

The Rules of Law

Throughout the year, the importance of laws, whether they be those that govern the class, the school or the country, are continuously and consistently reinforced by all members of Burnside Academy. We believe that it is vital that pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. We address The Rules of Law in several ways:

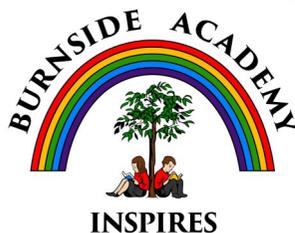
- Assemblies
- Class Rules/E-Safety Rules. At the start of the year, each class discusses and agrees its own Class Rules and E-Safety Rules that are discussed and understood by pupils. The rules are displayed in the classroom and are referred to continuously to ensure that all pupils are able to learn in a happy, safe, secure environment.
- Visits from authorities such as the Police and Fire Service who reinforce this message.
- During Religious Education, where rules for particular faiths are looked at and discussed.
- Subjects like PE where there is respect and appreciation for different rules.
- Pupil and parent interviews and surveys on behaviour, safety

Individual Liberty

Individual Liberty is taught alongside The Rules of Law at New Pen-shaw. We promote freedom of choice and the right to respectfully express views and beliefs. Providing a safe, supportive environment and empowering education, we aim to provide boundaries for our pupils to make choices safely; for example:

- Choices around the participation in extra-curricular activities
- Choices about how they record their learning
- Choices about content of learning within topics.
- Choices about what learning challenge or activity to do
- Choices of rules; school council representatives.
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During our Personal Safety lessons, pupils are encouraged to know, understand and exercise their rights, personal freedoms and are advised and taught how to exercise these safely.



British Values

Democracy

Democracy is central to how Burnside Academy operates so it is fundamental that children, parents and staff are given opportunities for their voices to be heard.

We embed this in many different ways:

Parent surveys/questionnaires are conducted Parents are encouraged to identify what the school is doing well in and how we can improve further. We value and take on board all suggestions and aim to address them.

Taking into consideration the pupils' views, the School Council is formed. Children, who want to be considered as candidates for the School Council have to make speeches which are heard by the rest of the class who, whilst listening, consider the characteristics that are important for an elected representative.. Once the speeches are finished, pupils vote in secret. The candidate with the most votes, represents the classes' views at the School Council Meetings. Our School Council represents the views of all our pupils.

It gives children the opportunity to make their voices heard and feel part of the whole school community.

This process is replicated on a whole school scale at the beginning of the year when we vote for our Head Boy and Girl in Year six.

At the beginning of each school year, pupils discuss the importance of rules and why we have them. They contribute towards drawing up the Class Rules/E-Safety rules which are displayed in each class.

Annual pupil questionnaires where pupils are given an opportunity to put forward their views about the school.

The school aims to address the views/suggestions made by pupils the follow-

Mutual Respect and Tolerance of those of Different Faiths and Beliefs

We understand and appreciate that people come from many different backgrounds and beliefs, so tolerance, politeness and mutual respect are at the heart of our aims and ethos. We pride ourselves in educating our pupils to know and understand that everyone should be treated with respect regardless of any differences we may have. This is constantly reinforced throughout the curriculum. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

- As well as assemblies led by teaching staff who focus on stories and celebrations from a variety of faiths and cultures, different year groups plan and deliver year group assemblies that celebrate the different festivals.
- Our Religious Education curriculum further reinforces this.
- Children visit places of worship that are important different faiths.
- We encourage and invite members of different faiths or religions to share their knowledge to enhance learning within classes and the school.
- Displays promoting different faiths
- Anti-bullying work
- School council and friendship buddies scheme
- Peer assessment for learning strategies used
- Serving the local community— choir, charity work

Core British Values

- I recognise that it is **unacceptable** to dismiss the **beliefs** and **opinions** of anyone.
- I understand that discussions about **sensitive issues** will be **controlled** and **structured**.

