

Our Values

As

British Values

at The Nether Edge Primary School

Adopted: July 2014

Reviewed: July 2016

Next review July 2017

Strategy of Nether Edge Values

We will act at in the best interests of the children in our school. Children in our school have the right to be kept safe, to learn, to be listened to, to be respected and they have a responsibility to respect others in accordance with the rights of every child.

School Ethos

The Nether Edge Primary school is a primary school whose mission statement is:

the highest expectations

in learning

in life

To have high expectations in life, the correct behaviour, conduct and values must be modeled by all stakeholders, all of the time.

Therefore the school works very hard to ensure everyone feels welcomed and respected in school by:

- Having a strong, well-led school council which encourages the idea of democracy and individual liberty;
- Having good links with parents by ensuring all staff are visible and friendly and consulting in a full and democratic way, e.g. new uniform;
- Having pupil progress meetings which focus on the 'whole child' and develop them as people as well as learners;
- Having high expectations of all children's behaviour and conduct so they are respectful and courteous;
- Having strong links with the local community, for example producing the summer edition of the neighbourhood magazine.
- Having governors who are representative of a wide range of faiths and beliefs of the community.

Safeguarding

All children can, at some time, be vulnerable in a variety of different ways and from a variety of threats. One of the core duties of the school is to keep the pupils within it safe and happy.

Extremism is one such threat to children and in order to keep them safe from this we view prevention of radicalisation as a core safeguarding duty. It is therefore listed in our safeguarding policy and communicated with all staff and governors.

Our Values

The school is built on the foundations of 'SHAPE'.

This aims to ensure all children are:

Safe

Happy and healthy

Achieving

Playing a positive part

Excited by learning

All children know what SHAPE is and what it means and they develop a richer and more in-depth understanding of it as they move through school, through assemblies, awards and regular discussions.

Building on SHAPE are our nine school values:

Value	Skill	How it Relates to British Values
Respect	Understanding others	<ul style="list-style-type: none"> • Tolerance and understanding of all belief systems • Understanding of differences but also what holds us together as a community and a society • Respecting the rule of law through a deep understanding of our SHAPE and also our school code of conduct.
Courtesy	Being fair to others	<ul style="list-style-type: none"> • Politeness and making others feel happy. • Community spirit and being an individual who is part of a 'greater whole'.
Confidence	Trying new things	<ul style="list-style-type: none"> • Being bold is important in order to make progress in any field. • Speaking in front of audiences builds confidence in what we already know.
Creativity	Imagining	<ul style="list-style-type: none"> • Innovation and creativity is a huge part of the UK economy. • Looking at things differently is an historical strength for Britain.
Resilience	Not giving up	<ul style="list-style-type: none"> • Great things happen when one has the ability to keep trying and keep going. • Tenacity builds character and helps achievement.
Determination	Working hard	<ul style="list-style-type: none"> • Hard work builds better people, families, community, society.
Ambition	Pushing yourself	<ul style="list-style-type: none"> • The ability to go further and do more helps 'push the boundaries' of what can be done.
Progression	Improving	<ul style="list-style-type: none"> • The constant drive to improve and get better in a democratic fashion.
Engagement	Concentrating	<ul style="list-style-type: none"> • Staying focused on a task and maintaining concentration to produce fantastic outcomes.

Our pupils should be given the ability and willingness to do the following nine things:

Try new things

Success does not come knocking on the door. We all need to go out and find something in which we can experience success. Finding something that we are good at builds confidence. Some pupils may not be good at the things they spend most of their time doing at school, which can make it even more important that schools have a broad and rich curriculum with something for everyone. As adults, however, we learn that just because we may be good at something doesn't necessarily mean that we enjoy it. Successful people enjoy what they do. In fact, they love what they do. What they do gives them energy; work feels like play and time flies by. These are the lucky people who have found their energy zone. These people don't need any external or material reward to motivate them; they do what they do simply because they love it.

Work hard

This is something that most of us don't want to hear. If we want to get really good at something there are no short cuts. Accomplishment is all about practise and hard work. Pupils need to understand the benefits of working hard. They need to know that work is good and not something that should be avoided. Many pupils become frustrated if they don't accomplish something immediately. With a television culture of 'overnight' success, it is important to teach them that it may take hours and hours of hard work to become really good at something and that in real life success is not easy for anyone.

Concentrate

Children are living in the most intensely stimulating time in the history of the Earth. They are bombarded with images from television advertisements, websites, games consoles and mobile phones. It has never been so important to teach our children how to concentrate. Of course, every teacher will tell pupils of the need to concentrate, but few will teach them how.

