



The Eliot Bank and Gordonbrock Schools Federation



British Values

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What Does This Mean?

It is Gordonbrock's and every school's responsibility 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.'*

How Do We Do This At Gordonbrock?

We do not teach specific lessons in British Values. Rather these values are embedded in our structures, our curriculum and our ethos. They are something which all staff model for our children, and for each other, every day. They are not only British values – they are values which are important to people of every nationality, all over the world.

Democracy

At the start of each school year children are reminded about the school's expectations. We share a responsibility to work together, creating a harmonious learning environment. In each class a set of class rules are discussed and agreed by the children and are clearly displayed and referred to throughout the year. These will include being fair, listening to each other, showing mutual respect and honesty. The very fact that it is the pupils who can come up with these rules shows how the ethos of the school enables children to understand the importance of these concepts from a very young age. The values represented in these rules are reinforced during whole school assemblies.

Our school council promotes the democratic process as children are nominated and voted for by their peers. All children are encouraged and supported to write their own manifesto, considering what makes a good council member and how they can best represent their classmates. Each class has two representatives. The school council meet regularly and bring issues raised by their own class councils. They also take questions back to class council so that the class can vote. Their opinions are listened to and actions are taken, for example deciding how to use funds raised. School council lead on important issues, for example working towards a Rights Respecting Award and by planning and carrying out work across the school site. They also host 3 school assemblies across the school year promoting topics such as anti - bullying and growth mindset.

As well as the school council there are other opportunities for children to take responsibilities. Year 6 children have many jobs around the school which they understand they are relied upon to do properly for the benefit of all children, such as the daily distribution of letters to the classrooms. Pupils from KS2 are play buddies at lunch and play times. They receive special training and are then given a timetable which they need to adhere to. When on duty they are responsible for ensuring that no child is left out at playtimes by encouraging them to take part in games and resolving minor disputes.

We regularly use pupil voice, canvassing the opinions of children about their learning and about behaviour in the school and carrying out parent surveys every year. This information influences the SIP and the administrative aspects of the school, such as communication with parents.

Children are encouraged to voice their opinions and justify their ideas in class discussions and circle time. They also take part in more formal debates based on topic themes such as Romans V Celts against debating opponents from Gordonbrock or from our federation partner Eliot Bank School. These opportunities allow children to become more confident when speaking out and to appreciate the importance of listening and considering other opinions.

The Rule of Law

Behaviour and safety are outstanding at Gordonbrock and are seen as a priority by the whole school community. Children feel safe and secure knowing what is expected of them and why. They understand the importance of clear, fair rules for all and the consequences of not following them. Our behaviour policy is consistently applied across the school and is published so that parents and carers can also feel secure about boundaries and consequences. There is a clear anti-bullying policy and each year Anti-Bullying week gives an opportunity to focus on how to deal with this issue in different ways. In recent years, themes have included 'Tell Someone' and cyber-bullying. When problems arise, care is taken to demonstrate to all involved what actions are being taken and to agree next steps. If involved in disputes, pupils are brought together and supported to work out their differences, with reflection time given as required. Children at Gordonbrock understand that only excellent behaviour will enable them to become outstanding learners. Visitors to the school frequently comment on how good the children's behaviour is.

Children also understand that when they go on trips excellent behaviour is just as important as it would be at school. They know they are ambassadors for the school and they care about making a good impression. They are keen learners and respectful of adults who are showing them new places, experiences or artefacts. Gordonbrock gets many comments praising the behaviour of children on trips, from education specialists at museums and galleries and from parents who have accompanied the trip as a helper.

Governors make regular visits to the school and behaviour is one of the foci of their visits. They are able to witness the harmonious atmosphere of the school in the classroom and on the playground. They are also able to make suggestions and ask questions so that senior leaders at the school are constantly reflecting on and improving practice. Parents fill in an annual questionnaire which includes questions about behaviour and all feedback informs school improvement. Our home-school agreement reinforces the partnership we have with our families and the importance of consistent standards of behaviour, wherever we may be.

