



Bleak Hill Primary School

PROMOTING BRITISH VALUES POLICY

SUMMER 2022

Bleak Hill Primary School

Promoting British Values

Date	Review Date	Coordinator	Nominated Governor
July 2022	July 2025	Alison Corkill	Mark Thomas

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Children Act 2011
- Education Act 2011

The following documentation is also related to this policy:

- Political Impartiality in Schools (DfE)
- Citizenship and Belonging: What is Britishness? (Commission for Racial Equality)
- Diversity and Citizenship (DES)
- Equality Act 2010: Advice for Schools (DfE)
- Prevent Strategy 2011
- Promoting British values as part of SMSC (DES)
- Teachers' Standards (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe British values are best defined as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' although these values are not actually unique to Britain alone.

We support the rule of English and criminal law and we will not teach anything that undermines it.

We have a duty to actively promote and embed these values and to challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We believe these values are reinforced regularly through a broad and balanced curriculum and through:

- being a UNICEF Rights Respecting school, the school council, pupil questionnaires, school councillor elections, class charters (**Democracy**);
- school rules, playground rules, safety rules, visits from the Police, visits to a council chamber and to meet local councillors (**Rule of Law**);

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- e-Safety, PSHE, extra-curricular activities (**Individual Liberty**);
- Golden Rules, behaviour policy (**Mutual Respect**);
- RE, PSHE, celebration of different faiths and cultures, visit to places of worship of world faiths, promoting languages of EAL pupils, links with schools in other countries (**Tolerance of those of Different Faiths and Beliefs**).

We give pupils 'first-hand experience of the diverse make-up of modern British society' by teaching them respect for other faiths and developing their awareness and knowledge of communities different than their own. We value the diverse ethnic backgrounds of all our pupils and throughout the year we hold a variety of events to celebrate these.

We 'expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school' and 'not to undermine fundamental British values'.

We believe that we act with political impartiality in all our teaching. We acknowledge that the promotion of partisan political views is unlawful under the 1991 Education Act which means we have a legal duty to:

- prohibit the promotion of partisan political views;
- take steps to ensure the balanced presentation of opposing views on political issues when they are brought to the attention of pupils.

We welcome the recent DfE guidance 'The Political Impartiality in Schools' that provides:

- helpful clarification on securing impartiality;
- practical examples that will support teachers in their decision making about the curriculum and its delivery.

We ensure that pupils understand the importance of British values and leave school ready to play their full part in British society.

We work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To actively promote and embed British values.
- To give pupils first-hand experience of the diverse make-up of modern British society.
- To challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values.
- To keep our pupils safe and ensure they are prepared for life in modern Britain by the active promotion of and respect of British values.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The governing body has:

- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school is prepared for any type of inspection;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the school council in:
 - ☐ determining this policy with the governing body;
 - ☐ discussing improvements to this policy during the school year;
 - ☐ organising surveys to gauge the thoughts of all pupils;
 - ☐ reviewing the effectiveness of this policy with the governing body.
- nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the headteacher and the coordinator;
 - ☐ ensure this policy and other linked policies are up to date;
 - ☐ ensure that everyone connected with the school is aware of this policy;
 - ☐ attend training related to this policy;
 - ☐ report to the governing body every term;
 - ☐ annually report to the governing body on the success and development of this policy.

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- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The headteacher will:

- work in conjunction with the senior leadership team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- challenge any pupil, member of the school personnel, parent or governor who expresses opinions contrary to fundamental British values;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
 - ☐ monitoring learning and teaching through observing lessons;
 - ☐ monitoring planning and assessment;
 - ☐ speaking with pupils, school personnel, parents and governors.
- annually report to the governing body on the success and development of this policy.

Role of School Personnel

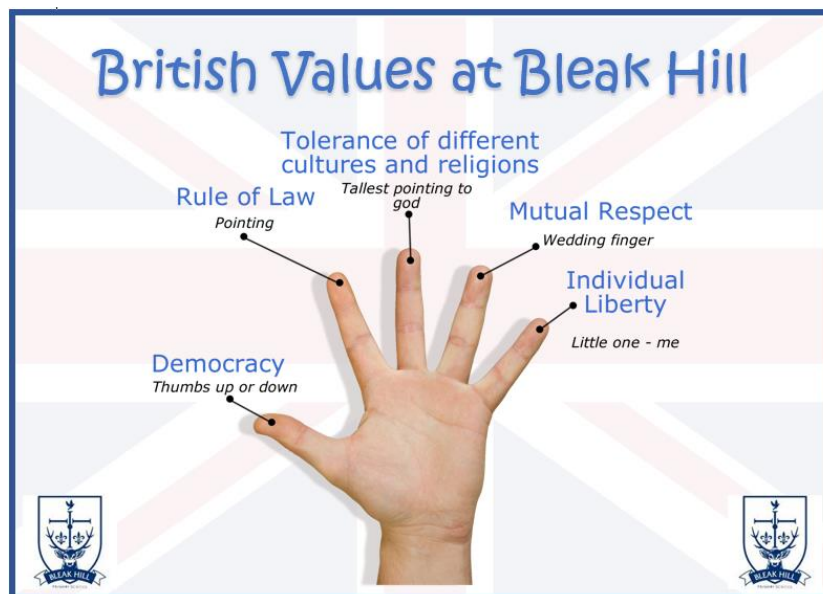
School personnel will:

