



Rydon Primary School

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Article 2 (Non-discrimination): *The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis*

BRITISH VALUES STATEMENT

At Rydon Primary School we value the diversity of backgrounds of all pupils, families and wider school community. Our curriculum takes a global approach to learning by introducing themes from the perspective of other people in other countries.

The Department for Education states that there is a need:

“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of 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 the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.



At Rydon, we actively promote British values in the following ways:

DEMOCRACY

All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. Children also have the opportunity to have their voices heard through pupil questionnaires, pupil surveys and class discussions.

- The principle of democracy is explored in the curriculum as well as during assemblies and theme days. Members of the School Council work hard to promote tolerance and understanding through school events and the many fantastic fund-raising opportunities that form a large part of what we do at Rydon Primary.
- Our school behaviour policy involves rewards which the pupils have discussed.
- Rydon pupils have had active involvement in the selection processes of new teaching staff.

Article 12 (Respect for the views of the child)

Article 13 (Freedom of expression)

Article 15 (Freedom of association)

Article 17 (Access to information; mass media)

RULE OF LAW

- Our school follows 'The Rydon Way', which is integral to our learning and ethos every day.
- School rules and expectations are clear, fair and regularly promoted.
- Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies, family groups and on the playground.
- Pupils are encouraged to respect the law and Rydon enjoys visits from authorities such as the Police, Fire Service, Ambulance etc. to help reinforce this message.
- The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parents and carers.

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers

INDIVIDUAL LIBERTY

- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. eg. by signing up for extra-curricular clubs.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE lessons.
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school operates a robust system of logging incidents.
- Pupils have key roles and responsibilities in school e.g. Year 6 Playground Buddies.

Article 2 (Non-discrimination)

Article 12 (Respect for the views of the child)

Article 13 (Freedom of expression)

Article 15 (Freedom of association)

Article 16 (Right to privacy)

Article 17 (Access to information; mass media)

Article 19 (Protection from all forms of violence)

MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

- Respect is one of the core values of our school. The pupils know and understand that it is expected that respect is shown to everyone, adults and children.
- A programme of Rydon Values is embedded in the assembly cycle.
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.
- Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class.

- Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our curriculum topics. These curriculum topics offer children the chance to reflect on our core values and British values.

Article 2 (Non-discrimination)

Article 13 (Freedom of expression)

Article 29 (Goals of education)