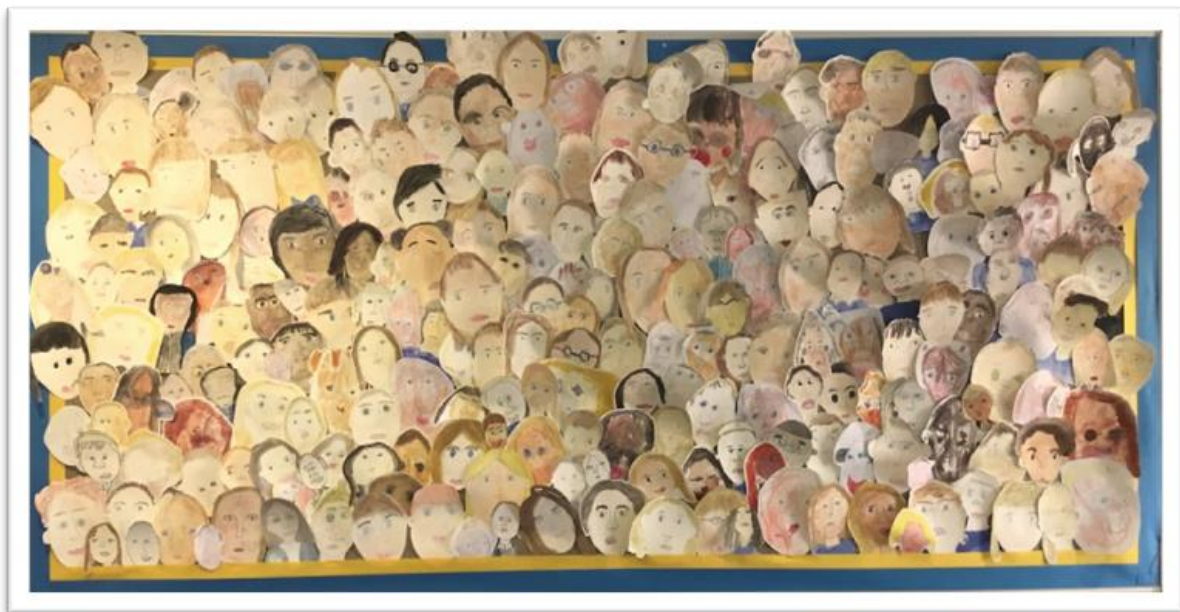




# The British Values Statement 2023-24



*“Pupils are well prepared for life in modern Britain. They are able to discuss in detail what they have learned about British values. These values permeate the school.”*

*(Ofsted, November 2018)*

# PROMOTING THE VALUES OUR SOCIETY AT BRIDGEWATER PRIMARY SCHOOL

## 2023-24

### INTRODUCTION

As a school, we strive to meet the requirements set out in section 78 of the Education Act 2002 to promote the spiritual, moral, social and cultural (SMSC) development of our pupils at Bridgewater. Our school ethos ensures that we build and maintain strong and effective relationships throughout the school and provide relevant activities both in and beyond the classroom to ensure our pupils' SMSC development and understanding of British values.

All members of the school community are encouraged to have regard people of all faiths, races and cultures with respect and tolerance. At Bridgewater we promote the fundamental British values of:

- democracy,
- the rule of law,
- individual liberty,
- mutual respect and tolerance of those with different faiths and beliefs.

“When asked to sum up their school in one word, pupils answered with ‘co-operative’, ‘amazing’, ‘diverse’ and ‘respectful’.” (Ofsted, 2018)

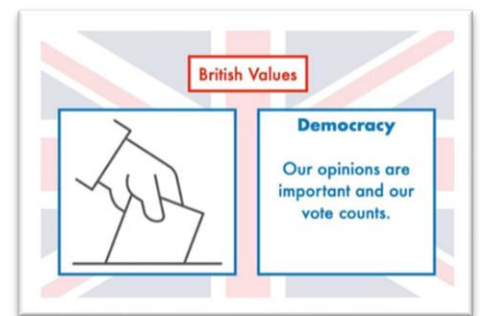
The government set out its definition of British values in the 2011 Prevent Strategy and these values have remained an ongoing whole school focus as part of our School Transformation Plan (STP) and the Diversity Team each year.