Push themselves

To be really successful, pupils need to learn to push themselves. Most adults realise that if they want a healthier lifestyle, joining a gym doesn't change much. We have to push ourselves to go to the gym. In fact, going to the gym doesn't change much either if we don't push ourselves when there. There are

lots of ways pupils need to push themselves. For example, when they don't feel like doing things, when they feel shy, when they think they might fail and when their friends are trying to stop them doing what they want to do. It can be really difficult to push oneself, but it is essential for success.

Imagine

In 1968, George Land gave 1,600 five-year-olds a test in divergent thinking. This involved finding multiple solutions to problems, asking questions and generating ideas. The test results were staggering: 98% scored at what he described as 'genius' level. He then re-tested the same children at age ten, by which time the level had declined to 30%. By fifteen years of age, only 12% of the children scored at the genius level. The same test given to 280,000 adults placed their genius level at only 2%. In his book *Breakpoint and Beyond*, co-authored by Beth Jarman, Land concluded that non-creative behaviour is learned.

The test shows what most of us know: children have a fantastic imagination, which mostly declines with age. This decline is the enemy of success. To help children to be successful we need to help them to keep having ideas as they get older.

Improve

Successful people are always trying to make things better. This doesn't mean there is anything wrong with what they have but they know that there is always room for improvement. They try to make good things great. Rather than making any radical transformations, however, they tend to make lots of small adjustments. This is what we can teach our children: great things do not happen suddenly. They are the result of lots of tweaking and refinement. We can all make things a little bit better. We can all take small steps to greatness.

Understand others

Aristotle made the distinction between what he called *sophia* and *phronesis*. *Sophia* was wisdom of the world - what came to be called science. He spoke of the importance of understanding how the world works. However, he also stressed that, in itself, this was not enough for civilisation to flourish. Society also needed *phronesis*. This was the application of this wisdom in the service of others. Thousands of years later, Aristotle's words are just as true. Successful people use what they know to try to be useful to others. Instead of asking 'What's in it for me?' they ask, 'What can I give?' If we look at a successful

business, it gives people things they value, at the right price. If we look at a successful public service, it gives people what they value at the right time.

Not give up

Successful people have bad luck, setbacks, failures, criticism and rejection but they always find a way around these problems. Children need to understand that if they have bad luck, they are not alone. Most of us tend to focus on the accomplishments of successful people rather than their mishaps or setbacks. We need to tell children about the times we failed, were rejected and criticised but also how we bounced back.

Be kind to others

Making others around us feel good about themselves makes us, and them, more productive and more successful. It is important not just to be polite but also be mindful of what makes others happy and what they need. In this way trust is built so that collaboration is meaningful and has great outcomes. It also ensures people in school are safe and happy, the first two parts of our SHAPE.

Differentiated Learning Skills and the Curriculum

Curriculum Theme	Value (in Focus)	Taught Learning Skill	KS1	Lower KS2	Upper KS2
Into the Rhythm	Confidence	To try new things	<ul style="list-style-type: none"> • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. 	<ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. 	<ul style="list-style-type: none"> • Enjoy new things and take opportunities wherever possible. • Find things to do that give energy. • Become fully involved in clubs or groups. • Meet up with others who share interests in a safe environment.
Into Sheffield	Determination	To work hard	<ul style="list-style-type: none"> • Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest. 	<ul style="list-style-type: none"> • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard. 	<ul style="list-style-type: none"> • Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encourage others by pointing out how their efforts gain results.

Into the Past	Engagement	To concentrate	<ul style="list-style-type: none"> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. 	<ul style="list-style-type: none"> • Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. 	<ul style="list-style-type: none"> • Give full concentration. • 'Tune out' most distractions. • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things.
Into Business	Ambition	To push themselves	<ul style="list-style-type: none"> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once. 	<ul style="list-style-type: none"> • Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt. 	<ul style="list-style-type: none"> • Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. • Push oneself in areas that are not so enjoyable. • Listen to others who encourage and help, thanking them for their advice. • Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.

Into Nature	Creativity	To imagine	<ul style="list-style-type: none"> • With help, develop ideas. • Respond to the ideas of others’. • Respond to questions about ideas. • Act on some ideas. 	<ul style="list-style-type: none"> • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. 	<ul style="list-style-type: none"> • Generate lots of ideas. • Show a willingness to be wrong. • Know which ideas are useful and have value. • Act on ideas. • Ask lots of questions.
Into the World	Progression	To improve	<ul style="list-style-type: none"> • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help). 	<ul style="list-style-type: none"> • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements. 	<ul style="list-style-type: none"> • Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show effort and commitment in refining and adjusting work.

Into Next Year (and Into School)	Respect	To understand others	<ul style="list-style-type: none"> • Show an awareness of someone who is talking. • Show an understanding that one's own behaviour affects other people. • Listen to other people's point of view. 	<ul style="list-style-type: none"> • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. 	<ul style="list-style-type: none"> • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view.
Into Space	Resilience	To not give up	<ul style="list-style-type: none"> • Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky. 	<ul style="list-style-type: none"> • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky. 	<ul style="list-style-type: none"> • Show a determination to keep going, despite failures or set backs. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. • Consider oneself to be lucky and understand the need to look for luck.