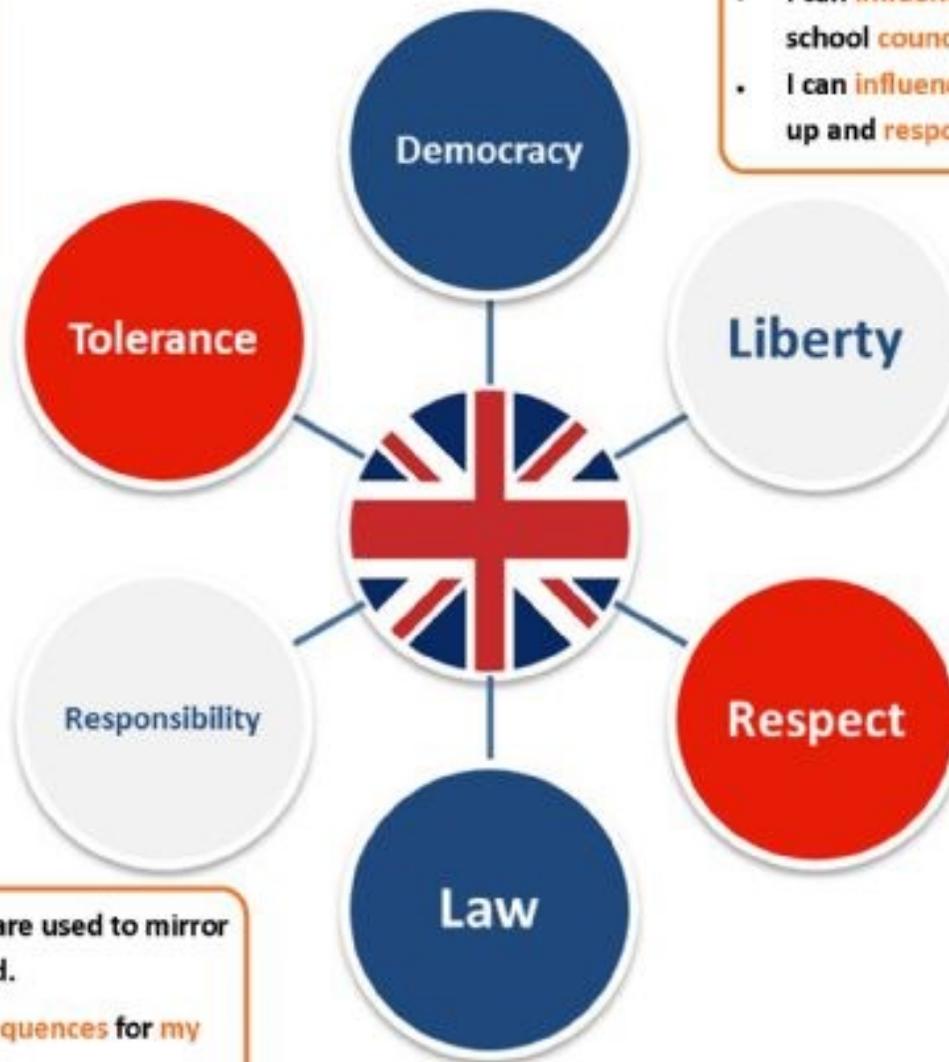
- I can **influence** the way the school runs through the school **council team** and by **talking to staff**.
- I can **influence my lessons** through putting my hand up and **responding**.

- I recognise that I am as **equally responsible** for my learning as the teacher.
- I take **responsibility** for all my **actions**—good or bad.
- **We all** have a **responsibility** to **promote** and **protect** the well being of others.

- I am **free to think** as I see fit.
- I have the freedom to **make choices** that affect me but I **recognise** I am **accountable** for **all my actions**.

- I understand that the school **rules** are used to mirror **society laws** and must be respected.
- I recognise that there will be **consequences** for my **actions**.

- I recognise that **everyone is entitled** to their **opinion** as long as it **does not promote extremism**.
- I understand that everyone is **entitled to a voice** within the classroom.
- I will **listen to others** as I would like to be listened to.



Social - **M**oral - **S**piritual - **C**ultural

