[](http://alexinfants.co.uk/)

***Alexandra Infants’ School (September 2019/20)***

**British Values**

**The government has set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister. At Alexandra Infants’ School these values are reinforced regularly in the following ways:**

**Democracy**

. Pupils are always listened to by adults and are taught to listen carefully, with concern for each other and demonstrating respect for each other. School Council Members are voted for annually following a short election campaign. This allows the children to understand the British electoral processes.

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| **Democracy** | | | |
| **Statement** | **Area** | **Evidence** | **Impact** |
| I can help to make decisions about my school. | |  | | --- | | Pupil Voice & leadership  Personal Development  Topic  PE  PSHE/SMSC | | |  | | --- | | -School Council.  -Class charter in class.  Our curriculum drivers are called the 5Es: Excel – be awesome; Embrace yourself; Explore the world; Engage with others and Express yourself. These underpin our curriculum and those highlighted support development within Democracy.  -Child friendly E-safety and Anti-Bullying Policies written and reviewed by the School Council  - Children are asked to contribute to the planning and the curriculum for Topic work.  - During all PE lessons, team work and sportsmanship is encouraged.  -The pupils consider respecting others and reflect and celebrate their progress through the four bee awards. | | Pupils express their views and work as team to promote change.  Pupils work in larger teams (classes) to decide upon their working/ learning environment.   |  | | --- | | Behaviour in school is good.  Pupils promoting and leading change.  Impact of 5Es in in the personal development of our pupils.  Children respect each other and bullying is rarely seen.  Pupils have transferrable skills and qualities benefitting their personal development.  Children show respect to visitors who visit our school.  Children are proud of their school and can express this pride. | |

**Rule of Law**

Alexandra Infants’ School regularly reinforces the importance of both school based rules and laws within the country. Pupils are taught our school rules and these are consistent in each class room. These rules ensure that each child is able to learn and enjoy school life in a safe, ordered and respected environment. Pupils are taught the value and reasons behind rules and laws, the responsibilities that this involves and the relationship between actions and consequences when laws are broken. These are reinforced through visits with authorities e.g. Police and Fire Services and trips and actions to promote change.

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| **Rule of Law** | | | |
| **Statement** | **Area** | **Evidence** | **Impact** |
| I can talk about whay my school rules are important and why rules need to be followed.  I can talk about what happens if you don’t follow the rules. | Behaviour  PSHE – Jigsaw scheme  Personal development  SMSC  SMSC | -Specific lessons and displayed in classrooms throughout the school.  - SLT carry out behaviour for learning walks.  - School rules are consistently in place across the whole school and all are asked to remind each other  Our curriculum drivers are called the 5Es: Excel – be awesome; Embrace yourself; Explore the world; Engage with others and Express yourself. These underpin our curriculum and those highlighted support development within the Rule of Law  - Pupils promote parents following laws through child friendly leaflets they design to promote seatbelt safety and parking near schools  - Assemblies remind children on E Safety, Internet Safety Day involvement, regular planned E Safety lessons on how to keep safe and who can help them to stay safe. Child friendly E-safety and Anti-Bullying Policies written and reviewed by the School Council. Also, discussions in PSHE and sessions take place on their right to feel safe.  - Police visits to talk to the children about being safe around the local community.  -Local PSCO delivers stranger danger workshops in school. | - Children are able to articulate how and why we need to behave in school and in society. They can demonstrate they understand acceptable behaviour through actions.  Impact of 5Es in in the personal development of our pupils.  Pupils promoting change and helping school community and families  - Children are able to discuss important issues and respectfully share their ideas with others.  - Children feel safe and know what to do if their safety is compromised. They can discuss forensic software, who keeps them safe and how  Impact on community through pupil awareness and valuing themselves and positive behaviours |

**Individual Liberty**

At Alexandra Infants’ 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 informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons.