Into Next Year	Courtesy	To be kind to others			
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School Council

The school council works hard to encourage a culture of both **individual liberty** and **democracy**.

It has entered the speakers' award on two previous occasions.

Each year it will undertake a project on 'respect' which aims to both investigate and educate their peers in what respect means and how it can be exhibited while also challenging opinions which are contrary to fundamental British values.

Cathy Sables is our school council coordinator and meets with the council each week on a Monday. The class representatives then feedback each Thursday. They are also involved in the majority of the school's recruitment and all school improvement.

The school council also created the code of conduct and carry out monitoring to check it is being abided by, as well as other SHAPE monitoring.

British Values

The government set out its definition of British values in the 2011 Prevent Strategy - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

and this definition has been used in the Independent School Standards since January 2013. This definition remains the same in the new standards.

Schools will be expected to focus on, and be able to show how their work with pupils is effective in, embedding fundamental British values. Actively promoting also means challenging pupils, staff or parents expressing opinions contrary to fundamental British values.

Action will also be taken against schools where, for example, girls are disadvantaged on the grounds of their gender - or where prejudice against those of other faiths is encouraged or not adequately challenged.

The consultation will state that:

- extremism should not form part of the curriculum or teaching and that students are encouraged to respect other people and no student is discriminated against contrary to the Equality Act 2010
- the spiritual, moral, social and cultural (SMSC) standard will be strengthened so that proprietors must actively 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, and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010
- the welfare, health and safety standard will be strengthened by requiring schools to not only draw up relevant policies but to also implement them effectively, and to have effective risk assessments in place to safeguard and promote students' welfare

It will also introduce a new requirement for schools to publish their inspection reports on their websites.

The Department for Education's governors' handbook will reflect the new advice and highlight governors' role in setting and securing an appropriate ethos, and monitoring practice in the school.

Respect and Prevent

Respect is our first value and is taught each start of year.

Through the teaching of respect in class and in assemblies children develop an understanding of respect and tolerance of different faiths and beliefs.

Any opinions which are contrary to fundamental British values are challenged and children vulnerable to extremism are recorded and supported through the work of our Family Team. All their interactions are recorded and analysed.

Curriculum

Philosophy for Children is used at the start of each new value to baseline what the children believe and to give them a forum to both air and challenge opinions. As this is child led it does not always follow exactly the strand of the value however the teacher will always direct it towards a dialogue of opinions based on values and beliefs. Any opinions which are concerning in relation to British values are noted by the teacher and reported to the Safeguarding Lead (or deputy) and Headteacher.

All other values and learning skills based learning are taken from this initial dialogue to try and teach a deep understanding of what the values mean.

RE also supports a tolerance of different faiths and beliefs by following the Sheffield framework and acknowledging all major world religions and their associated celebrations.

Assemblies are heavily focused on the values. Visiting speakers are briefed of this and are always vetted in order to ensure they are fully compliant with this policy. In the case of new visitors the Headteacher, or another member of SLT, remains within the assembly to ensure the assembly is appropriate and in accordance with British values. In Friday thank you assemblies children are given certificates for demonstrating our latest value.

Other opportunities to discuss respect and tolerance will be used such as after a child has been put on report or when discussing other countries and cultures within the Into the World! theme.

Community Networks

The school utilises community networks to prevent extremism including:

- links with pastoral team at King Egbert's;
- links with local places of worship;
- links with local Youth schemes;
- links with local Police and Community Police;
- links with NENG (Nether Edge Neighbourhood Group);
- the Governing body encouraging parents to access 'Parents Assembly' where appropriate.

The school will be organising this to be a regular, consistent group which can meet to ensure all children who are vulnerable of extremism are targeted and given support they need.

Strategic Prevention of Extremism

The Governing Body promotes the school values listed in this document at all times. Governors believe that the best defence against extremism is to adopt, promote and model these values in all their policies, actions and interactions within school. We are conscious that the majority of children in our school are Muslim and that we need to be sensitive to their and their families' religious beliefs whilst at the same time demonstrating by our own behaviour the central importance of our value system both within the school and in society.

In order to ensure that our value system is being implemented we will:

- Visit the school regularly and talk with staff of all grades
- Talk to the children, both formally at School Council meetings and informally in class or on social occasions such as sports day or coffee mornings
- Talk to parents both informally and at the parents' group
- Listen carefully both to what people say and how they say it, taking note of any concerns
- Deal promptly with any issues brought to our attention
- Ensure that staff interviews deal with value issues