



DUNKIRK PRIMARY SCHOOL

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British Values Statement

Adopted by the Governing Body of Dunkirk Primary School:

Approval:	Head Teacher: December 2017
Review:	Every year
To be reviewed by:	Heidi Hollis
Committee responsible:	P&PC

At Dunkirk Primary School, we value the diversity of backgrounds of all pupils, families and wider school community. Our curriculum is very much underpinned by a global approach to learning with half yearly themes that draw on the perspective of other people in other countries.

The Department for Education states that there is a 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".

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process;
- Respect for the basis on which the law is made and applies in England;
- Support for equality of opportunity for all;
- Support and respect for the liberties of all within the law;
- Respect for and tolerance of different faiths and religious and other beliefs.

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be enquiring, creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

At Dunkirk Primary School, we actively promote British values in the following ways:

Democracy

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. Children also have the opportunity to have their voices heard through the School Council, pupil questionnaires and pupil surveys.
- The principle of democracy is explored in the curriculum and School Council as well as during assemblies and special weeks called 'Focus weeks'.
- Dunkirk's behaviour policy states that pupils create their class 'Code of Conduct' and children decide their own class reward system using online 'dojos'.



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- Dunkirk pupils have an active involvement in the selection processes of new staff.

Rule of Law

- School rules and expectations are clear, fair and regularly promoted.
- Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies, on the playground and on school visits.
- Pupils are encouraged to respect the law and Dunkirk enjoys visits from authorities such as the police, fire service, ambulance service, Queen's Medical Centre, etc. to help reinforce this message
- The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff, governors and parents and carers.

Individual Liberty

- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. For example, signing up for extra-curricular clubs, being part of the 'playground rangers' support system, being given responsibilities or key roles such as School Council representatives or lunchtime office duties.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE/citizenship lessons and links with ERASMUS.
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school governing body has taken an active role in this. The school also operates a robust system of logging incidents.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

- Respect is one of the core values of our school. The pupils know and understand that it is expected that respect is shown to everyone, adults and children.
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.
- Links and visits are promoted with link schools in other countries (Finland, Pakistan), local faith communities and places of worship. Furthermore, members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class.
- Through the PSHE, Citizenship and RE curriculum, pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.



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- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our Creative Curriculum themes, such as 'Journeys', 'Change' and 'Community'. These curriculum topics offer children the chance to reflect on our core values and British values.

Reviewed: December 2017

Signed: Heidi Hollis Head Teacher

Next review: December 2018