



British Values Policy

Statement of intent

This policy sets out the framework in which Percy Main Primary School, in accordance with the Department for Education, will ensure that we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

These values are taught through the RE and PSHE curriculum, and are further nurtured through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding. British Values are threaded through our planning and the delivery of a broad and balanced curriculum. We actively promote British Values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

At Percy Main Primary School (PMPS), these values are reinforced regularly and in the following ways:

- **Democracy:**

Democracy is an important value at our school. Throughout Percy Main Primary School, all children are encouraged to know that their views count and their opinions are important. Pupils have the opportunity to have their voices heard through pupil panels, Behaviour Champions and class discussions. Children participating in such activities are elected through class votes. Children in the EYFS through to year 6, learn to value each other's opinions, make decisions together and respect the view of others. We foster an ethos where the children know it is 'safe' to make mistakes, share thoughts and ideas and to explore different options

- **The Rule of Law:**

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. We take a whole school approach to social self-regulation, using a restorative approach and a range of strategies to promote positive behaviour. Children undertake reflective and restorative conversations following any incidents which allow them to reflect on what has happened, giving opportunities to repair and consider what would have been a better choice to make. 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.

- **Individual Liberty:**

We aim for the children at Percy Main to develop a positive sense of self. Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide opportunities for our children to make choices confidently through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to implement these safely, for example through our e-Safety teaching and PSHE lessons. Pupils are given the freedom to make choices, e.g. signing up for extracurricular clubs, leading their own learning and often selecting the level of challenge in a range of activities. Children are consulted on new initiatives such as the introduction of Behaviour Champions and the setting up and opening of the school library.

- **Mutual Respect:**

Part of our school ethos and behaviour policy, are based around the core values of being Ready, Respectful and Safe. Children are provided with opportunities to learn about and celebrate a range of festivals, traditions, cultures and values throughout the curriculum. Children are able to develop an understanding of how other faiths, cultures, families and communities have similarities and differences to themselves and how to be respectful of each other. Our children undertake trips, engage with activities and work alongside members of their local community such as the Church, Care Home and the local Foodbank. Actively engaging the children in their local and wider communities, supports the children to understand the importance of developing a mutual respect and tolerance of others. It ensures that our children can fulfil their unique potential and become active members of the wider global community.

1. **Legal framework**

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Ofsted (2018) 'School inspection handbook'
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1.2. This policy operates in conjunction with the following school policies:

- Prevent Policy
- Behavioural Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy
- Disciplinary Policy and Procedure
- Prevent Duty Policy

2. **Roles and responsibilities**

2.1. The governing board is responsible for the overall implementation of this policy and for ensuring that the British values are upheld throughout the school.

2.2. The headteacher will ensure that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.

2.3. The headteacher is responsible for disciplining staff who do not uphold British values, in line with the Disciplinary Policy and Procedure.

2.4. Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.

2.5. Pupils are expected to treat each other and staff with respect, in line with the school's Behavioural Policy.

3. **Aims and objectives**

3.1. Through our policy and procedures, we aim to ensure that our pupils have:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- 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.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that 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.
- An understanding of the importance of identifying and combatting discrimination.

4. Democracy

4.1. Pupils have numerous opportunities to have their views heard, this can be through:

- Pupil Voice
- Pupil Panel
- Class discussions
- Class votes
- Circle Times

4.2. Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

5. The rule of law

5.1. The school has a high regard for the laws that govern and protect the school, the responsibilities that this involves, and the consequences when laws are broken. All pupils are involved in the creation of school rules to inspire them with this understanding.

5.2. Pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their wellbeing and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law.

5.3. The school organises visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.

5.4. The school understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.

6. Individual liberty

6.1. A safe and supportive environment is fostered throughout the school, where pupils are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.

6.2. Pupils are taught about their rights and personal freedoms, and are encouraged and advised on how to exercise these safely, for instance through teaching on e-safety and PSHE lessons.

7. Mutual respect and tolerance of those of different faiths and beliefs

7.1. Respect forms a core pillar of the school's ethos. Pupils are treated with respect and learn to treat each other and all members of staff with respect.

7.2. This is reinforced through the school's Behavioural Policy.

7.3. The school acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally-diverse society and the opportunity for pupils to experience such diversity.

7.4. Throughout the year, assemblies are held focussing on bullying, with reference to prejudice-based bullying, and discussion is encouraged.

7.5. Tolerance of those of different faiths and beliefs is supported by the RE and PSHE curriculum.

7.6. The school encourages its pupils from different faiths or religions to share their knowledge with their peers to enhance their learning.

8. Challenging views that go against British values

8.1. The school openly challenges opinions and behaviour, demonstrated by both staff and pupils, which go against British values.

8.2. The school adopts a zero-tolerance approach towards discriminatory and prejudicial behaviour. Any pupils displaying this behaviour will be disciplined in line with the Behavioural Policy.

8.3. Referrals regarding pupils that may be at risk of radicalisation will be made in accordance with the school's Prevent Duty Policy.

9. Staff training

9.1. Members of staff are made aware of their responsibilities in terms of British values during their induction and through additional training.

9.2. Staff will be offered the opportunity for further training on upholding the values in this policy.

10. Policy review

10.1. This policy is reviewed by the headteacher and the governing board.

10.2. The next scheduled review date for this policy is November 2022.