Bridgewater School is committed to upholding these values, which makes our communities successful and enable our children to develop into responsible, tolerant, respectful and caring future citizens. We have also introduced new school values this year which are respect, responsibility and resilience. These values are cohesive with the fundamental aspects of the British Values and support the character education of our children. They are actively encouraged to embrace a healthy lifestyle and show an understanding of strategies to keep healthy, happy and safe to support their physical, emotional and mental well-being.

Character education is delivered with the intention of supporting the development of certain qualities, skills and traits. These include self-belief, motivation and resilience so they have the coping skills to bounce back after a disappointment or setback, along with virtues like compassion, curiosity, integrity and determination. This year the school has introduced three school values; Respect, Resilience and Responsibility that sit alongside the British Values. The school values are evident in the children's interactions throughout the community and their approach to learning. Children are supported to grow into caring, responsible and tolerant citizens who make a positive difference to British society and the wider world.

## Democracy

Throughout the year, assemblies and class discussions reinforce the children's understanding of democracy; this approach helps to firmly instil this value throughout the school. We actively seek pupil voice and have a whole-school commitment to listening to the views, wishes and experiences of all children.



The school actively promotes democratic processes such as voting for our Prime Minister and School Council, whose members are elected by the children. The process supports children to understand that as a democratic society it is important for everybody's voice to be heard and to have a choice of the people who represent us and our viewpoints.

Each class votes for one of their classmates to be a School Council representative. The school Prime Minister is democratically elected each year, voted for by all children, once each candidate has presented their manifesto.

The School Prime Minister upholds the ethos and vision of the school and shares this with their peers and other members of the school community. This year, the school council have continued to maintain their links with local community groups. The children have supported the Local Residents Association and continued their regular visits to the local allotment



throughout the year.

This school council have also been responsible for improving the school community; through their fund-raising the children are enjoying a new outdoor shelter within the school grounds. Each class participated in fund-raising activities, collecting sponsorship to raise money.

The school council members have raised the awareness of reducing food waste at lunch times and have encouraged the children throughout the school to be more responsible and make sustainable choices and actions. The recycle schemes are continued to be supported.



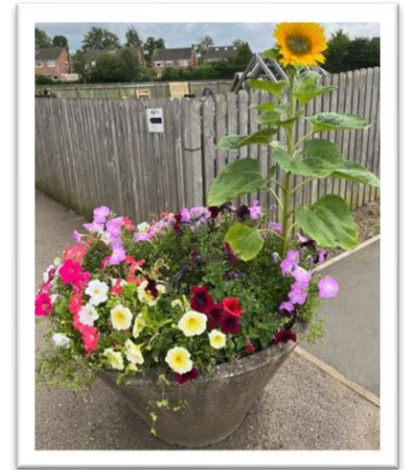
Battery recycling



Crisp packet recycling

The school council have maintained their links with the local allotments and this includes the upkeep of the beautiful wooden planters in our grounds. These were purchased

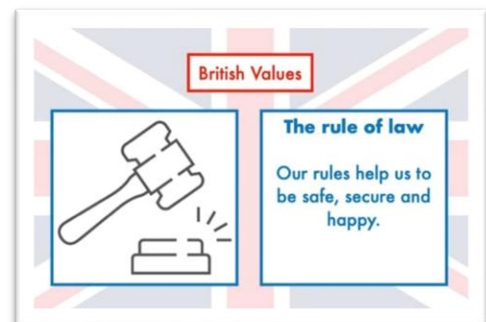
some years ago and the children enjoy the opportunity to tend and care for the planters.



As appropriate, the history of democracy is also reflected through learning experiences and assemblies. For example, learning about Women's History and Rights in Year 2, the rise of Roman Empire in Year 3, Anglo Saxons Heroic Code in Year 4 and Ancient Greece in Year 5. Pupils have the opportunity to have their voices heard through our Circle Time sessions, Ask-it Boxes in each classroom, restorative conversations, as well as through their School Council.