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| **Individual Liberty** | | | |
| **Statement** | **Area** | **Evidence** | **Impact** |
| I know that I am free to have my own thoughts and that I will be listened to.  I can listen to others and respect their opinion. | Curriculum areas  PSHE/SMSC    After School  Playtimes  Behaviour Treat Choices  Assemblies  Clubs  Trips  Personal Development  School Council | - Children are able to show independence in learning and to think for themselves, and our curriculum provides them with opportunities to be reflective in their learning.  - The learning environment encourages them to make safe decisions.  - Children are offered a broad and balanced curriculum and children are able to make choices within the curriculum.  - Children make sensible choices at lunch time, and are reminded of their choices by their friends and adults in school.   |  | | --- | | -Pupils sometimes have choices in their behaviour treats.  School assemblies, and PHSE class assemblies remind them of their rights and how to keep safe.  - A wide variety of Extra Curricular activities take place and children make choices on which and how many they would like to attend.  - Children proudly represent the school outside the school environment  Our curriculum drivers are called the 5Es: Excel – be awesome; Embrace yourself; Explore the world; Engage with others and Express yourself. These underpin our curriculum and those highlighted support development within Individual Liberty.  -The children promoted change in the wider community through Normacot Improvement Week (changing behaviours with litter, speeding, advertising support events for families). | | - Children can speak out when they are feeling unsafe.  - Children take responsibility for their own actions and understand the consequences of their actions.  - Children are encouraged to make sensible choices that impact on their school life and life beyond school.  - Children are consulted on many aspects of school life and they can demonstrate freedom of thought and actions.  Impact of 5Es in in the personal development of our pupils.  Children are consulted on how to help families and wider community. |

**Mutual Respect and Tolerance of others**

Respect is one of the core values of our school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have, however big or small. We promote the core values of RESPECT: Responsibility, Equality, Safety, Participation, Excellence, Community and Trust at Alexandra Infants’ School and they underpin our work every day both in and out of the classroom. This promotes tolerance of those who have different faiths and beliefs.

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| **Mutual Respect** | | | |
| **Statement** | **Area** | **Evidence** | **Impact** |
| I can understand and respect how somebody can be different from me. | Assemblies  RE  PHSE/SMSC  PE  School rules  Personal Development | Children are taught through whole school assemblies, PSHE class worship and RE that respect is not just a school value: it is a life value and should be used in and out of school.  - Displays around the school promote respect for others both in our own community and online (British Values, Cultural displays and the 4 bees)  - Timeline of assemblies is kept.    Our curriculum drivers are called the 5Es: Excel – be awesome; Embrace yourself; Explore the world; Engage with others and Express yourself. These underpin our curriculum and those highlighted support development within Mutual Respect  - A balanced RE curriculum is in place. Children learn to respect cultural diversity and learn to recognise the richness diversity brings.  - Our school staff, pupils and community are diverse and multicultural and we feel this helps to enhance our pupils’ own understanding of their place in a culturally diverse society.  - The School celebrates festivals of other cultures.  - Children compete with schools with a variety of diverse needs and are taught to show humility and respect towards others.   |  | | --- | | There is an inclusion team in place that supports the safety of all children and adults. They are qualified to Level 2 (Safeguarding). They have also attended training that is linked to FGM, Sexualisation and Radicalisation.  - ALL staff are Level 1 Safeguarding trained.  - EAL pupils and their families are supported and respected.  - Children are taught through the PSHE curriculum about respecting each other. | | Children can articulate that respect is a school value and say why respect is important, how they show respect to others and understand their right to be respected.  - Children’s behaviour demonstrates their good understanding of this value.  Impact of 5Es in in the personal development of our pupils.  - Children are able to talk about different faiths and cultures that they learn about. They are not afraid to ask respectful questions to increase their knowledge of other faiths.  - Children are proud to talk about their culture and beliefs.  - Children, staff and visitors are challenged if they are disrespectful to others or show disrespect to fundamental British values including extremist views in any way |