

GEORGE ROMNEY JUNIOR SCHOOL

**Headteacher:**

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BRITISH VALUES STATEMENT

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014 and to ensure they are taught in schools.

George Romney Junior School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. We are dedicated to preparing children for their adult life beyond the formal, examined curriculum and ensuring that we promote and reinforce British Values to all our children.

The government set out its definition of British Values in the 2011 'Prevent' Strategy. The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

The examples that follow show some of the many ways George Romney Junior School seeks to instil British Values:

Democracy:

- ✓ We have a democratically elected school council which works effectively with the headteacher and all children in school to share ideas to make our school an even better place.
- ✓ Children and parents know that they have a voice and it is listened to either through regular face to face discussions, questionnaires and consultations or events such as celebration evenings or Parents' Forum.
- ✓ The concept of democracy is explicitly taught in Y3/Y4 during coverage of the Greeks and their legacy.



The Rule of Law:

- ✓ Our school has a set of 'Core Values' which are displayed in all learning spaces and referred to on a daily basis and celebrated in our weekly Shine Assembly.
- ✓ Our behaviour policy makes it clear that this school has high standards and expectations of behaviour and if these are not met then there will be clear and progressive consequences
- ✓ The school has a Home School Agreement that is sent home each September which reminds children and parents of our expectations for all in our school community.
- ✓ The concept of English Law is taught explicitly in Y5/6Y6 when children study the Magna Carta and why it was created.

Individual Liberty:

- ✓ The school has clear equality and anti-bullying policies which support the ethos in the day-to-day operations of the school for all children and families.
- ✓ Staff are committed to encouraging individual flair and creativity in all children and ensuring a wide variety of learning opportunities are on offer to all.
- ✓ Children are taught to dream, express themselves and have aspirations. The 'Future Learners' project with Furness College for Y6 is one example of this.
- ✓ All children begin every academic year with a unit of work based on the theme 'Good to be Me!'

Mutual Respect:

- ✓ Respect is one of our 'Core Values' and is taught, referred to and celebrated throughout many aspects of school life.
- ✓ Respect for all members of the local, national and international community is an essential part of life here in school.
- ✓ We run a buddy system between Y3 and Y6 children, which encourages children to learn and play respectfully and considerately with each other.
- ✓ Respect for others and their opinions is encouraged through collaborative learning approaches and sensitively managed discussions in P4C or circle times.

Tolerance of those of different faiths and beliefs:

- ✓ Weekly class assemblies reflect the world and its many different peoples, faiths and customs, a P4C style discussion helps children to understand new ideas and images.
- ✓ We have a wide and comprehensive RE curriculum designed to help children learn more about the major world faiths and identify how they are similar as well as how they differ.
- ✓ Children participate in visits to local churches in Y3/Y4; receive people of faith into school to learn from them e.g. Buddhists in Y5/Y6 and the school has established a link with a Jewish faith school in Manchester.
- ✓ We are currently trialling the 'BIG classroom' online learning platform to develop further links with schools and communities of different faiths and backgrounds.

David Reddy
(Headteacher)

