






 <p>British Value</p>	 <p>Definition</p>	 <p>Implementation- How we do it?</p>
 <p>Democracy</p>	<p>Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.</p>	<ul style="list-style-type: none"> • Child/ student voice • Providing choice- options- in chosen communication method • Student council • Pupil feedback forms • Attendance coins • Children Advocating for themselves • Staff tuning in to pupil needs • EHCP contributions • Environments where it is safe to make a mistake. • Special helper, jobs and buddies. • Advocating sharing.
 <p>Rule of law</p>	<p>Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy.</p>	<ul style="list-style-type: none"> • School values • Routines • Boundaries • School rules / class rules • PSCO visits • Restorative practice conversations • Choices • Recognition board and assemblies • Social stories • Monitoring jobs • Right & wrong teaching
 <p>Individual Liberty</p>	<p>Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control. Protection of your rights and the rights of others around you</p>	<ul style="list-style-type: none"> • RE awareness days • Special occasion assemblies • Looking at similarities and differences • Thrive • Mindfulness • Sensory breaks • Choices • Opal play choices • Enrichment choices • Total communication/ AAC provide children with a voice • Uniform choices within the belonging. • Wow wall- recognition • RE stories & Celebrations • Choosing time • Interoception • Child centred approach • Emotionally available adults
 <p>Mutual Respect</p>	<p>Mutual respect is showing respect and tolerance towards people whose beliefs, traditions, ethnicity, culture and opinions may be different to our own, which is then</p>	<ul style="list-style-type: none"> • School rules and values- Kindness, Respect, safe, ready • Sharing • Recognising and celebrating differences • PSHE & RSE

	<p>shown back to us. Finding out about each other will help us to understand and to treat others in the way we would wish to be treated.</p>	<ul style="list-style-type: none"> • Modelling from adults • Listening • Restorative practice • Relational work • Thrive • Peer work • Cooperative play • Role play • Inclusion • Celebration assemblies • Class recognition boards • School council and pupil voice • Pupil well being • Thrive • Interventions
 <p>Tolerance of different faith and religions</p>	<p>Tolerance of those with different faiths and beliefs is showing respect towards people who share different beliefs and traditions to our own.</p>	<ul style="list-style-type: none"> • RE curriculum- experience days of values and beliefs. Explore multi- cultural faiths of school. • Inclusive school • Assemblies- celebrations • Trips & Visits • Anti- bullying/ kindness week • SEN experience week • Charity days • International days • Morals and beliefs- child voice • Diversity & families • PSHE curriculum • World awareness days