



Wingrove Primary School

'British Values' and Our School Family

In June 2014 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."

What do 'British Values' mean at Wingrove?

The values of democracy, the rule of law, individual liberty, mutual respect and acceptance and respect of those with different faiths and beliefs are the foundations of any functioning community and society. These values, we believe, are broadly acceptable and held by all who successfully participate in positive and inclusive communities. At Wingrove, we want all of our children to grow up with the values which will help them to contribute effectively to the wider community during and following their school years.

Life Values

While some people might expressly publish their life values, often the best way to identify them is to observe how people act and behave. A true life value should have an active influence and people should be able to live by it most of the time. We are an inclusive school and our life values influence all that we do. We operate a life-skills system which reinforces the values at the centre of our Wingrove family.

These values are:

- **Respect and Diversity**
- **Honesty and Responsibility**
- **Independence**
- **Kindness and Forgiveness**

These life values are integral to learning in Wingrove. They are shared with our school community and are displayed around school. They are contained within the children's individual passports and are discussed in Assertive Mentoring interviews between teacher and child every half term (see appendix 3). Some of the ways in which we teach, reinforce and follow these values are described below.

Democracy

We believe that democracy can only exist alongside equality and we value and teach both through the following:

- Children in each class decide upon the Code of Conduct for themselves
- Children in each class vote for their School Council representatives
- School Council members are the pupil voice and regularly meet with the PSHE Leader to devise pupil policies and make whole school decisions
- Pupils take part in an annual questionnaire so that their views can be taken into account when staff plan provision for the following year
- The Respect Team leaders (Wingrove RC), good citizens, young leaders and buddies are voted into post by their peers and regularly speak to the whole school, representing their members
- Children's views are taken into account when staff plan the curriculum
- All skills, differences and voices are respected and rewarded.

The Rule of Law

- We have whole school and class rules. The whole school rules are the main rules and they relate to behaviour when playing and learning
- There are additional lunchtime rules which have been devised by the school council and agreed by all pupils in school
- In assemblies and through the curriculum, we ensure that children understand why we need to have rules and we reinforce those which we follow in school
- As part of the school curriculum, we have many visitors to school such as the Fire and Rescue Service, road safety, Police etc who reinforce the need to follow rules in order to stay safe
- Children fully understand the importance of rules relating to their own safety in and out of school.

Individual Liberty

- We encourage children to take responsibility for their own behaviour in school and outside of school
- We teach children how to assess risk and make choices which are measured and safe for themselves and others
- We teach children how to make choices which will lead to positive outcomes for themselves and each other
- We actively encourage children to express their views and opinions and we teach them the value of individuality as well as belonging to a community
- We provide a rich and varied range of extra curricular activities for children and encourage them to express preferences, make individual choices and participate as fully as possible.

Mutual Respect

Mutual respect is at the heart of our values, our PSHE curriculum and every relationship in school.

- Every member of staff treats every child, every adult and the pets in school with respect
- Children are expected to treat every member of staff, fellow pupils, pets and visitors with respect
- We actively teach children what respect 'looks like' e.g. listening, giving good eye contact, having good manners, helping others, considering the feelings of others, trying to understand others, protecting others etc. (see *Life Values* app 3)
- Our school rules are based around mutual respect (see app 1 and 2)
- Our Skills Passports support positive learning attitudes and skills and include cooperation (see app 3 – *Life Values*)
- Our curriculum includes activities to actively promote respect eg. Inter-generational work, learning about cultures and religions different to children's own (SMSC) etc.

Acceptance of those of Different Faiths and Beliefs

At Wingrove, we go far beyond teaching children to 'tolerate' those of different faiths and beliefs. We ensure that children are informed about, understand, relate to, respect, value and accept all members of the school family and beyond. Our RE curriculum is designed to reflect all faiths and religions that may be represented in our school community, while complying with the agreed syllabus for Newcastle schools. We work with families of all faiths and religious backgrounds to ensure that all have a voice and are portrayed in a positive and accurate way. We also, through our SMSC (spiritual, moral, social and cultural) emphasis, create opportunities to broaden our children's experiences to enrich the curriculum and provide the knowledge and acceptance of the diverse society in which we live. We do this in many different ways, including: assemblies; educational visits; visitors coming in to school; links with other schools, charity work and use of high quality resources (texts, artefacts, display and multimedia) to support teaching and learning. We challenge all incidences of disrespect towards others, regardless of faith, gender, race and ability.



Our School Rules

1. Treat other people with care and understanding, just as you would like others to treat you
2. Always keep hands and feet to yourself
3. Never tease or call people names to hurt or upset them
4. Take good care of your own belongings and those of other people
5. Look after our school and its equipment to keep it clean, tidy and safe.



Our Lunchtime Rules

1. Show respect for all people by greeting them and saying 'please' and 'thank you'
2. Always **walk** when in the hall and inside school
3. Clear away any rubbish ready for the next person
4. Share equipment outside, show care and kindness to all
5. Stay outside when it's outdoor playtime
6. Look after our school and its equipment to keep it clean, tidy and safe.



Skills Passport - Life Values

Key Stage 1

Respect and Diversity (Green)

- I put my hand over my mouth when I cough or sneeze
- I show respect for all people's differences
- I greet people
- I use 'please' and 'thank you'
- I say 'excuse me' when I need to pass someone.

Honesty and Responsibility (Blue)

- I exercise to stay healthy
- I eat five portions of fruit and vegetables a day to stay healthy
- I pick up litter that is not my own
- I say sorry if I upset someone or make a mistake.

Independence (Yellow)

- I keep the classroom tidy
- I talk confidently
- I join in group talk
- I solve problems myself
- I can work on my own without help.

Kindness and Forgiveness (Red)

- I can stand up for people being bullied
- I consider others
- I am a good friend because I listen and share.

Key Stage 2

Respect and Diversity (Green)

- I can respect the views of others even if they are not the same as my own, by looking at and listening to the speaker.

Honesty and Reliability (blue)

- I can manage a budget
- I am a role model and an outstanding representative for the school when on trips
- I set a good example for others in school through my words and actions
- I pick up litter
- I recycle
- I turn off lights when leaving a room
- I own up to mistakes that I have made and make things better.

Independence (Yellow)

- I work on my weaknesses
- I can deal with changes in a positive way
- I can work with a partner productively and co-operatively whether they are my friends or not.

Kindness and Forgiveness (Red)

- I apologise without needing to be asked
- I accept the consequences of my actions
- I accept an apology and move forward
- I use kindness every day to all, not just my friends.