### The Rule of Law

Our school behaviour policy sets out expected behaviour, including the 5 School Rules, which apply to all children equally, within our positive, supportive and democratic community. This is consistent through all aspects of school life, including breakfast club and outside school club. The school rules are shared with parents, carers and children from Early Years to Year 6.



Restorative Approaches are embedded through the school. This approach, requires all those involved to reflect honestly on incidents that have taken place, take responsibility for their behaviour choices and for the impact of their actions.



### Our 5 School Rules

1. Follow the instructions of trusted adults.
2. Kind hands and feet.
3. Kind words and actions.
4. Treat others how you would like to be treated.
5. Show integrity and make expected choices.

As a school, we ensure children receive sustainable and positive messages to support their understanding about behaviour choices and consequences. We follow the Restorative approach alongside 5 rules, with clear, staged consequences. We have high expectations of behaviour within a positive, nurturing ethos. The children understand these expectations

and learn within firm boundaries and a consistent whole school approach. Each classroom has a restorative display; teachers, support staff and lunch time supervisors are all trained on the use of restorative questions to ensure there is a consistent approach.

At the beginning of each school year, the children share their ideas for the class rules with their new teacher. All views are considered and discussed; the children then agree on the class rules and expectations that will be followed by all. These are displayed within classrooms to remind children of the agreed expectations within the learning environment.

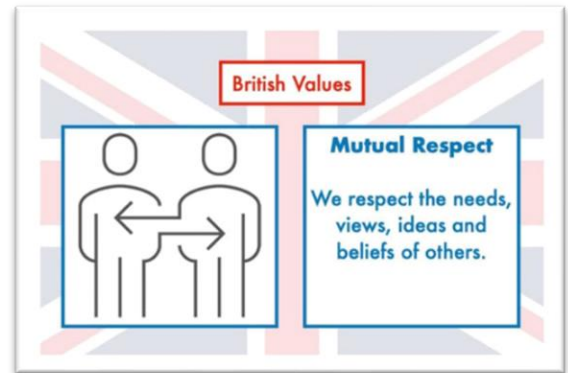
The importance of the law is consistently shared and reinforced at Bridgewater Primary School, during assemblies, class debates and PSHE lessons. Children understand they have a responsibility to follow the rules whether they apply to the class, the school or the country. It is expected that pupils should understand that while different people may sometimes hold different views about what is 'right' and 'wrong', all people living in England are subject to its laws.

To support this, we teach our pupils to respect the value and reasons behind laws, to understand that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as our local PCSOs and the Fire Service are a regular part of our calendar events to help reinforce this message.



## Mutual Respect

At Bridgewater Primary School we work together to create a happy, secure environment in which each child can flourish. Children are taught to value and respect one another and to care for the health, safety and well-being of others. Our Bridgewater Values help to deepen our children's understanding of the concepts of respect, co-operation, honesty and support and their understanding of how these can be demonstrated in the wider school and community.



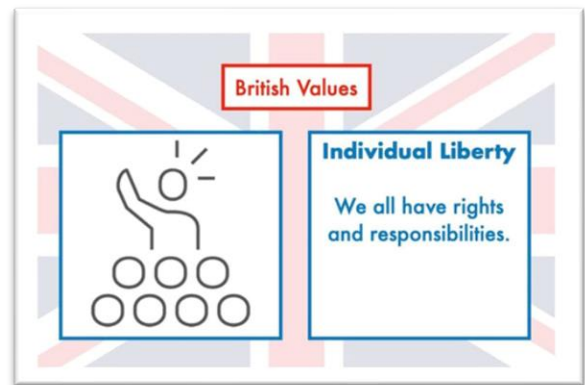
Members of each year group work together to design the school's 'child-friendly' Online Safety policy which is displayed in each classroom. Through online safety lessons, circle time and workshops with Simon Aston, NCC Online Safety Officer, children consider the importance of digital resilience, respectful behaviours and critical awareness. The children reflected on their responsibilities as digital citizens. The school's Acceptable Use Agreement is signed by each child, displayed and regularly referred to as part of supporting online behaviour choices, 'screen time' awareness and digital resilience. The children understand that there are rules which apply to the internet, as there are in other areas of their lives. Children are also expected to show the same respect to others online as they would in a face-to-face situation. The school also has a 'child-friendly' Anti-bullying policy, designed by the children, which clearly reflects their understanding of empathy, diversity and mutual respect.



