

British Value	Statement	Evidence	Impact
<p>Mutual respect and tolerance of those with different faiths and beliefs</p>	<p>Respect is a fundamental value of our school and is a focus in all our work. We pay explicit attention to this as part of our RE, SMSC and PSHE curriculum.</p> <p>Respect is a school value that is reinforced on a daily basis and covers respect for ourselves, friends, families, all human beings, the world and environment.</p> <p>We consider ourselves to be an inclusive school.</p>	<p>Assemblies</p> <p>RE curriculum</p> <p>PSHE curriculum</p> <p>SMSC grid</p> <p>Behaviour learning walks</p> <p>Cultural displays</p> <p>RE days</p>	<p>Children can explain what respect is and how to show it.</p> <p>Children are able to talk about different faiths and cultures, they ask questions and show tolerance and respect for others of different cultures, faiths and religions.</p> <p>Pupils are polite, friendly and welcoming and show an understanding of people's different needs.</p> <p>Autistic children from our SRB are included and integrated well into the school.</p>
<p>Democracy</p>	<p>The children see the values of democracy and fairness exercised in the day to day basis in the running of the school.</p> <p>All children have the opportunity to be elected to the academy council each year and this group contributes towards decision making processes in the school.</p> <p>This relates to our fundamental school value of teamwork.</p>	<p>School council elections</p> <p>Assemblies</p> <p>Children learn the vital skills of turn taking and listening to others' views as part of circle times.</p> <p>Children have input into topics studied.</p> <p>SMSC grid</p>	<p>Children are able to work co-operatively in pairs and groups, as well as in whole class situations.</p> <p>They understand about turn taking and respecting the views of others.</p>

<p>Rule of law and individual liberty</p>	<p>The children are familiar with this concept through the use of school rules.</p> <p>The rules are discussed in terms of rights and responsibilities, and children understand how they are used to keep us all safe.</p> <p>Children are familiar with the police through visits from the local PCSO.</p> <p>Weekly celebration assemblies promote self-respect and self-worth.</p> <p>The children are strongly encouraged to develop independence in learning and to think for themselves.</p>	<p>Class rules</p> <p>Assemblies</p> <p>PCSO visits</p> <p>Clear sanctions and rewards</p> <p>Home school agreement</p> <p>Celebration assemblies</p> <p>Whole school ethos of nurturing the individual modelled by all adults.</p> <p>'Thrive' records for individual children.</p> <p>SMSC grid</p>	<p>Children can explain how and why we need to behave in school.</p> <p>Children know school is a safe and supportive place, and that the adults can be trusted.</p> <p>Children know what to do if they feel unsafe or unhappy.</p> <p>Children are aware of what is expected in school and the consequences when they do wrong.</p> <p>Children with emotional and behavioural difficulties show excellent progress in improving their behaviour and readiness to learn.</p>
<p>Respect for self and others</p>	<p>Respect is one of our 5 fundamental school values.</p> <p>Assemblies have regularly focused on respect during the last year and this has been further developed through PSHE work.</p> <p>Children are able to access additional intervention support to improve their self-</p>	<p>Assemblies</p> <p>PSHE work</p> <p>'Thrive' intervention</p> <p>SMSC grid</p> <p>Individual behaviour records</p>	<p>Children understand the importance of accepting responsibility for their actions and their right to be heard.</p> <p>They are consulted on aspects of school life and demonstrate independence of thought and action.</p>

	<p>esteem, self-respect and understanding of respect for others.</p> <p>Respect is discussed at all levels: family, school, community, throughout the world and the environment.</p> <p>Our school values promote independence and self-reflection to gain greater self-respect and awareness.</p>	<p>and positive reward charts.</p> <p>Support for charities – regular events e.g. Children in Need, MacMillan Coffee morning, Autism Anglia.</p> <p>Visiting elderly people in the local community.</p>	
--	--	---	--