

British Values Policy



Wistaston Academy
Primary and Nursery School
Together We Learn • Together We Achieve

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Promoting fundamental British values policy

1 Aims

1.1

This policy sets out the four key areas within which the DfE has defined British values, and the ways in which Wistaston Academy pupils learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

2 Introduction

2.1

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values. Wistaston Academy is a multicultural community within which we celebrate students and cultures from all over the world. Alongside this, the school is keen to support all students in learning about and deepening their understanding of British values, culture and systems.

3 What is 'Britishness'?

3.1

Fundamental British values are defined by the DfE as:

- (a) Democracy: Respect for democracy and support for participation in the democratic process
- (b) The rule of law: Respect for the basis on which the law is made and applies in England
- (c) Individual liberty: Support and respect for the liberties of all within the law
- (d) Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

4 Government Advice to guide school policy

4.1

The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard came into force on 29 September 2014.

4.2

The regulations state that to meet the standard for the SMSC development of pupils, schools must:

- (a) Actively promote the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- (b) Prevent the promotion of partisan political views in the teaching of any subject in the school
- (c) Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

4.3

The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere.

4.4

Schools must also ensure they actively promote principles that:

- (a) Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- (b) Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- (c) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- (d) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- (e) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- (f) Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- (g) Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

5 British values: expectations for pupils

5.1

The DfE's non-statutory advice for improving the SMSC development in independent schools, academies and free schools, linked to above, has information on expectations for pupils.

5.2

This sets out 'the kinds of understanding and knowledge that can be expected in pupils' as a result of schools meeting the standard to respect 'fundamental British values'. These include:

- (a) An understanding as to how citizens can influence decision-making through the democratic process
- (b) An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy
- (c) An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
- (d) An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

6 How do we actively promote British Values at Wistaston Academy?

Democracy

- (a) Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, assemblies, visitor events and curriculum programmes.
- (b) Use the School Council and other elected committees to teach pupils how they can influence decision making through a democratic process. All the children are involved in the meetings which are facilitated by members of school staff. The school council take back news of decisions. During school council meetings, children are able to share their views regarding the learning environment,

teaching and learning at school and our behaviour and reward systems. Within the year 6 team, children put themselves forward for the position of Prefect and they must explain why they feel they have the skills required. All children in the year group then vote for the children they feel would represent them best. In addition to this, children complete an annual questionnaire where they are able to put forward their views about the school, the education they are receiving and whether they feel safe during the school day.

(c) Encourage students to be aware of injustice, perceived or real and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns.

(d) Democracy is rife within the school. Each year the children discuss the Whole School Rules at the start of the academic year. All children contribute to the drawing up of what these rules will look like for their class and they create photos to depict each rule. These are on display in each of the classrooms around the school. Our school behaviour policy uses Talk Partners and Kagan Structures to ensure that each and every child has a voice and that their opinions are heard.

Rule of Law

(a) Pupils are taught from an early age the rules of the school. We ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school.

(b) Help pupils to distinguish right from wrong through discussion and modelling positive behaviour

(c) Police and the Fire Service are used to build links between and understanding of the local community

(d) Help pupils to understand that the law and living under the rule of law is intended to protect individuals. Use opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups.

(e) Help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules.

(f) Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

Individual Liberty

(a) At Wistaston Academy, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education.

(b) Pupils are given the freedom to make choices, for example, whether it is through choice of challenge, how they record their work or by choosing to participate in our numerous extra-curricular clubs and opportunities. Pupils are encouraged to know, understand and exercise their rights and personal freedoms safely, for example through E-safety lessons.

(c) Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.

(d) Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school.

(e) Work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated

Mutual Respect

(a)Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown.

(b)Respect is a key issue discussed in Religious Education lessons across the school. The school ethos and aims promote respect for others and this is reiterated through our classroom rules, as well as our behaviour policy.

(c)Through our ethos and culture we embed the Inclusion of all of society and will always support and celebrate each individual.

(d)Respect is promoted around the school and is reiterated through our classroom and learning rules; our daily conversations and expectations as well as through our behaviour policy.

(e)Annual events such as Anti-bullying week are celebrated and marked by all members of the school community.

Tolerance of those of Different Faiths and Beliefs

(a)Wistaston Academy actively promotes diversity through celebrations of different faiths and cultures. We value the diverse ethnic backgrounds of all our pupils and families. We have 19 different language groups in our school and a third of our children have come from other countries across the EU and farther afield.

(b)We undertake a variety of events and lessons to celebrate these. Upper KS2 literacy lessons have included a book study on The Boy in Striped Pyjamas by John Boyne looking at how Jews were treated during WW2. Nursery and Year 1 children have explored Diwali during topic afternoons.

(c)Children across all age ranges have participated in assemblies on a wide range of areas including Chinese New Year, Eid and Hanukah. This approach is enriching for all our children as it teaches tolerance and respect for the differences in both our community and the wider world.

(d)Religious Education lessons reinforce messages of tolerance and respect for others, often dispelling prejudice by ensuring a better understanding.

(e)Members of different faiths and religions are encouraged to share their knowledge to enhance learning within individual classes and the wider school. The children visit places of worship linked to topics they are studying.

(f)We also have the flexibility to address key national and international events as the need arises.

Summary

7.1

All staff and students at Wistaston Academy are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist it will be routed out, and democracy and the rights of individuals will take centre stage.

7.2

All staff (including the lead Safeguarding person) have read the Prevent Duty document (Sept 2015) and taken the online training. From 1 July 2015 the Prevent duty became law. This is a duty on all schools and registered early years providers to have due regard to preventing people being drawn into terrorism. In order to protect children in your care, you must be alert to any reason for concern in the child's life at home or elsewhere. This includes awareness of the expression of extremist views.

Channel general awareness training:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

8. Useful web links to support the teaching of British Values

NASSEA Associates offer consultancy on all areas of Ethnic Minority Achievement, equalities and diversity, to primary, secondary and special schools. Consultancy work can support senior leaders, middle leaders, EMA/ EAL coordinators, class and subject teachers, teaching assistants and specialist EMA teachers and assistants to increase the progress and engagement and raise the attainment of pupils from minority ethnic backgrounds.

<http://www.nassea.org.uk/>

Prevent duty wheel and general awareness for early years as a monitoring tool

https://www.pacey.org.uk/working-in-childcare/spotlight-on/british-values/?gclid=CjwKEAjwv8iwBRC35-e8aPqwCESJAB8khP9H42Ly6hCJZUbgUxtkwiKtaFBI-Rb45S3-m3ViCJgsRoC3jnw_wcB

'Racing to English' www.racingtoenglish.co.uk –a set of progressional languages teaching activities supporting comprehension of the British language

NALDIC is the national subject association for English as an additional language (EAL). Their mission is to promote the effective teaching and learning of EAL and bilingual pupils in UK schools. We provide a welcoming, professional forum to learn more about EAL and bilingual learners.

<http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance>

Red, White and Blue Day supporting work on the World Wars/ Remembrance Day

<http://www.redwhiteblueday.co.uk/downloads.asp>

Shakespeare Week – Series of teaching ideas

<http://shakespeareweek.org.uk/home/teacher/>