- comply with all aspects of this policy;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents and governors;
- plan and deliver good to outstanding lessons;
- have expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- promote good behaviour;
- be aware of all other linked policies;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Teaching British Values

As a school, we use the JIGSAW scheme to teach PSHE (Personal, Social, Health Education). Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

We have a simple way for the children at Bleak Hill to know and remember these values shown below. As the children progress through school, they can progressively articulate these values and provide real life examples.



The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson). We link our whole school assemblies to the Jigsaw Themes and Values being taught and applied through the PSHE curriculum.

We are proud of the way we promote emotional wellbeing for all our pupils through our Jigsaw programme which underpins the whole of our curriculum.

We have also created a progression document which maps out the development of knowledge, skills and understanding of the British Values from EYFS to Year 6.

Alongside our Jigsaw PSHE lessons, we also ensure we have specific British Values days, throughout the school year to ensure these values are taught discreetly and have clear progression. On these days, the children take part in a range of activities, talks and discussions as well as meet people from the local community. We often link these days to books we have identified throughout our 'Golden Thread of Reading'.

Supporting our British Values are our 'Bleak Hill Values'. A year of Bleak Hill Values ensure that the children know what these values mean and how they can be seen. Bleak Hill Values are closely linked with our promotion of British Values within school and are important to all children, staff, parents and governors. We have a set of values every month and our merit awards focus on children who display these.

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Year Group	Democracy	Rule of Law	Individual Liberty	Mutual Respect Tolerance of those of Different Faiths
EYFS	Participate in simple votes to choose things.	Be able to follow the school and class code of conducts.	Begin to accept the needs of others in learning activities and take turns and share resources.	know own family customs and others from around the world.
Year 1	Understand the process and participate in school council elections. Know what parliament is in simple terms.	Understand the consequences of not following the school or class code of conducts.	Understand that they are responsible for their own behaviour and apply this, particularly on school trips, or when visitors are in.	Know some simple comparisons between countries in the world and their cultures.
Year 2	To know some of the changes Parliament was able to make after The Great Fire of London and the Titanic in order to keep us safe.	Know why we have a school and class code of conduct, in order to keep everyone safe and create a learning environment.	Know that individual behaviour can affect the quality of the local environment.	Understand some gender stereotypes (through female astronauts) and how our class system has changed to equal opportunities.
Year 3	To know how democracy looked different or the same in the past.	Know how the rule of law has changed over time.	Use own initiative to keep themselves safe e.g e-safety.	Understand the similarities and differences between the lives of early people and us, specifically the difference between male and female 'roles'.
Year 4	To know the responsibilities of the Houses of Parliament (House of Commons), the executive seat of power.	Know how punishments have changed over time.	Know they can be responsible for developing own self-esteem and self-confidence through a growth mindset and mindfulness, living in the moment.	Understand people eat different foods in different cultures e.g. Halal, vegan, bush food etc. Understand people have different abilities e.g. the ability to hear.
Year 5	To know how the Legislative power is held between the two Houses of Parliament (Lords and Commons).	Know the difference between civil and criminal law.	Know that individual behaviour can affect the quality of society more widely.	Know the similarities and differences between the cultures of different countries.

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Year 6	Have an understanding of how citizens can influence decision-making through the democratic process. To have an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.	Have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.	Know that they are responsible for their own behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.	Have an understanding that the freedom to choose and hold other faiths and beliefs is protected in law. Accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. Have an understanding of the importance of identifying and combatting discrimination.
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Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - ☐ parents and open evenings;
 - ☐ parent-teacher consultations;
 - ☐ class assemblies;
 - ☐ school concerts;
 - ☐ fundraising and social events.
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;

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- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School prospectus;
- School website;
- Staff handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
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- Headteacher reports to the governing body;
- Email

Training

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
 - ☐ All aspects of this policy.
 - ☐ Ethos.
 - ☐ Spiritual, Moral, Social and Cultural development.
 - ☐ Dealing with Extremism and Radicalisation.
 - ☐ PSHE.
 - ☐ RE.
 - ☐ Equal opportunities.
 - ☐ Inclusion.
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- have in place evidence for all staff:

Linked Policies

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- Curriculum
- Spiritual, Moral, Social and Cultural development
- Online Safety

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings .

Headteacher:	Mrs M Lawrenson	Date:	
Chair of Governing Body:	Mr W Alexander	Date:	