In November each year, the school is actively involved in Anti-bullying week. The children reflect how they are each unique with different strengths and differences that need to be respected. Class discussions, learning activities and assemblies support children to develop their understanding of demonstrating empathy, integrity and compassion, all of which are necessary for mutual respect and tolerance.

## Individual Liberty

There are many opportunities within the school for children to make choices, express their ideas respectfully and exercise their personal freedom. Clear boundaries are set and consistently reinforced to ensure that the school is a safe environment for everyone. The children are encouraged and supported to manage their behaviour and make good choices. Through assemblies and PSHE, children learn about their personal freedoms and through discussion how to exercise these safely.



As a school we provide a safe and supportive environment in which children are actively encouraged to make informed choices, within the understanding of the school rules which keep everyone safe. This empowering approach is achieved by educating children to know and understand their rights and personal freedoms within defined boundaries. They are supported in their learning to understand themselves as learners (metacognition) and to challenge themselves to take the next step. We encourage children to have a growth mind-set towards their learning, in which children come to understand that their abilities can be developed through dedication, resilience and hard work. This helps us to create a love of learning and a resilience that is essential for life as well as for the challenges of education.

Children come to understand that they each have a unique potential and that they are responsible, alongside the adults that support their learning, to work hard to be the best that they can be. Children at our school understand how their actions contribute to their personal safety. They learn about safety through PE, online safety and PSHE lessons, as well as Protective Behaviours. We ensure that children know how and to who to go to if they have any concerns about safety or their personal well-being at our school.

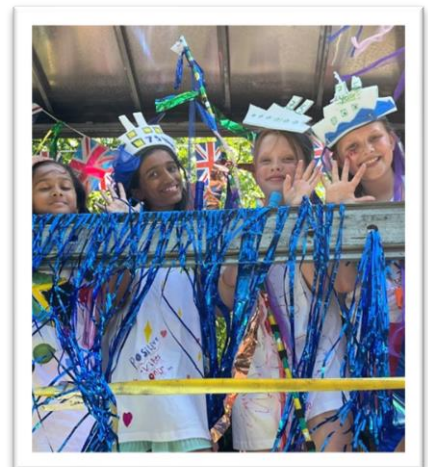
We run a daily Nurture Lunch, in which members of staff volunteer to give their lunchtimes to meet and share lunch with children who may need additional support. This is in addition to dedicated nurture provision through "The Bridge", an area of our school that allows children chance to receive additional and targeted support to meet their social, emotional and mental health needs (SEMH).

Annually, we commemorate Remembrance Day through assemblies and displays. and the children are supported to understand this important event. We respectfully remember those who have served and sacrificed in the armed forces and emergency services whilst hoping for a peaceful future.



In July, we once again took part in Northampton Carnival. This has always been a wonderful community event which the school participates in annually and the children always really enjoy the experience. The theme was “Celebrating the People Who Came”. Staff and children worked hard to create craftwork to decorate the school float with the ‘Windrush’ theme, which won

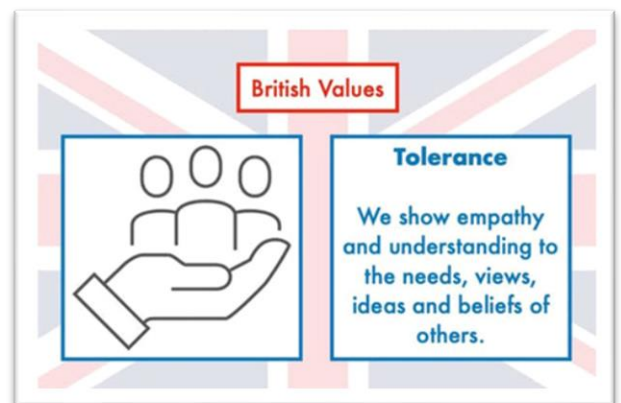
2nd prize. The float was packed with children and families from across the school and many others attended the Carnival to supported the event. The school raised funds for a cancer charity during the afternoon. We look forward to continuing to participate in this wonderful community event, in future years.



