



## **BRITISH VALUES POLICY - ST JAMES' CE ACADEMY**

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St James C of E Primary Academy actively promotes the fundamental British Values and will challenge pupils, staff or parents who express opinions that may be contrary to these.

We encourage learning through the process of exploring 'what it means to be British' and by enabling our pupils to:

- describe their own identities and the groups that they feel they belong to;
- recognise different identities and experiences;
- appreciate that identity consists of many factors;
- recognise that each person's identity is unique and can change; and
- begin to understand the idea of stereotypes.

We aim to develop a belief in freedom and equality, a respect for the law and for British institutions, tolerance, a belief in personal and social responsibility and a wish to resolve conflict through discussion and democratic procedures.

Our plans for learning, collective worship and other activities encompass religious tolerance, taking a zero tolerance approach to bullying and violence and the pursuit of excellence in academic and non academic subjects and pupil wellbeing.

As an Academy we aim to find that spark, that enthusiasm for learning and for achievement that stays with the individual as they move on to new challenges and into adulthood.

Underpinning this ethos is a range of curriculum learning that include links to British Values. Please view the long-term curriculum planning on our Academy website for more detailed information. <http://www.stjamescebournemouth.com/info/for-parents/curriculum-overview/>

Please find below a brief summary of statements, evidence and impact in relation to the approach to the fundamental British Values at St James C of E Primary Academy, followed by an overview of specific examples of the integration of these values into our curriculum, for each year group.

British Value	Statement	Evidence	Impact
<b>Democracy</b>	<p>Our Academy values democracy with children meeting and discussing respect and fairness and learning how injustice can be peacefully challenged. At St. James', you will see democracy borne out in a variety of ways, from our Senior Leadership Team, parent governor elections and the Academy council reps voting to introducing how our public services and institutions operate at an age appropriate level. The Academy view this as being an essential component of successful team working. Staff, children and parents learn about democracy and are voted in to responsible roles within the Academy.</p>	<p>Curriculum planning – links with public institutions and services, including local links, involvement of pupils in decision making e.g. choosing local charities to support, making decisions about improving the Academy. Academy council reps have a solid link between members of staff and the pupils in order to have their say on how certain elements of the Academy are organised e.g. lunchtime play, dinner hall raffle tickets etc. There is also a pupil voice letter box where ideas and suggestions can be formally written to the Principle.</p> <p>Learning walks for behaviour and behaviour for learning. Play leaders (Year 5 and 6) who have an important role in mediating any unfair play during lunchtimes and guiding the younger children to take it in turns and encourage fair play and teamwork. Debating club during Golden Time.</p> <p>Year 6 self directing a school general election with four local parties with a real mandate to change - <a href="http://www.stjamescebournemouth.com/election-2017/">http://www.stjamescebournemouth.com/election-2017/</a></p>	<p>Children are able to work collaboratively in pairs and groups. They understand turn taking and respecting the views of other children. This is evident across the curriculum, however specifically practiced in PSHE and P4C. The older children are beginning to use the language of respect e.g. I agree with what you are saying.... Or I disagree agree with that because...</p> <p>The children are encouraged by adults (acting as mediators) to resolve issues between themselves in an age appropriate way. Pupil voice has a direct and real impact on the charitable work and outcomes of the Academy.</p> <p>Significant uplift in discussion about democracy and understanding of issues to do with how it works in our country, with all children engaged in the process – Year 5 child after voting 'I feel really important'.</p>
<b>The Rule of Law</b>	<p>All stakeholders are familiar with the clear 'firm but fair' ethos and rules that permeate the entire Christian foundation and day-to-day life of the Academy e.g. positive behaviour policy for pupils and attendance policy for parents. This concept is developed further through RE, PHSE and P4C learning, daily acts of Collective Worship and the idea that different religions have guiding principles. Children learn about right and wrong, including discussing laws/rules; their application is most readily evident in the</p>	<p>At the start of each academic year, each class develops their own 'Class Charter', which all children create collaboratively and sign to agree to follow. They are displayed within each classroom.</p> <p>The Academy has a well-established positive behaviour policy which all staff receive annual training on. The Academies' golden rules are well known to all children, staff, parents and governors and are followed and referred to within everyday Academy life. In the start of term discussion children create</p>	<p>Children are able to articulate how and why we need to behave well in Academy and within the local community and demonstrate that they understand and can abide by the established rules. Recorded behaviour incidents and exclusions are low. Certain key children have behaviour plans in place to try and prevent incidents taking place.</p> <p>Pupils are beginning to discuss and debate philosophical issues in relation to these rules and relate them to wider society in preparation for when they leave Academy.</p>

