



Abbey School

# Our Values

Policy statement on the Promotion of  
British Values.

Adopted by Governors:

Reviewed: Sept 2016

Review frequency: Governing Body free to determine.

Next review date: Sept 2017

Staff responsible: Headteacher

## **Our Values - British Values**

### **Introduction**

In September 2014, a non-statutory guidance was published by the DfE reminding schools of their duty to provide a broad and balanced curriculum meeting children's spiritual, social, moral and cultural needs and to actively promote fundamental British Values. This Policy statement represents the response by the Governors of Abbey School.

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and a mutual respect and tolerance of those with different faiths and beliefs. (DfE Nov 2014)

### **British Values at Abbey School :**

At Abbey School we uphold and teach pupils about British Values which are defined as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs
- Participation in Community Life.

These values are taught explicitly through Personal, Social Health and Emotional (PSHE) and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

The school takes opportunities to actively promote British Values through daily collective worship and whole school systems and structures such as electing and running a successful School Council. We also actively promote British Values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

At Abbey School these values are reinforced regularly and in the following ways:

practices where they are given opportunity to talk openly with each other to put right what has gone wrong and learn for next time. The school actively supports children in it being a 'safe place to make mistakes'.

### **Individual Liberty:**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and a culture of independent learning. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Classroom environments allow pupils to make active decisions about how they want to learn.

### **Respect:**

Respect for self and each other is a value that is at the centre of our school ethos. We are active in our delivery of the Engage Anti Bullying project in which our own pupils have opportunity to become Anti-bullying Ambassadors.

### Tolerance of those of Different Faiths and Beliefs:

We value the importance of helping to shape the pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Our curriculum plans include celebrating festivals around the world such as Chinese New Year, Diwali and Harvest. We follow the Rotherham agreed R.E. curriculum in order to meet the diverse needs of the pupils.

| Values   | Evidence / Provision  |
|--|---|
| There are high expectations for all.   | <ul style="list-style-type: none"> <li>• School vision and aims displayed</li> <li>• School improvement priorities displayed and shared</li> <li>• Staff follow up pupils who are not adhering to the school standards - uniform, behaviour, presentation.</li> <li>• School rules are evident</li> <li>• 'We can do...' overheard.</li> <li>• Pupils know and understand their targets academically and personally and have opportunity to self-assess</li> </ul>  |
| Mutual Respect is evident in the way that staff and pupils relate to each other. | <ul style="list-style-type: none"> <li>• Pupils show respect towards each other and towards staff e.g. school rules</li> <li>• Pupils have a voice through school council and Listen up</li> <li>• Staff listen to pupils and respond appropriately to their needs - Listen up</li> <li>• Behaviour for Learning is a strength of the school e.g. SEF</li> <li>• Positive relationships are evident on a daily basis e.g. HMI report</li> </ul>   |
| The school promotes positive attitude towards Ethnic and Cultural Diversity.     | <ul style="list-style-type: none"> <li>• Our school uses the expertise , skills and knowledge of people from ethnic minority communities.</li> <li>• Our pupils are encouraged to recognise and respect social, ethnic minority communities.</li> <li>• Our pupils are encouraged to recognise and respect social, ethnic, cultural differences and similarities.</li> <li>• Curriculum content and resources reflect ethnic and cultural diversity.</li> <li>• Celebrations of festivals of different cultures and religious beliefs are evident.</li> </ul> |
| Pupils have Rights as well as responsibilities                                   | <ul style="list-style-type: none"> <li>• Pupils are exercising Leadership skills e.g. school council.</li> <li>• School council information is shared and displayed.</li> <li>• Pupils are as buddies for other pupils.</li> <li>• Pupils are aware and articulate their rights and responsibilities.</li> <li>• Investors in Pupils boards are evidence of pupils rights and responsibilities.</li> <li>• Pupils help to determine rewards, rules and sanctions.</li> <li>• Staff use restorative justice to support consequence learning.</li> </ul>        |
| Pupils achievements are celebrated.  | <ul style="list-style-type: none"> <li>• A wide range of work is displayed</li> <li>• Displays are up to date and in good condition</li> <li>• Displays, photos, newsletter items cover a range of achievements academic, social, cultural, sporting both in and out of school</li> </ul>   |

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|---|---|
|   | <ul style="list-style-type: none"> <li>• Positive and public appreciation of effort as well as success - awards assemblies, badges, stickers, achievement points and certificates.</li> <li>• Pupils have a reflective Friday session in which they reflect upon their favourite piece of work during that week.</li> <li>• Regular home-school communication focuses on pupils efforts and successes.</li> <li>• Good behaviour and learning achievements are rewarded and celebrated.</li> <li>• Pupils have a reward system that allows them to buy a prize with achievement points.</li> </ul>  |
| Teaching and Learning are enjoyable for both pupils and adults.                           | <ul style="list-style-type: none"> <li>• Every classroom is immersive in the topic that the pupils are learning about.</li> <li>• Laughter, enthusiasm, energy and active participation are evident in learning situations.</li> <li>• Low rates of absenteeism - Pupils and staff</li> <li>• Pupils are keen to talk about their work.</li> </ul>  |
| The School environment is a safe place - emotional and physical security are prioritised. | <ul style="list-style-type: none"> <li>• Rules are displayed and are being followed.</li> <li>• A premises team meet to monthly review the physical needs of the building for safety.</li> <li>• All visitors wear badges - colours dependent upon DBS checking.</li> <li>• Pupils and staff move around the building in an orderly manner.</li> <li>• Through the PHSE curriculum Pupils are given opportunities to learn about human feelings and emotions and the way they impact on people.</li> <li>• Anti-bullying, safeguarding and behaviour policies are on the school website.</li> </ul> |
| The Role of Parents as Partners in the Learning process is recognised and valued.         | <ul style="list-style-type: none"> <li>• When parents / Carers visit by appointment they are seen promptly.</li> <li>• Home-school books are used by some pupils.</li> <li>• The views of the parents / carers about school are actively sought.</li> <li>• Parent / carer newsletter are informative and clear to understand.</li> <li>• Letters are sent home in a variety of languages.</li> <li>• Parent workshops and training are available.</li> <li>• Parents / carers group actively support the school in fundraising.</li> </ul>   |