



Mountbatten Primary School

British Values Policy



1	Summary	British Values Policy			
2	Responsible person	Amy Jewitt and Claire Greenfield			
3	Accountable SLT member	J Wegg			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	SLT			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	5.10.22			
8	Version number	1			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2022			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



Contents

1. Introduction4

2. Scope of the policy.....5

3. Implementation of the policy6

4. Categories of British Values.....7



1. Introduction

Mountbatten Primary School has a guiding vision, which ensures that the school is a safe and happy place to be for everyone associated with the school as a pupil, a member of staff, parent, governor and visitor. Our vision encapsulates the ethos and values of Mountbatten Primary School and incorporates the interests of pupils, supporting them in becoming good local, national and global citizens of the future. These are British Values. We endeavor to be the best that we can be.

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 the 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 creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We actively promote British values in the following ways:

2. Scope of the Policy.

We ensure British values are a part of everyday life at Mountbatten. We ensure our children are exposed to the 5 key British value teachings.

2.1. Our aims

The adoption of British Values at Mountbatten means that we aim to create a community, both in and out of school, that respects others.

At Mountbatten we celebrate success which sees us nurture self-esteem through the celebration of children's achievements. At Mountbatten we do this through Celebration Assemblies, Star of the week, class dojos and house points.

We are also community centered which helps empower our children to make valuable contributions locally. At Mountbatten we do this through celebrating recognized days such as Harvest Festival and have links with local churches and charities.

We also have a learning-centered and dynamic curriculum. This curriculum challenges and inspires children to achieve their best in an inclusive learning environment which ensures all children are involved and included.

We also strive at Mountbatten to create a happy and supportive environment and we promote opportunities to adopt a healthy and active lifestyle. We do this through our active 60, healthy lunches, walk to school competitions and links with local Rugby clubs.

In day to day life at Mountbatten we also always have high expectations that will enable pupils to become effective and independent learners and will see them through their life.



3. Implementation of the Policy.

The British Values Policy is implemented effortlessly into the Mountbatten Curriculum.

The 5 key areas of British Values are part of life at Mountbatten and incorporated in to every day teaching.

British Values are implemented in some of the following ways:

- School council
- Celebration Assemblies
- Monday and Wednesday assemblies
- Pupil voice
- Themed days
- National days
- Discussions on rules
- House points and teams
- Links with local Church
- Behaviour and anti-bullying policies



4. Categories of British Values.

4.1. Democracy

Pupils are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school. They are able to do this in a number of ways: Philosophy for Children (P4C) sessions, curriculum planning, questionnaires, surveys, assemblies and school council. Each class in Key Stage Two has two representatives attending the School Council. These representatives are elected following hustings and by secret ballot.

The council debates the issues raised by pupils in the school and votes on the issues to be taken to fortnightly meetings with the Head of School. Minutes are taken and representatives take these back to the class councils with the views of the executive.

The SLT also listen to the pupil voice during Learning Walks. Each member of the team focuses on a different group's experiences of life and learning at school. Focus groups include: pupil premium children, Gifted and talented and vulnerable groups.

The principle of democracy is explored in the curriculum as well as during assemblies and special days. The school makes a point of marking and celebrating days of national significance and memorial. Examples would include: Cultural Occasions, Historical Anniversaries, Royal Occasions, Sporting Events, Remembrance Day.

4.2. Rule of Law

School rules and expectations are clear, fair and regularly promoted enabling pupils to make good choices about their behaviour.

Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies, on the playground and also outside of school, helping pupils to respect the wider community.

Pupils are expected to respect the law and enjoy visits from authorities such as the Police, Fire Service, Ambulance, 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 and parents and carers.

4.3. 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 e.g. by signing up for extra-curricular clubs and challenging themselves in their learning.



Children's achievements are celebrated through certificates awarded in the school's weekly Celebration Assembly which family members are invited to attend and through a range of displays in classrooms and around the school.

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 internet safety teaching and PSHE lessons.

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 to reinforce these values.

Pupils have key roles and responsibilities in school. All pupils have a class based responsibility.

4.4. 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.

All staff model this behaviour.

Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life and community.

Staff and pupils always challenge any prejudicial or discriminatory behaviour though incidence is rare.

The pupils explore different faiths as well as Christianity to underpin knowledge and understanding.

Through the PSHE and RE curriculums, 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. Pupils are encouraged to identify diversity and differences as a positive aspect of society.

Links and visits are promoted with local faith communities and places of worship.

Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class.

Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.

We offer a culturally rich and diverse curriculum.



4.5. Charity

One aspect of British values which the Department for Education does not mention but which we believe is a central British value is that of charity.

The school supports national charity events such as Comic/Sport Relief.

The school also supports local charities which include Emmaus, a charity that supports homeless people in Hull.