

British Values at St Joseph's



Democracy – What do we do?

- Pupil voice - democratic processes through the election of school councillors, house captains and Eco Council members. This fosters the concept of freedom of speech and group action to address need and concerns. Children see how they are listened to and how their actions can produce results when the processes are followed. Pupils attend a polling station with voting booths and ballot boxes to complete anonymous voting. Actions are also taken following the Annual Pupil Survey and the school council lead on this
- Debates in English/History e.g. Are zoos cruel?/Athens vs Sparta
- Children work co-operatively in pairs and small groups. They are taught turn taking from a young age. Older children can articulate respect for each other's opinions
- Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution
- Raising money for charity and learning that money can be used to help those less fortunate than ourselves e.g. CAFOD, Macmillan etc.
- KS2 study the Greeks – origins of democracy
- Year groups decide on their own class rules
- Every year group takes part in Anti-bullying Week
- Children request and give opinions on clubs
- KS1 vote for books they want to read at the end of the day
- Guided reading texts promote discussion e.g. Women's Rights, Black History etc.
- School council visit Preston City Council chambers and meet with the mayor and local councillors

The Rule of Law – What do we do?

- School and classroom rules
- Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what good behaviour looks like
- Importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our system for behaviour is aligned to an agreed code
- Rules, governments and society looked at throughout history topics and compared to modern society
- Behaviour expectations are visible around school and displayed in all classrooms – behaviour traffic light system, house points, dojos etc. Children have a clear view of learning rules at all times.

- Behaviour around school focuses on promoting good choices and where poor choices are made or a lack of respect is shown, children attend reflection time.
- Clear and fair consequences are established and consistently followed when rules are broken, making links between choice of actions and the context of the wider world. Pupils learn that there are consequences to breaking rules and law in school and in society
- Continual classroom discussion about right and wrong through a variety of channels; playground rules, rules for personal safety, PSHE curriculum etc.
- The school has zero-tolerance for any form of aggression, abuse or violence, which extends to pupils, staff and parents/carers
- We are committed to praising children's efforts and promoting a growth mindset. Children are rewarded not only for achievement in curriculum areas, but also for behaviour. Rewards are given in the form of stickers, house points and certificates. Children's achievements are also recognised during Celebration Assemblies.
- Internet safety rules are taught and discussed with pupils – Year 5 visit from a PCSO
- First Aid training
- EYFS learn how to keep safe/how we stay safe at school
- RSE curriculum and NSPCC
- Annual visit from police to talk about knife crime with Year 5 and 6
- Cycling Proficiency lessons enable children to understand the rules of the road and the potential dangers encountered should they break those rules

Individual Liberty – What do we do?

- Choice is promoted regularly – school dinners, how to present work for best effect, after school clubs to attend, choice of learning challenges etc.
- EYFS children have the opportunity to choose their extended learning through adult guided child initiated play
- Freedom of speech is modelled through encouraging pupil participation
- A strong anti-bullying culture is embedded in the school. Anti-Bullying Week - classroom activities and discussions
- Pupils have key roles and responsibilities in school e.g. House captains, school council, eco- council
- Children are consulted on many aspects of school life and via the school council
- Children are strongly encouraged to develop independence in learning and think for themselves
- Learning from the past or experience is encouraged for children to make links – Black History Month and Women's Rights allow children to learn the importance of freedom and human rights

- Safe environments are created and support available for children to express themselves e.g., anti-bullying culture and focus on mental health
- Challenge stereotypes in PSHE
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through e-safety teaching and PSHE lessons
- Pupils are encouraged to look after each other's wellbeing - PSHE topics promote self-awareness and responsibility
- We encourage as much positive praise as possible
- The school's Behaviour policy encourages children to reflect on their wrong-doings and consider alternatives to their behaviour
- All staff have attended Prevent Training
- Mindfulness Club teaching children breathing techniques and different ways to cope in different situations
- Pupil Voice questionnaires are undertaken to enable pupils to express their opinions on certain subjects in school
- Recognise and stand up for their rights and the rights of others

Mutual Respect & Tolerance – What do we do?

- The school strongly promotes respect for individual differences - pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour
- Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people - lessons encourage children to talk about their faiths and teaches the children to be open and tolerant
- Guided reading and book corners include inspirational people and diverse authors
- Class novels are carefully selected to promote certain values and promote discussion
- Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE
- Our PSHE Curriculum covers differences in people and tolerance of others
- Recognise and stand up for their rights and the rights of others
- Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what respect looks like
- Litter picking crews to show respect for the environment
- Pupils are supported in the understanding that we are all God's children and are made in His image and likeness, all of equal value
- Reading champions – KS2 share stories with KS1
- School of Sanctuary award

