

British Values Statement

At St Cuthbert Mayne we value the diversity of the backgrounds of all pupils and families within our school and parish community and the wider community. We firmly believe that our school's ethos and mission supports the spiritual, moral, social and cultural growth of our children and their understanding of British Values and the role they will play as active citizens in the future.

With Christ at the centre of all that we do here at St Cuthbert Mayne, and our belief in the dignity and worth of each individual made in the image and likeness of God, we are able to nurture our children on their journey through life. The learning experiences we provide enable children to grow into safe, caring, responsible and tolerant adults who will be able to make a positive contribution to British society and beyond.

We actively encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and others in our school, parish, local community and the wider global society.

The Department for Education states that there is a need:

To create and enforce a clear and a rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for 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 for equality of opportunity for all
- Support and respect for liberties of all within the law

We actively promote British values in the following ways:

British Value	Statement	Evidence	Impact
Mutual Respect and the Tolerance of those with different faiths and beliefs	Respect for the dignity and worth of each individual is fundamental to the ethos of our school. It is evident in the relationships that exist between adults and children and between children. All children and adults know and understand that respect is shown to everyone. Starting with self-respect and respect for family and friends, pupils are helped to develop an understanding of, and respect for, their own and other cultures and ways of life and for the environment. Adults and children are encouraged to challenge prejudicial or discriminatory behaviour. Children learn about other faith traditions through the school's 'Come and See' RE programme.	Planning for collective worship EPR programme Come and See RE programme School Mission Statement Learning walks for behaviour and seeing the school values in action Discussions with learners and staff Views of parents and visitors Parent and pupil surveys	Children can explain why respect is important and how this is demonstrated by children and adults in school. Children's behaviour demonstrates their understanding of respect in action. Children show tolerance and respect for other faith traditions.
Democracy	Democratic processes are promoted through the election of school councillors and support for children who take care of the school environment. Children are encouraged to express their	Election of School Council representatives School Council meetings and minutes Discussion with learners	Children are able to work co-operatively with a partner, in a group situation and as part of a whole class. They are able to listen to and

	views and make a meaningful contribution to the running of the school on matters that directly involve them. They have the opportunity to have their voices heard through pupil questionnaires and pupil surveys.	Pupil surveys and questionnaires	respect the views of others and to explain their own views. They take an active part in decision making in their own class and understand the role of their class representative on the school's council.
Rule of Law	We have very high expectations of behaviour and consistently promote positive behaviour. We believe that by living out the gospel values each individual should feel valued, safe, happy, affirmed and encouraged. The behaviour and anti-bullying policies clearly state that the school has zero tolerance for any form of aggression, abuse or violence. Opportunities are provided for children to discuss our school rules and identify how they will be lived out in their own classrooms. The promotion of the concept of 'fair play', following and developing rules, celebrating and rewarding success, accepting defeat and participating in activities that promote co-operation with others and inclusion for all, forms an integral part of the PE curriculum. Visits from local community police officers, the fire and ambulance service help to reinforce the message of respect for the law and other authorities.	Class and School Rules Behaviour policy Anti-bullying policy EPR programme Sports programme Learning walks for behaviour and seeing the school's values in action Planning for assemblies at the start of a new school year where expectations are reinforced	Children are able to articulate the expectations of behaviour and the reasons why they need to be followed by everyone. Children know how to keep safe and what to do if they find themselves in a situation where they are bullied or intimidated. They understand the rules and expectations of different games and the concept of 'fair play'. Children understand that some individuals in their class/ school may need more protection and care as they are vulnerable. They know the importance of making the right choices.
Individual liberty	Pupils are helped to become independent, self-disciplined and to exercise self-control.	Children demonstrate independence and the ability to	Children understand the importance of taking

	<p>They are encouraged to make choices within a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to do this safely, for example through our e-safety teaching and EPR lessons. Vulnerable learners are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. Pupils have key roles of responsibility such as: prefects, classroom helpers and playground buddies, etc. Promoting and protecting the dignity of each individual, their self-esteem and self-worth are fundamental values of our school.</p>	<p>make the right choices. They can talk about the choices they have made and the reasons for making them.</p> <p>They do not prevent their peers from getting on with their learning and demonstrate a considerate and caring attitude towards the needs of others.</p> <p>They willing take responsibility for different roles within the school especially as they progress further through the school.</p> <p>They take care of their school environment.</p>	<p>responsibility and of their right to be heard in school.</p> <p>They are involved in decision making in their own class and on many other aspects of school life.</p> <p>They are able to demonstrate independence in their learning and express their own views with increasing confidence.</p>
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