

British Values At St. Margaret Clitherow School

The examples that follow are an indication of some of the many ways we seek to embed British values at St Margret Clitherow School and should be seen as an indication of our approach rather than an exhaustive list.

Democracy	<ul style="list-style-type: none"> ● We have our own Youth Leadership Team with elected representatives for each KS2 class. All children are encouraged to plan a speech about why they would make a good representative and deliver it to their class. A ballot is held, and pupils are voted for. Youth Leadership Team members discuss current issues within school led by the issues raised by their peers and make plans on how to spend school money. They feedback results from meetings in class and during assemblies. Children across the school can raise concerns and share ideas with the Youth Leadership team in person or have a voice via the Youth Leadership Team feedback box in the library. The Headteacher reports to Governors about the activities of the Youth Leadership Team. ● We have our own Eco-Committee with elected representatives from each class in the school. All children are encouraged to plan a speech about why they would make a good representative and deliver it to their class. A ballot is held, and pupils are voted for. The Eco-Committee meet regularly to discuss ways to reuse, reduce and recycle, and protect our environment. They work to achieve our eco action plan and raise awareness of green issues within the school. ● Pupils have their voice heard through termly pupil questionnaires in which children are asked to respond and reflect on the teaching and learning they receive. ● At the beginning of each year the children in each class explore our school rights and school values and agree upon a Class Promise. Children sign their Class Promise to show they understand and agree to it. ● Our behaviour policy places much emphasis on a restorative approach to making the wrong choices in which personal reflection is used to explore suitable future behaviour choices and to make meaningful apologies. Our children are always given the opportunity to share their version of events in any situation. Staff listen to and explore these with children. We value our children’s voice in understanding what has happened when unacceptable behaviour occurs, and it is crucial within ensuring a restorative approach and in ensuring that any consequences are fair and proportionate. ● We guide pupils to take ownership of their own learning and progress. Children respond to teacher feedback in books, we use open questions and encourage the pupils to evaluate their learning at various stages throughout a lesson; shared success criteria, sometimes created by the pupils themselves enable pupils to evaluate their learning and progress. ● Shared learning, through group or paired work is a powerful learning tool that we often use. Talk partners and sharing in groups enable pupils the chance to practise their learning in a secure environment. Pupils are encouraged to develop the important skills of empathy, good listening and imitation through working with their peers in a range of situations. ● We actively involve the children in the selection process of new staff.
The Rule of Law	<ul style="list-style-type: none"> ● We have a clear behaviour policy that is explained to all. ● Our school rights are explicitly modelled, discussed and celebrated in every class and across the school. At the beginning of each year the children in each class explore our school rights and school values and agree upon a Class Promise; actions deemed to be necessary to ensure that every member of our community can enjoy our School Rights. Children sign their Class

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	<p>Promise to show they understand and agree to it. As a school, we demand high-quality adult-pupil relationships and that all staff are positive role-models.</p> <ul style="list-style-type: none"> • Our School Values guide us to live out the teachings of the Catholic Church. The promotion of British Values' is central to Catholic education because British values have their origin in the Christian values of our nation. • Visits from outside speakers, including the Police service, reinforce the message of right and wrong and the consequences which arise when laws are broken. The Year 6 children have an annual visit from police to talk about knife crime with Year 6. • Online safety is fully embedded within our curriculum. The school provides a comprehensive age-appropriate curriculum for online safety which enables all pupils to become informed, safe and responsible. This includes teaching to prevent radicalisation, for which staff provide a narrative to counter extremism. The PSHE curriculum, Relationships and Health Curriculum are central in supporting the delivery of online safety education. • Our PSHE curriculum helps pupils to understand that living under the rule of law protects individuals and helps them to understand what to do if peer pressure is trying to persuade them to break these
Individual Liberty	<ul style="list-style-type: none"> • Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. We encourage engagement rather than simple compliance within all aspects of school life, enabling children to make decisions about how they act. • Pupils are given the freedom to make safe choices through opportunities such as our extra-curricular and lunchtime clubs, golden time and residential trips. • Children across the school are given key roles and responsibilities such as Buddies, Library Monitors, Chaplaincy Team and running a range of lunchtime clubs. • Our PSHE curriculum and e-safety lessons ensure children know, understand, and exercise their rights and personal freedoms and are advised how to exercise these safely.
Mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> • Respect is at the core of our school ethos and is modelled by students and staff alike. The school promotes respect for others, and this is reiterated through our classrooms and learning environment, where pupils and students recognise that their behaviour has an impact on others. • All members of our community are treated with respect. Pupils and students are always able to voice their opinions and we foster an environment where differing views are respected. • Our curriculum ensures our children learn about a wide range of people, cultures and beliefs and so develops students' ability to make informed decisions, form and be confident in their own identity and understand and respect those of others.