



JEFFERYS EDUCATION PARTNERSHIP

Hollybrook Infant & Junior Schools

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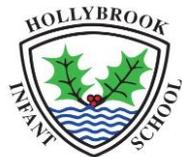
info@hollybrookjunior.co.uk

www.hollybrookinfant.co.uk

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Headteacher: Mrs Marcella Dobson

Deputy Heads: Mrs Clare Clifford & Mrs Lisa Alderslade



Dear Parents/carers,

At Hollybrook Infant and Junior school, we believe it is important children develop into well rounded members of the community and also develop an understanding of respect and tolerance for others. We do this through our curriculum and assemblies to promote the spiritual, moral, social and cultural development of the pupils. Part of this involves the teaching of British Values as set out by the Department of Education (DfE).

The British values are defined by the DfE as:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and tolerance of those of different faiths and beliefs.

Our school reflects these 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.

Here are some examples of how you might see British values at work in our schools:

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.
- The principle of democracy is explored in the curriculum as well as during assemblies and special days.
- Each class has drawn up its own class charter which reflects the ethos of the school. All the children contributed to the drawing up of the code.
- Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. Each year group has its own representative on the school council, voted for by every child in their year, in elections. The school council itself adheres to democratic processes.

Rule of Law

- School rules and expectations are clear, fair and regularly promoted.
- Children learn respect and appreciation for different rules – in Team Spirit, for example, or in religious education when rules for particular faiths are thought about.
- Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies and on the playground.
- 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.
- The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies.



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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, for example, choosing their curriculum enrichment clubs, choices about what learning challenge or activity they undertake, choices about how they record their learning.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to take responsibility for their behaviour and 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.
- 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.

Mutual Respect and Tolerance of those with Difference 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, and that their behaviour has an impact on their own rights and those of others.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.
- Through the PSHE and Religious Education curriculum, 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 thereby acquiring an understanding of, and respect for, their own and other cultures and ways of life.
- We offer a diverse curriculum which offers children the chance to reflect on our core values and British values. Children are familiar with and actively use our attitudes for learning: communication, aspiration, resilience, independence, creativity, concentration and teamwork.

New vocabulary

In order to educate children fully to challenge prejudice and discriminatory behaviour, it will be necessary to discuss the meaning of new vocabulary. We will discuss the origins of these words and when these words are appropriate to use or should not be used as they are offensive.

Here are some examples from each group:

Yr R	Yr 1	Yr 2
Tolerance Respect Rights and responsibilities Different cultures and awareness/respect	Rule of law Individual liberty Democracy Faiths	Discrimination and Prejudice Different family units but the same love Peer on peer abuse



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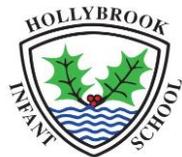
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Yr 3	Yr 4	Yr 5	Yr 6
Homosexual Peer on peer abuse Understanding the importance of identity	Separation of power between the judiciary and executive Ageist language Racial terms	Racial language Homophobic language Sexist language	Racial language Homophobic language Sexist language Radicalisation

We hope you have found this information useful and if you have any questions or concerns please do not hesitate to contact us.

Ms Dobson, Mrs Alderslade and Mrs Clifford