### Tolerance of those of Different Faiths and Beliefs



At Bridgewater Primary School we place a great emphasis on providing our children with opportunities to discover, to learn about and to celebrate a variety of different faiths and cultures.



Throughout the school different year groups have studied different faiths and religions.



Educational visits are made to places of worship to enable children to develop an informed awareness and respect of other religions. They are supported to develop their understanding and appreciation of diversity by celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Any behaviour which is contrary to this is recorded, followed up and monitored. The Equality Duty is reviewed annually and published on our website. Members of different faiths or religions are welcomed into school to share their knowledge and practices to enhance understanding and learning. Whilst we welcome the views of others throughout the school community, we are committed to challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, which lack respect and tolerance or display extremist ideas. Collective worship upholds these values and the importance of demonstrating respect for each other. School assemblies throughout the year support awareness of other faiths such as Guru Nanak, Hanukkah, Ramadam and Eid.



The Year 5 children have studied Sikhism and have visited a Gurdwara as part of their learning enrichment. The Year 3 children study the Hindu faith and as part of their learning they participate in the annual Diwali parade in the town centre, along with their families. Our children and their families enjoyed being able to participate in this community event.

Throughout the year Reverend Jun has visited the school to speak with the children during assemblies throughout the year about religious festivals in the Christian calendar e.g. Harvest, Easter.

As an inclusive school, we believe that diversity needs to be embraced, celebrated and highlighted, both within the curriculum and through the culture of the school. As a result, our curriculum is continuing to evolve, to represent fairly and accurately those with protected characteristics under the Equality Duty. This curriculum development is being led by the Diversity Team which includes teaching staff from throughout the school. We will continue to

invite previous Bridgewater pupils, who are now attend secondary school, to share their valuable experiences and perspectives to advise us on how the school can continue to celebrate diversity.

Under the Equality Duty 2010 we are committed to meeting our statutory duty to promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins. Staff have continued to plan opportunities that enrich our curriculum through engaging content for those groups and there is an ongoing focus to ensure that learning resources and experiences represent our whole community of children and families.

### **The Prevent Duty**

Under section 26 of The Counter Terrorism and Security Act (CTSA) 2015, schools have a duty to “have due regard to the need to prevent people from being drawn into terrorism.” The Prevent Duty Guidance details the activities schools are expected to demonstrate to comply. These include reviewing risk assessments, ensuring visitors to our school do not share extremist views, supporting online safety and ensuring members of our school community understand our complaints and whistleblowing procedures. We aim to work in partnership with other agencies in this, including the Northamptonshire Safeguarding Children Partnership.

The Prevent agenda aims to challenge extremist ideology where it exists primarily through education, dialogue, debate, mentoring and by supporting critical thinking. Bridgewater’s action plan shares the school’s commitment and actions towards this duty. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues, it is about safeguarding our children and helping them to develop the knowledge and skills to be able to challenge extremist arguments and to feel safe and respected in their school and home community.

We are committed to staff training and providing pastoral care and welfare support to stakeholders, as well as monitoring the systems and protocols in place to ensure online safety. All staff complete online Channel training and Prevent within INSET safeguarding training. Last year, staff attended a performance regarding the complexities around County Lines. Please see our Safeguarding Policy and Prevent Duty Action Plan.