	<p>children's behaviour and behaviour for learning. Restorative justice is used as part of our practice to resolve conflict.</p>	<p>photographic representations of the golden rules that are displayed in classes to reinforce expectations for visual learners also. Appropriate consequences are instilled for inappropriate behaviour choices.</p> <p>The Academy's Christian values (Hope, Love, Forgiveness) are embedded within the Academy community. RE/PSHE and P4C lessons, including on the role of law and parliament are age appropriately planned within the curriculum .</p> <p>Collective Worship planning and monitoring records.</p> <p>Learning walks for behaviour and behaviour for learning. Pupil tracker pupil diaries record incidents. Year 6 involvement in deep experience of court case, justice and process.</p>	
<p><b>Individual liberty</b></p>	<p>The Academy adopted the: 'windows, mirrors, doors and flame' approach regarding spirituality as a golden thread that permeates throughout our curriculum, including collective worship. E.g. 'Mirror' relates to self-reflection, esteem and worth so that children know and value who they are in their own right. We encourage children to express their own thoughts and views and children are strongly encouraged to develop independence in learning and thinking for themselves.</p> <p>The positive behaviour policy enables pupils' to take responsibility for their behaviour through the language of choice, as well as knowing their rights and boundaries. The topic 'Being Me' within our PSHE scheme.</p> <p>Although our academy lives our daily life demonstrably through our Christian Values, we have recently amended our Admissions policy to remove church</p>	<p>Long term curriculum and Collective Worship planning, reflects the 4 aspects of spirituality, with a strong focus on 'self' and the discouragement of stereotyping. PSHE lesson with a specific focus on 'Being Me'. This encourages children to feel special and safe, understanding their rights and responsibilities, the Academy and class community, feeling proud, rewards and consequences. Each class collectively produces a class 'learning charter' at the end of the topic.</p> <p>Annual 'anti-bullying week' (see photos and planning), planned and led by the Academy Council. Learning walks for behaviour and behaviour for learning. Pupil diary incident log. Whole school INSET on Equality and Diversity led by Bournemouth Race Equality team in January 2017.</p>	<p>There was a 6% rise in parents who feel their children have had no experience of bullying in the academy between July and December 2016 questionnaires. 94% of parents agree that their child feels safe at the academy. Children understand about the importance of accepting responsibility and of their right to be heard in Academy. They are consulted on many aspects of Academy life and demonstrate independence of thought and action. Children feel they have a voice with in the academy through their Academy council class representatives. 92% of children agree 'My school encourages me to be independent and take on responsibilities' (pupil survey Dec 2016)</p>

	<p>attendance as a criteria for admission priority and we welcome those of all faiths and none to learn within our community.</p>		
<p><b>Mutual respect and tolerance of those with different faiths and beliefs</b></p>	<p>Respect for individual difference, culture and ways of life, is fundamental to the ethos and foundation that underpins the life of our Academy. The 'Window' and latterly 'Door' aspects of our definition of spirituality, place emphasis on the concept of respect for others, our local community and the world, right across our curriculum. This is also developed through aspects of Collective Worship and the relationships that we have with our stakeholders e.g. our involvement of parents in Academy life, parent liaison as well as local residents. PSHE scheme, topic 'Celebrating Differences'. R.E lessons and P4C also explore different religions and faiths and look at similarities and differences between them and the Christian faith.</p>	<p>Our admissions policy reflects the original tradition of church academies to serve their local community; consequently there are no faith criteria and all pupils' are welcomed.</p> <p>In our RE curriculum, we cover Christianity, Hinduism, Judaism and Islam, (including organising visits to a variety of different places of worship and visits from people of other faith communities) to help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life. Our PSHE planning teachers the topic 'Celebrating differences' which teaches similarities and differences between girls and boys, understanding why bullying happens and how to overcome these problems and making new friends. Our long term curriculum planning reflects the 'Window' and 'Door' spirituality aspects. Any prejudicial or discriminatory behaviour is challenged and the Academy's Single Equalities Policy focuses on improving and developing our whole school practice continuously.</p> <p>Learning walks for behaviour and behaviour for learning.</p>	<p>Children show self-respect and respect to others and how they feel about it for themselves.</p> <p>Children's behaviour demonstrates their good understanding of the value of respect in action.</p> <p>Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.</p> <p>83% of children agree that 'My school encourages me to respect people from other backgrounds and to treat everyone equally' (pupil survey Dec 2016)</p>

We have explicit teaching of the British Values to the children through PSHE/Citizenship, Philosophy for Children, RE and collective worships and celebrations.

However the teaching of British Values is underpinned by our Whole Academy:

**Christian Values** : <http://www.stjamescebourne-mouth.com/our-academy/overview/our-ethos-and-values/>,  
**Spirituality Symbols** : <http://www.stjamescebourne-mouth.com/our-academy/overview/spirituality-in-our-academy/>  
**Learning Values** which are progressive across the Academy : <http://www.stjamescebourne-mouth.com/wp-content/uploads/2016/07/NEW-Learning-Values.pdf>,

Pupil Voice, welfare and safety of pupils and high expectations of behaviour.