Friday assemblies give children the chance to reflect on why we have certain rules and what would happen if those rules did not exist. Assemblies regularly consider the right way to behave in different circumstances and the consequences of our actions on others. Children are involved in acting out scenarios and the audience asked, for example, to consider what is fair or unfair. This includes the whole school from nursery to Year 6, so that all children, even the youngest, are thinking about this collectively. We also consider external rules such as road safety and rules for bonfire night and again children of all ages will be involved in presenting these assemblies to the other pupils. Visitors from the police or the fire brigade also teach children about rules in society and why they are important for everybody. Older children take part in a Junior Citizens event, considering their place in society as they become older and have to make an increasing number of decisions independently.

Through history topics, children have the opportunity to study how the rule of law has changed over time and who has made and enforced the laws in different historic periods.

Individual Liberty

Gordonbrock is a safe place for children. Children are encouraged and supported to voice their opinions and to make choices about their school life. They are given many opportunities to develop self-knowledge, self-confidence and self-esteem across our curriculum. This could include reflection and discussions in RE and PSHE, the discovery of new talents and interests in all subject areas and the chance to share skills and ideas with classmates and the wider school. Children's efforts and achievements are taken notice of and praised by every adult in the school both informally and at formal events like the Monday achievement assembly or in the school newsletter.

Children take part in external projects which reinforce the importance of involvement in the wider community and thoughtfulness about people across the world. This includes collecting for foodbanks, singing in the community, raising money for Children In Need, Comic Relief, UNICEF and many other charities as well as donating books on World Book Day and considering the impact of their actions on the environment.

Children are supported to understand their own rights, for example the right to be safe from harm, and how to express themselves or stand up for themselves if they are being unfairly treated. They are told about the importance of sharing fears and who they can talk to if they have fears or worries, trusted adults within the school or external adults via organisations such as Childline. The importance of personal rights is reinforced via our e-safety lessons. These give strong messages about staying safe online and not accepting that unfair or unsafe behaviour online is less important than that which happens face to face.

Children are encouraged to be aspirational for their own lives. Awareness of possible goals is encouraged by learning about inspirational people in all walks of life or meeting professionals from groups such as Urban Synergy who encourage children to consider a wide range of careers.

Mutual Respect and Respect For Those of Different Faiths & Beliefs

Our school ethos reinforces mutual respect alongside a sense of self-worth. Children understand what respect means and that they are entitled to it for themselves, as well as the need to respect others. Children and adults show respect for each other in countless ways throughout the day – from holding doors open and friendly greetings, to being prepared to listen to and accept opposing opinions with an open mind. Assemblies regularly consider what respect is, why it is important and how we can actively demonstrate it in our daily lives.

Pupils and staff understand our values and work together in a manner which enables everyone to achieve their best. Praise and acknowledgement of achievement demonstrates respect for learning and effort. This happens in a wide variety of ways; sharing of good work in class, mentions in praise assemblies, headteacher certificates, attendance certificates and texts home. Children respect and praise the achievements of their peers. All achievements and efforts are respected – academic, sporting, artistic, scientific, improvements in effort, behaviour, attendance or punctuality, acts of kindness, helpfulness and consideration.

As a school located in South East London, Gordonbrock is lucky enough to have children, staff and parents from a wide range of nationalities and faiths in our community. The school value of mutual respect is clearly demonstrated in our relationships with those we meet every day in the classroom. We celebrate major world religious festivals throughout the year in assemblies, class work, displays, visits and visitors. Our RE and PSHE curriculums provide numerous opportunities to discuss similarities and differences in faiths and to engender an appreciation and respect for children's own and other cultures. Children are empowered to discuss their own beliefs and those of their culture in a safe atmosphere, confident that their faith will be of interest, that they have something to teach others which will be listened to and respected.

Any lack of respect for individuals, cultures or beliefs is dealt with quickly and firmly by SLT. Families are informed and involved in next steps. Where there is a lack of understanding, it is explained to children why their behaviour is unacceptable. Time is taken to make sure key messages are clearly delivered.