



Dunster First School
British Values Statement

Dunster First School is committed to the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. As a school we are committed to serving our community and the surrounding area. We recognise the multi-cultural, multi-faith nature of the United Kingdom and understand the crucial role our school plays in promoting these values. We are a school for all.

This statement outlines how we promote key British values.

British Value	Promoted at Dunster First School through...
Democracy	<ul style="list-style-type: none"> <li data-bbox="555 660 2074 730">✚ Our children are involved in democratic processes, e.g. voting to elect class members of the School Council and the Eco Action Team. <li data-bbox="555 740 2074 778">✚ Our School Council and Eco Action Team lead projects that have been chosen by the children in the school. <li data-bbox="555 788 2074 900">✚ During the school year children's views are sought on key issues, e.g. in 2015/2016 our after school club provision was extended to include a Dance Club following a survey of children in Year 3 and 4 that sought to find ways of boosting attendance amongst those children who didn't attend clubs. <li data-bbox="555 909 2074 948">✚ Children contribute to our annual review of the curriculum through our end of year pupil survey. <li data-bbox="555 957 2074 1027">✚ Our school observes significant National events, e.g. Remembrance Day where our Year 1 class lead a service that is attended by the whole school and members of the local community. <li data-bbox="555 1037 2074 1107">✚ Our History curriculum ensures that children learn about key historical events (Remembrance Day) and people (Florence Nightingale) who have helped to shape our country and our society. <li data-bbox="555 1117 2074 1187">✚ Our school marks key events such as Jubilees, Royal weddings and key National events such as the Olympics that contribute to the children's understanding of what it means to be British.
Tolerance of those of different faiths, beliefs and cultures	<ul style="list-style-type: none"> <li data-bbox="555 1198 2074 1268">✚ Our RE curriculum provides a broad and balanced education on a number World faiths, religions and cultures. <li data-bbox="555 1278 2074 1393">✚ We have a strong focus on Christian values in our Acts of Collective Worship. This is supported by strong links with our local church. The school uses the church for key events during the year, e.g. Harvest and Christmas and members of the clergy visit school to lead Collective Worship or to support learning in RE

	<p>lessons.</p> <ul style="list-style-type: none"> ✚ We ensure that are children are aware of their place in a multi-cultural society through a link our Year 4 class has with our partner school Bannerman Road Community Primary School, Easton, Bristol that includes visits to each other's schools and local communities. In addition children in our school attend workshops that help them to learn how Britain became a multi-cultural society. ✚ We have a link with Japam School in Peru that includes work exchanges and regular Skype sessions where children are able to meet and talk with each other.
Individual Liberty	<ul style="list-style-type: none"> ✚ Children in our school are given jobs and responsibilities that contribute to the daily life of the school. Through this they are taught about the importance that while we have freedoms in society we also have responsibilities. ✚ Within the safe and supportive school environment children are given opportunities to make choices in their learning and play activities.
Mutual Respect	<ul style="list-style-type: none"> ✚ Our school follows uses the Social and Emotional Aspects of Learning (SEAL) curriculum for the majority of our PSCHÉ work. Themes include: "Relationships", Getting on and Falling Out". This curriculum is included in class lessons and in our assemblies. ✚ As part of our SEAL programme we take part in Anti-Bullying Week during the second half of the autumn term. ✚ Our RE provision in Key Stage 2 includes units of work on famous people who have worked to bring about significant positive change to society, e.g. Martin Luther King, Nelson Mandela and Mahatma Gandhi. ✚ Our school is fully inclusive and our children learn and play with children with high levels of special educational needs. ✚ We have a weekly Headteacher's Award Scheme that promotes and celebrates positive behaviour and citizenship. ✚ Through our charity fundraising activities children learn how they can contribute positively to the lives of those living in their locality and our wider society. In the past twelve months children have raised money to support Asthma UK in memory of a former pupil and have collected food for a local food cupboard.
The Rule of Law	<ul style="list-style-type: none"> ✚ We have clear and structured Behaviour and Anti-Bullying Policies that are understood and followed by all stakeholders. ✚ The school's Behaviour Policy is reflected in the school's 5 Golden Rules. The rules are well known by the

	<p>children and are regularly discussed in assemblies and during class PSCHÉ lessons. Behaviour incidents are always discussed with children by referring to the 5 Golden Rules.</p> <ul style="list-style-type: none"> ✚ At the start of the school year each class draws up its own class charter and e-safety charter. These are signed by the children and displayed in the classroom. ✚ Internet Safety and online responsibility are taught as an integral part of our Computing curriculum. We also take part in Internet Safety Day during the spring term.
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Our OFSTED Report in September 2014 stated:

- The school makes very good use of the local area to widen the pupils' experiences, as well as using links with other schools so they gain an appreciation of other cultures and faiths in Britain.
- Pupils appreciate the wide variety of school activities, clubs and trips and the contributions these make to the effective provision for their spiritual, moral, social and cultural development. Links with local groups have provided opportunities for children to participate in community activities.
- The behaviour of pupils is outstanding. They have a great eagerness to learn. Pupils work extremely well together in groups and pairs and move swiftly from one activity to another, showing they really enjoy learning.
- The school's work to keep pupils safe and secure is outstanding. The pupils, staff and parents all say they feel the school is a very safe place and behaviour is very well managed. Pupils have a thorough knowledge of how to keep safe, including on the internet. Incidents of inappropriate behaviour are very rare, and senior leaders are well informed of any occurrences. Pupils are aware of the sanctions and they are confident that the few instances of poor behaviour will be effectively sorted out.
- Pupils have a good knowledge of the different types of bullying. On the very rare occasions that it occurs, they are confident that it will be effectively dealt with by the school. No recent incidents have been recorded, and pupils comments support this.
- Around the school and in the playground, pupils are very courteous and considerate to other pupils and adults.