



BRITISH VALUES EVIDENCE



BRITISH VALUES	<p>Develop their self-knowledge, self-esteem and self-confidence</p> <p>To distinguish right from wrong and to respect the civil and criminal law of England</p>	<p>Our pupils have a good understanding of the difference between right and wrong, respect tolerance and democracy of the society that they belong to.</p> <p>MPs, councillors make regular visits to school. Visits are organised to The House of Commons for pupils to understand the 'Making of Laws' and how this fits in with British Values.</p>	<p>96% of parents say the school does a great deal on British Values. (Oct 2015)</p> <p>Pupil Voice- 93% of pupils say they are proud to be British.</p> <p>95% of Year 4 and 5 children know how laws are made.</p>
	<p>To accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely</p>	<p>We are currently working towards to the UNICEF Resecting Rights Awards. Pupils have opportunities to local and international charities through raising funds, foodbank and arranging food and clothing parcels for the refugee crisis.</p>	<p>The UNICEF charter has been embedded into school rules.</p> <p>Whole school assemblies themes follow the UNICEF Charter.</p> <p>Letters from charities to show support.</p> <p>Healthy Minds and Healthy Body Curriculum further to support pupils emotional well-being.</p>
	<p>Tolerance and harmony between different cultural traditions. Appreciation for and respect for their own and other cultures</p>	<p>Leaders have created a learning environment in school which promotes British Values through the curriculum. Pupils have been involved as part of working with artist to create an engaging learning environment.</p>	<p>Displays across school to promote British Vales.</p> <p>Promoting British Values through science, sport, music, art and history.</p> <p>Headteacher topics are sent out on the promotion of British Values.</p> <p>Magna Carta display as part of celebrating the 800 year.</p>

<p>Respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p>	<p>Children in Key Stage two visit the House of Parliament to develop their understanding of on how laws are made. Pupils meet with Councillors. Pupils in Key Stage 2 have a better understanding of E-Safety laws and Prevent.</p>	<p>Pupil Voice on 'Citizenship' shows that 95% of pupils know how laws are made. Pupils know why we have laws in a democratic society and their role as a citizen. See photos (Website/ Displays in school). Pupil Voice.</p>
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Audit / Questions	Yes	No	In Progress	Evidence/Impact
Is our curriculum broad, balanced and relevant? Does it provide opportunities for pupils to develop the attitudes and skills they need for life in modern Britain?	x			British values are incorporated into the curriculum and assemblies are often linked to British values. School values further promotes tolerance and respect in school.
Do we ensure that pupils value and respect different faiths and beliefs? How?	x			Visitors to assemblies who discuss different faiths and religious practices. Visits to different places of worship. Children are made aware of a variety of religious festivals
Is there a member of staff with specific responsibility for SMSC and British values? What do they do to ensure this work is embedded across the school?	x			The Headteacher has the specific responsibility for SMSC and British Values. Assemblies touch upon British values and SMSC. Healthy Minds and Healthy Body scheme and Values further support the promotion of British values.
Do staff understand when to make referrals when there are issues concerning radicalisation and/or extremism?	x			Within the induction of the PREVENT programme, staff are able to discuss when it would be appropriate to make a referral. All staff are trained on annually (incl Dinner Staff) on Prevent.
Do we check attendance and exclusions data to ensure that pupils are being monitored for any early signs of absenteeism or behaviour that could be linked to radicalisation?	x			Although children from different religious backgrounds have a right to certain holidays outside of school holidays, every child is carefully monitored to ensure that they are not having excessive periods out of school without there being due cause
Do we monitor and review patterns of bullying, and respond to all types of prejudice-related incidents and derogatory	x			Termly review of incidents in HT report to FGB.

language?				
Have we applied appropriate internet filters to ensure that pupils are safe from terrorist and extremist material when accessing the internet?	x			Using Policy Central through Link2Ict – Filters are applied. Headteacher signs off all Grade 3+ reports weekly. ICT leaders keeps a register of any Gr4+ and these are signed off by the HT each half term. Issues are discussed with pupils and re-educated.
Have we established clear protocols to ensure that any visiting speakers are suitable and appropriately supervised?	x			A member of staff is always present during an assembly which is being presented by a visitor. Visitors have to conform to No Platform Policy and checks carried out prior. Information on the presentation gathered prior to delivery.
Can pupils understand and respond to risks associated with radicalisation and extremism? Are they aware of the support available to them?	x			Through the HMHB curriculum children have protective behaviours session and there are posters on every classroom door to highlight adults that they can talk to. Place2B offer a place2talk sessions where children can raise concerns. These are logged. Newsletters and school website signposts parents and children to seek advice from SLT. All staff log any concerns on to Cpom.
Do we consult pupils on their views about the school, as well as issues such as bullying and derogatory language?	x			Pupil questionnaire carried out twice per year Parents questionnaire Behaviour audit carried out externally (through Beach School Support) Questionnaire on Life as a British Citizen and British Values.