

Elm Park Primary School

Promoting British Values

Policy



'Aspiring to be the best we can be!'

Policy type	Guidance
Statutory compliance with	n/a
Version date (materially changed)	07/09/2015

Responsible (author)	HT
Approved / Accountable	HT
Consulted	HT All Staff
Informed	All Parents / All Staff / Governing Body School website

Review Frequency	Every 2 years
Last approved date	New 07/09/2015
Approved by	Headteacher

Introduction

To be read in conjunction with the following:

- PSHE Policy
- Prevent Policy

Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our service, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. In the development of this policy, the school has considered its impact with regard to equalities legislation.

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.

What is “Britishness”?

British values are defined as:

Ofsted Version	DfE Version
Democracy	Respect for democracy and support for participation in the democratic process
The rule of law	Respect for the basis on which the law is made and applies in England
	Support for equality of opportunity for all
Individual liberty	Support and respect for the liberties of all within the law
Mutual respect and tolerance of those with different faiths and beliefs	Respect for and tolerance of different faiths and religious and other beliefs

What does ‘Actively promote ...’ mean?

- Focus on, and show how, the school’s work is effective in securing these values
- Challenging pupils, staff or parents who express opinions contrary to British values

Aims

At Elm Park Primary School – and in line with the individual pupils’ capacity to understand the concepts and ideas – we aim to:

1. Democracy:

- 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
- 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 challenged

2. Rule of law

- 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

3. Individual liberty

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

4. Respect and tolerance

- 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