Bridgewater Primary School: The British Values Statement – September 2023

## Appendix

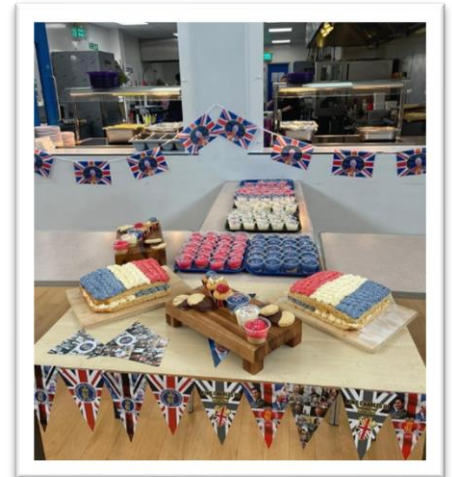
### Supporting Learners' Broader Development

The children are provided with a wide range of experiences that support their broader development, enabling them to discover and develop their interests and talents. These opportunities demonstrate the school's commitment to upholding the British Values and supporting children to develop their character, self-motivation and self-compassion.

The school support a number of charities and children throughout the year the school community have supported a range of fund-raising events. For Children in Need the children came to school wearing spotty clothes and took part in a range of activities. We also wore our Christmas Jumpers to school to raise funds for the NSPCC.



There is a wide range of enrichment opportunities for children throughout the year. This year we celebrated the King's Coronation and the children took part in a celebrations around the school grounds. To commemorate the Coronation, each year group created portraits of the King taking inspiration from their class artists to produce an exhibition that was open to the wider school community.



The Staff and Young Leaders guide the children to embrace an active lifestyle to support their physical health and mental well-being. using Cosmic Kids, sports clubs and making use of the climbing wall, exercise equipment and trim trail in the grounds. During this academic year, each class have opportunities to take part in external sports competitions and intra-competitions to

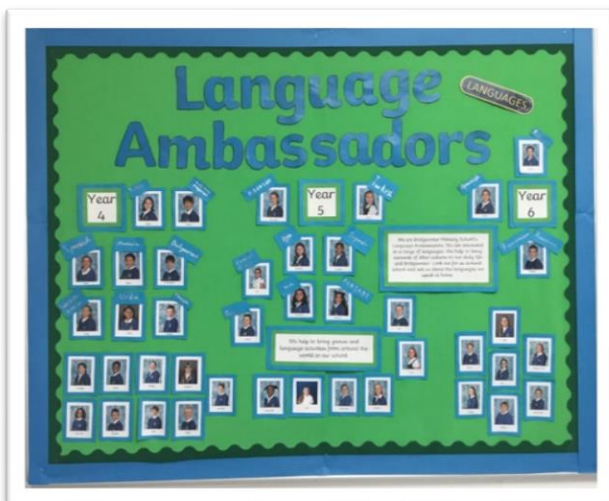


develop an enjoyment of being active, mutual respect and cooperation. In addition each year groups has had the pleasure of participating in traditional dance workshops from a range of cultures e.g. Chinese dancing and Morris Dancing.

In June, the Sports day was a wonderful combination of team sports, competitive sports and sportsmanship organised by our Sports Leaders. All children participated in activities over two days, supported by their parents. They encouraged each other and demonstrated mutual respect, cooperation and true sportsmanship.



Continuing the annual Christmas tradition, the children in Year 3 and Year 5 wrote letters and completed tasks at home to earn money to purchase gifts for patients in the local hospital. Once again, this year we have had amazing feedback on the impact these letters had on patient's wellbeing from staff on the wards and from the patients themselves through letters they have sent back in response and telephone calls they have made to thank the children for their kind and thoughtful gesture.



Our Language Ambassadors are KS2 children who work enthusiastically to bring elements of other languages and cultures to daily school life, such as songs and games. This year the school was recognised for our work promoting international understanding

We have a planned programme for Collective Worship of a broadly Christian nature, whilst respecting all those members

of our community who hold alternative or no beliefs. During Assemblies and Acts of Collective Worship our school values and British Values are reinforced and revisited. The themes are wide and varied; throughout the year there have been fortnightly assemblies based on Aesop's Fables, and Influential Figures, to explore key themes related to diversity, tolerance and respect.



Throughout the year there are regular twinning opportunities for children in different year groups to meet and share stories. The children always enjoy these opportunity and all children benefit from these experiences.

