



BPP VISION, VALUES and ETHOS POLICY

Motto, Vision and Values

Motto

At Southwood, Downs Barn School and Germander Park Schools, we share a common motto: Achieve, Create, Enjoy: Together Everyone Achieves More. This motto is displayed around the schools and is on the school logos.

Vision

We have a Vision that has been created by staff, children and Governors. The Vision states:

Our three schools ensure that they provide a supportive, creative and inspiring environment which empowers limitless learning, nurturing our pupils through their formative years and preparing them effectively for their secondary school journey and onwards.

This is through the provision of:

- an inclusive, broad and balanced curriculum journey
- a wealth of personal development learning opportunities.

We develop pupils to be respectful, resilient, responsible and reflective in their choices and actions, developing healthy, curious and ambitious minds.

This is followed by all the statements that we feel we would like to develop as part of our school's Vision.

Values

We have four Values, which permeate our rich and diverse culture and underpin both the social and emotional development, as well as academic development of all our children.

- **Respect**
- **Responsibility**
- **Reflection**
- **Resilience**

Updated: January 2023

Review: January 2025

British Values

British Values are taught to children at Southwood, Downs Barn and Germander Park whenever they are relevant, in classrooms and in the LABs. They are also explained and shared in whole school assemblies throughout the year.

The British Values are:

- Respect for democracy and support for participation in the democratic process
- Respect for the basis the law is made and applied in England
- Support for the Equality of Opportunity for all
- Support and respect for the liberties of all within the law
- Respect and tolerance of different faiths and religious and other beliefs

Below are some of the ways we try to embed these values.

Respect for democracy and support for participation in the democratic process

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school (e.g. School Councillor elections)
- Organise visits to the local council and Parliament
- Hold 'mock elections' so pupils learn how to argue and defend points of view
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully changed

Respect for the basis the law is made and applied in England

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

Support for Equality of Opportunity for all

- Support pupils to develop their self-knowledge, self-esteem and self-confidence

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- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture
- Follow the UNICEF rights respecting schools agenda

Respect and tolerance of different faiths and religious and other beliefs

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers

At Southwood, Downs Barn and Germander Park Schools, we are committed to the development of community cohesion and the prevention of extremism and radicalisation both within our school's physical boundaries and within our local, national and global environments. We are also committed to respond to community concerns or local disturbances in a positive way, which supports British democratic society.

Boulevard Primary Partnership Vision

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