

How do we promote British Values at The Federation of North Walsham Junior, Infant Schools and Nursery?

Each half term, we use our 8 core values to guide our assembly content and enable children and staff to explore and reflect on important issues as individuals and as a whole school community. Our values are also embedded throughout our curriculum teaching, which can be observed in the classroom and evidenced through our displays. The values are also promoted through Religious Education, philosophical questions and PHSE. Other ways in which we explore, promote and celebrate the British Values are detailed in the table below.

British Value	How we explore, promote and celebrate each British Value.
Democracy	<ul style="list-style-type: none"> ● School councillors are elected by their peers following a democratic process; children are asked to put themselves forward as candidates by preparing a speech on why they should be elected by their peers before a blind vote is conducted ● In class voting; children are asked to vote on reward time, school council and pupil initiatives ● In lesson voting; children are asked to debate, argue, persuade and justify for and against all subject areas ● Regular contact with school by local MP, Norman Lamb
Rule of Law	<ul style="list-style-type: none"> ● School expectations of behaviour/ learning are discussed at the beginning of each school term (School powerpoint) ● All children are aware of the 3 School Rules and use of traffic light system in class ● All children are aware of our behaviour expectations which are continually shared and revisited in lessons, PSHE circle time, Philosophy sessions, assemblies and throughout discussions with children when expectations are not met. All behaviours are looked upon by the adults as a sign of communication ● Adherence to the Positive Behaviour Policy ● In KS1 a Restorative Justice approach is used with pupils, when their behaviour has proven challenging ● In KS2 special Restorative Justice sheets are completed with each pupil when a behaviour expectation has not been met, to ensure they understand what the behaviour looked like to others, consider why it took place and reflect on how they can make the situation better

	<ul style="list-style-type: none"> ● Behaviour plans used for individual pupils who demonstrate persistent negative behaviours to identify specific target areas that once monitored and improved will help to make a positive difference to their behaviour ● Curriculum teaching in History, RE, PSHE and Philosophy ● Use of My turn, your turn in all lessons, use of partner talk in all lessons. ● Each year group in NWJS as part of PHSE curriculum learns about rules and the laws of the country ● School links with the local community including Police, Ambulance Service and Fire Brigade e.g Y6 Crucial Crew visit
Individual Liberty	<ul style="list-style-type: none"> ● Everyone is given their chance to speak and feels as though they have been listened to and valued for what they have to say. This is underpinned in the restorative approach within the academy Positive Behaviour Policy. ● Responsibilities as class and school monitors, alongside Year 6 roles to demonstrate independence ● Philosophy teaching: being given the freedom of speech, thought, idea and enquiry ● Enterprise weeks in KS2 e.g Children's Fair, Cookie Project, Fiver Challenge
Mutual Respect	<ul style="list-style-type: none"> ● One of our school values- re-visited throughout the school year in a variety of ways such as assemblies, Philosophy teaching, RE and PSHE ● Demonstrating respect for our 8 learning and 8 social behaviours ● School protocols: shaking hands at the end of the day, meet and greet in the morning, 'after you' through doors to adults ● Teaching and encouraging key communication skills ● Encouragement of turn taking during discussions ● Daily pastoral care of children's needs ● Adherence to the Positive Behaviour Policy ● All adults continually modelling respect in their daily interactions with children and adults ● Engagement within competitive sport both inside and outside of school and how we always show respect to our competitors
Tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> ● Whole school ethos of how everyone is different but we are all working towards a shared goal e.g Anti-Bullying Week ● All faiths and beliefs studied and celebrated through assemblies and cultural theme days ● Children and parents encouraged to share their faith and beliefs with whole school ● Encouraging tolerant behaviours such as the sharing and respecting of peers' opinions

	<ul style="list-style-type: none"> ● Church services: Infant Nativity and Junior Carol Service ● Visits to local places of worship ● International Week ● RE teaching ● Our schools' Equality Policy ● Resources and activities that challenge gender, cultural and racial stereotyping ● Visit by Czech children every 2 years
Being British	<ul style="list-style-type: none"> ● History teaching including: timelines, significant events and people that have shaped how we live today ● Geography teaching looking at the physical and human features of the United Kingdom ● Assemblies and Philosophy sessions that explore global issues linked to the United Kingdom and related discussions of similarities and differences between our experiences, values and behaviours in relation to those of other people living in other countries. Saint days (England/Scotland/Wales/Ireland), Faith festivals (special importance given to Easter, Christmas and Harvest. British cultural traditions e.g. Bonfire Night. Remembrance Day and St George's Day.

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