristics of the 2010 Equality Act.
- We challenge prejudicial or discriminatory behaviour from any and all members of our school community.
- Our RE planning ensures that our children have a good understanding of a range of religious beliefs and customs.
- We celebrate RE day as a whole school, where each class participates in exciting learning opportunities around different faiths and beliefs.
- We encourage pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected, and global dimension work is embedded in many of our humanities topics and language lessons (French). These curriculum topics offer children the chance to reflect on our core values and British values.
- The yearly Nativity is based on the Christian faith, with a traditional Nativity story.
- Whole school visits to the local church promote an understanding of faith in the local area.