



English Martyrs Catholic Primary School British Values Statement

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.”

Ways in which English Martyrs Catholic Primary School has embedding British Values, and the impact this has had, are detailed in the statements below;

Value	Statement	Evidence	Impact
Mutual respect and the tolerance of those with different faiths and beliefs	<p>Respect is a fundamental school value, and ‘Be respectful’ is one of our five key rules in our recently developed Positive Behaviour policy. The expectation that children will be respectful towards others is part of the common rhetoric of the school, and close attention is paid to this through the daily life of the school and specifically through our RE and PSHE curriculum.</p> <p>This is also echoed in our Sports Vision, which is ‘Pride, Respect, Enjoyment’.</p> <p>We celebrate the achievements of all and consider ourselves to be an inclusive school, learning about other cultures and faiths positively.</p>	<p>Updated Positive Behaviour Policy, written in consultation with school community.</p> <p>Updated Anti-bullying policy, written in consultation with school community.</p> <p>Frequent winners of ‘Fair Play’ awards in sporting competitions.</p> <p>Buddy systems to promote respect</p> <p>Collective Worship files.</p> <p>Our Mission Statement includes that we are a community where there is a spirit of understanding.</p> <p>RE curriculum (Come and See)</p> <p>RE planning and work.</p> <p>Interventions i.e. ‘Stop, Think, Do’</p> <p>Faith weeks: Judaism, Islam.</p> <p>Visits from other leaders of other faiths to the school</p> <p>CAFOD assemblies and fundraising</p> <p>Learning Walks for behaviour and behaviour for learning plus SIMs Behaviour Logs</p> <p>Equality Act staff training and equality objectives displayed on website.</p> <p>Accessibility Plan</p> <p>Staff Code of Conduct.</p> <p>Achievement assemblies celebrate and share examples of where children have been respectful.</p> <p>Achievement display in hall updated weekly.</p>	<p>Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves. Children’s behaviour demonstrates their good understanding of this value in action both in lessons and during less structured time.</p> <p>Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for diversity of faiths and religions.</p> <p>Children learn about respect of one another through the school environment, assemblies and circle times giving them a clear sense of respect for all.</p>
	<p>The children at English Martyrs see democracy in a whole variety of ways and see this as being an essential component of successful team working.</p>	<p>All child led group elections.</p> <p>All children and child led groups meetings and discussions / participation in voting system to make decisions.</p>	<p>Children are able to work co-operatively in pairs and groups as well as in whole class situations.</p> <p>They understand about turn taking and respecting the views of others. Children are</p>

<p>Democracy</p>	<p>Democracy is a school value that children meet when discussing respect and fairness and as part of the School Council, Eco Council and House Captain election process and house meetings. Pupils have the opportunity to apply for posts e.g. Junior Librarians and Buddies. Children debate which charities they would like to support through their houses, and how they would like to do this.</p> <p>Two Year 5 children represent our school at termly Deanery Children's Council meetings. Our Year 5 children attend the annual Deanery Children's Conference.</p> <p>All the children are included in Achievement Assemblies based on values linked to the School's Mission Statement and the High Fives.</p> <p>Children are encouraged to lead their own learning and the curriculum ensures children experience and understanding and application of democracy.</p>	<p>Pupils are encouraged to become involved in decision making processes with regard to fundraising. They plan and organise events such as mufti days, ice-cream sales.</p> <p>Children's views are listened to in school, from 'big decisions' such as what the Year 4 hub should be used for, or what they would like to see more of / less of in school, to a drive to ensure children can lead their own learning with pupil-generated success criteria and a dialogue in marking.</p> <p>Collective Worship planning. RE planning and work. Learning Walks for behaviour and behaviour for learning.</p> <p>All groups democratically vote. The pupils apply to take part in child led group. Peer Mentors support children with conflict resolution at break and lunch times. School rotas are set to ensure fairness and equal opportunity. Regular pupil surveys (e.g. annual anti-bullying and learning & teaching surveys) take place and pupils' views are taken into account. Pupil conferencing (by SLT and governors) also helps to shape the direction of what is happening within the school.</p>	<p>able to work across year groups supporting each other in a variety of situations.</p> <p>Children are able to use the language of respect, e.g. I agree with/ I don't agree with....</p> <p>Children understand fairness and contribute to successful systems that promote turn taking, decision making and a right to take part.</p>
<p>Rule of law</p>	<p>The children at English Martyrs are familiar with this concept of law through values- based school rules developed in collaboration with staff and pupils.</p> <p>They are familiar with the concept of rules through the discussions of our school rules in assemblies, and across all lessons specifically through RE lessons, the idea that different religions or cultures have guiding principles. Children are used to discussing laws/rules and their application.</p> <p>Honesty is promoted within the 'High Fives'.</p>	<p>Children are familiar with the rules in a wider context with local police and fire service visiting the school and talking to the children informally.</p> <p>In PSHE and especially through circle times and liturgies the children discuss self-respect and self-worth and the need for rules and guiding principles. The children are encouraged to develop independence in learning and to think for themselves. To develop this further, we are launching the 'Building Learning Power' programme across the school in Autumn 2018.</p> <p>Collective Worship planning. RE planning and work. E-safety work. Behaviour rules displayed in school.</p>	<p>Children know that school is a safe /supportive place and that the adults can be trusted.</p> <p>Children know what to do if they feel unsafe/unhappy</p> <p>Children are aware of what is expected in school and the consequences when they act wrongly through the development of sanctions ladders and the promotion of rewards systems e.g. housepoints, Dojos, behaviour ladders</p> <p>They are consulted on many aspects of school life and demonstrate independence of thought and action.</p> <p>They take on responsible roles in school for others.</p>

<p>Rule of Law</p>		<p>The revised behaviour policy (Summer 2018) has brought clear rewards and sanctions for behaviour to school life. Rewards and Sanctions systems displayed in classrooms. Learning Walks for behaviour and behaviour for learning. Classroom observations Behaviour logs saved on SIMs Achievement display updated weekly. Mission Statement Looking after others in school: peer mentors, sports ambassadors Learning Mentor and SENCo work with children to support behaviour and conflict resolution Restorative justice within the anti-bullying policy and procedures</p>	
<p>Respect for self and others Individual Liberty</p>	<p>Our RE and PSHE curriculum includes discussion about the self, e.g. self –respect and self-worth in relation to the individual value so that children see that they are important in their own right. Children are strongly encouraged to develop independence in learning and to think for themselves. Respect is a school value that is discussed regularly, encompassing respect for family, friends, and other groups; the world and its people; and the environment.</p>	<p>Collective Worship planning and participation. Achievement assemblies, which acknowledge good behaviour, manners and the attitude to be the best that we can be. Also the awarding of certificates, medals etc. that children have earned outside of school. Worry Monsters / Boxes in place in all classes for children to be able to share concerns and to be supported in resolving these by staff. Record and photos of school residential trips and daily trips. PSHE lesson plans and work following scheme 'A Journey in Love'. PSHE programme of Study Charity support (with children choosing the charities), including: Missio, CAFOD, Chestnut Tree House, Worthing Homeless, Sussex Autism, Shelter There are many extra-curricular clubs in school. All children are welcome to attend.</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action. They work in school, within the parish and out of school in the wider community showing a respect of others. Children are confident and support each other, which is leading to quicker resolution of problems at lunch and break. Positive behaviour in the classroom setting is demonstrated through children recognising that they all have a right to make progress, and that they need to respect others' right to achieve their potential. Children demonstrate respect for self and others by being keen to celebrate their own achievements and those of others.</p>