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**Headteacher – Miss Amanda Rogers**

February 2019

## **British Values Statement** Policy

The department for Education has introduced a statutory duty for schools to promote British Values more actively and to ensure they are taught in school.

South Stoke Primary School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever changing nature of the United Kingdom. It also understands the vital role it has in ensuring the groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

South Stoke Primary School puts into action equal opportunities guidance to ensure that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. South Stoke Primary School's staff are dedicated to modelling, promoting and reinforcing British Values to all the children and families it serves.

The government set out its definition of British Values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These 5 key British Values are embedded in the ethos, principles and practice at South Stoke Primary School. The examples that follow show some of the many ways the school seeks to demonstrate affirm and encourage British Values.

### **Democracy**

Our ethos strongly reflects our belief that every member of our learning community, adult or child, is a learner and that staff members also consider themselves as researchers of children's learning. We therefore consider every individual to be a valid contributor who has the right to be listened to. We actively support children to develop a sense of who they are and what they can contribute.

The practice of consultation with children, staff and/or parents and carers is embedded in the practice with examples occurring continuously, ranging from re-developing the playground to democratically choosing the South Stoke Stars of the week.

Further examples include: Whole school council elections, teachers to include children's ideas and learning challenges in their planning, parent and children questionnaires, consulting with children on planning trips, discussions/debates about elections (Brexit, American Presidential elections) - linked to topics such as Ancient Greece, auditions for the nativity, votes to decide Golden Time activities, children to help with deciding how to spend profits from some of their mathematical work ie: café, the Enterprise scheme, auditions and decisions about film making for the Wallingford Film Festival.

Updated: 14 February 2019

### **Rule of Law**

The classroom rules are based on the Golden Rules but are developed by staff and children together. These rules are consistently modelled, explained in context and applied, with responsibilities outlined in our Living and Working Together Policy.

Further examples include: 1:1 support for SEN child with behaviour, Visits from local services ie: police, fire brigade; KS2 study of parliament and how laws work; junior citizen trips; children consulted on class rules; agreement with children about rewards and sanctions; cycling proficiency.

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### **Individual Liberty & Mutual Respect**

Children are supported to learn to make choices in a considered way which demonstrate value for themselves and consider the rights and feelings of others. Children's viewpoints are respectfully listened to and staff work to enable other's perspectives to be considered also where appropriate. Work to sensitively support children's individual choices and freedom whilst respecting others is embedded in the culture of the school. The Living and Working Together Policy is applied consistently and sensitively.

The curriculum is planned to maximise opportunities for the social and emotional development of every child, with bespoke steps in learning supported in the context of the school.

The complaints procedures are in place and is fully accessible to parents and carers.

The whistleblowing policy and code of conduct are in place for staff use.

Further examples include: Years 5&6 setting own targets and reviewing them; safety in school ie: e-safety, cycling proficiency ; governor monitoring reports on behaviour and attitude; Remembrance Day; McMillan Coffee Morning; sharing Harvest with the elderly in South Stoke; respect and attitudes are discussed on a daily basis as part of the general curriculum. The governors are focussing on children's wellbeing in 2018/19.

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### **Tolerance of those of different faiths and beliefs**

The key priority for staff is getting to know each child, their parents and circumstances. This positive attention to different families help us to inform planning for a valuing, relevant and meaningful curriculum for all. Care is taken to celebrate a range of faiths and cultures as part of the children's learning is experiences.

Further examples include: studying the 6 main faiths (in addition to those specified in the Oxfordshire Syllabus for RE); Water Aid visitor; Assemblies based on themes ie: United Nation Global Goals to end poverty, end inequality and prevent climate change. This term the children are voting for the qualities and values needed most for harmonious working and the values will then be looked at in depth throughout the spring terms.

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