



Promoting Fundamental British Values Policy

The Woodlands

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Date: Sept 24

Last reviewed on: Sept 24

Next review due by: Sept 25

Contents

1. Aims	2
2. Introduction	2
3. What is 'Britishness'?	2
4. Government advice to guide school policy	2
5. British Values: Expectations for pupils	3
6. How do we actively promote British Values at The Woodlands?	4
7. Summary	5
8. Monitoring and evaluation arrangements	6
9. Links to other policies	6

1. Aims

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

2. Introduction

This document meets the requirements under the following legislation:

- [Education Act 2002 \(legislation.gov.uk\)](http://legislation.gov.uk)

All maintained schools, including pupil referral units, must meet the requirements set out in section 78 of the Education Act 2002 and promote spiritual, moral, social and cultural (SMSC) development of their learners. 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. The Woodlands is keen to support all learners 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:

- 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
- Individual Liberty: Support and respect for the liberties of all within the law
- 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

'Promoting fundamental British Values as part of social, moral, spiritual and cultural' (SMCH) standard came into force in 2014,

In order to meet the standard for the SMCH development of pupils, The Woodlands should,

- 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.
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- Prevent the promotion of partisan political views in the teaching of any subject in the school
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of learners they are offered a balanced presentation of opposing views.

The balanced presentation of opposing views applies while learners 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.

At The Woodlands will also ensure that we actively promote principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- 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;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- 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

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

Paragraph 13 of the document 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:

- An understanding as to how citizens can influence decision-making through the democratic process;
- 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;
- 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;
- 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;
- An understanding of the importance of identifying and combating discrimination.

6. How do we actively promote British Values at The Woodlands?

Democracy

Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, external speakers, off site visits and curriculum programmes i.e. PSHE:

- Use the pupil councils to teach pupils how they can influence decision making through democratic process;
- Include information about the advantages and disadvantages of democracy and how it works in Britain and across the world through the PSHE, History, Geography, and English Curriculum
- Encourage pupils 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;

Rule of Law

- Encourage pupils 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;
- Ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different bases;
- Help pupils to distinguish right from wrong through discussion and modelling positive behaviour;
- Develop positive working relationship with Police and Community Police to build links between and understanding of the local constabulary and their work to support the local community;
- 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;
- 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;
- Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

Individual Liberty

- Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge;
- Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others;
- Challenge stereotypes and promote individuality at every opportunity, modelled by staff and pupils to set positive examples through the school;
- Work tirelessly to establish and maintain a climate in which all pupils feel safe and bullying is not tolerated;
- Deliver a diverse speaker programme to expose pupils to people from a wide range of backgrounds and belief systems.

Mutual Respect and Tolerance

- Promote respect for individual differences;
- Use Curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these;
- Use the PSHE curriculum as a vehicle to embrace and accept different ways of worship and different perspectives on faith;
- Use curricular opportunities: Tutor time, PSHE to encourage critical thinking and deeper understanding of difference and beliefs;
- Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.

7. Summary

All staff and pupils at The Woodlands 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. Examples of opportunities and activities to promote British Values at The Woodlands include:

- British Values are promoted to pupils via the curriculum and extra-curricular activities. For example, there are visits to buildings and locations such as local places of worship, and places of historical interest. Pupils are given plenty of additional information about the places and what it represents in terms of British culture, historical and social significance.
- Guest Speakers who provide alternative views on British Values and encourage pupils to take an open and interested approach to the world around them.
- In lessons all pupils are encouraged to debate and discuss ideas, sharing and defending their beliefs in a way that is collaborative and supportive.
- Teachers model positive behaviour and democratic values in their interactions with colleagues and pupils.
- Theme days or theme weeks used as vehicles through which tutor groups/ classes discover examples of key moments, people or ideas from British history.
- Lessons are exploited when appropriate to provide forums in which pupils can learn more about and question the notions of liberty, justice, democracy, law, governance, faith and belief systems.
- As an inclusive school, we take care to ensure that all pupils feel safe, secure and able to celebrate their own and each other's' backgrounds, beliefs and cultural practices.

8. Monitoring and evaluation arrangements

Responsibility for promoting British Values lies with the whole school community. It requires professionalism (based on Teachers Standards and Performance Management) from teachers and staff in the school and in return expects pupils to understand the part they play in the process so that they can take responsibility for their own learning.

Key roles and responsibilities include:

- The Management Committee in defining and agreeing the principles underlying the school policy and in monitoring and reviewing its application;
- The Executive Headteacher in framing the school policy and, with other members of the Senior Leadership Team, organising support for the implementation of the policy and the monitoring of the school environment;
- Teachers in observing the Teachers Standards and ensuring they are fulfilling their professional roles and responsibilities and providing guidance on British Values;
- All staff in ensuring they model British Values and ensuring the consistent application of the policy;
- Pupils in ensuring they learn about British Values and model these values throughout the school day and in their learning.

The Senior Leadership Team will regularly review the work on British Values, via the school calendar, by observing lessons/classrooms; completing learning walks; analysing visitor feedback; speaking to pupils and analysing pupil and parent feedback. After any of these take place, an analysis will be made and feedback will be given to staff.

A review of classroom/lesson observations, planning scrutiny, work scrutiny and learning walks should inform the following:

- Improvement in pupils' achievement and attainment
- Improvement in the Teaching and Learning across the provision
- Deeper understanding of British Values
- Evidence of work linked to British Values

The desired outcomes for this policy are improvements in students learning and greater clarity amongst pupils, teachers and parents concerning pupils learning, achievement and progress.

The performance indicators will be:

- An improvement in pupils' attitudes and attainment
- An improvement in behaviour across the school
- Improvement in the Teaching and Learning across the bases within the school
- Reduction of racist, bullying and homophobic incidents

9. Links to other policies

This policy gives guidance to staff on British Values and should be read alongside the Teaching and Learning Policy, SMSC Policy and Behaviour Policy.