

# BYRON COURT PRIMARY SCHOOL

## BRITISH VALUES POLICY

### 1.0 INTRODUCTION

1.1 Byron Court Primary School has an obligation under section 78 of the Education Act (2002) which requires all schools, as part of a broad and balanced curriculum, to promote the Spiritual, Moral, Social and Cultural (SMSC) development of students at the school.

1.2 In June 2014, the Secretary of State for Education announced that schools would be required to actively promote British values from September 2014.

The DfE have recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values"*.

1.3 The government originally set out its definition of British values in their 2011 Prevent Strategy and the Prime Minister has reiterated these last year.

1.4 The British Values are defined as:

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

1.5 At Byron Court we are committed to actively promoting British values and this forms part of our wider work in school with children in relation to their Spiritual, Moral, Social and Cultural education (SMSC). At the heart of these values, lie good relationships in which teachers and pupils work together towards common goals. These are integral to our school vision and ethos and are reinforced regularly in a variety of ways.

### 2.0 AIMS

2.1 To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2.2 To encourage pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

2.3 To ensure that principles are actively promoted which:

- 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 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.
- Promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other 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.

# BYRON COURT PRIMARY SCHOOL

## BRITISH VALUES POLICY

2.4 To prevent the promotion of partisan political views in the teaching of any subject in the school and 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. This should be:

- While they are in attendance at the school.
- While they are taking in extra-curricular activities which are provided or organised by or on behalf of the school.
- In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

2.5 To protect children and young people against the messages of all violent extremism.

### **3.0 THE ROLE OF THE HEADTEACHER AND THE GOVERNING BODY**

3.1 It is the Headteacher's duty to ensure that fundamental British values are embedded as an integral part of the ethos and culture of Byron Court Primary School.

3.2 To ensure that resourcing and staff training needs are considered and planned for within the context of whole school development planning.

3.3 To maintain an overview and ensure that the policy and guidelines are regularly reviewed.

3.4 To deliver a balanced programme of assemblies which promote pupils' Spiritual, Moral, Social and Cultural development, providing clear guidance on what is right and what is wrong.

3.5 To ensure an understanding of the importance of identifying and combatting discrimination, extremism and radicalisation.

3.6 To ensure that there are effective risk assessments and screening policies and procedures in place to safeguard and promote pupils' welfare against the threat of extremism and radicalisation.

3.7 The Headteacher and governing body must challenge opinions or behaviours in the school by pupils, staff, visitors, volunteers or parents that are contrary to fundamental British values, including extremist views.

3.8 To ensure that all visitors to Byron Court Primary School are screened to ensure that they do not attempt to promote systems that undermine fundamental British values including extremism and radicalisation.

### **4.0 THE ROLE OF THE HUMAN, SOCIAL AND ENVIRONMENTAL FACULTY**

4.1 To advise the Headteacher and Governing Body on the future development of British values in Byron Court Primary School.

4.2 To plan, write and keep under review the British values policy document.

4.3 To be responsible for the implementation of the policy documents and to monitor the development of British values throughout the school, with particular regard to raising standards further.

4.4 To evaluate continuity, breadth, achievement and progression across the whole school by monitoring teachers' planning and pupils' work to ensure that appropriate learning outcomes and activities are planned.

4.5 To ensure that we develop a tolerance and understanding of different faiths, cultures and beliefs by visiting places of worship, inviting visiting speakers to the school and using teaching resources from a wide variety of sources to help pupils understand a range of faiths.

4.6 To act as a consultant by keeping up to date with the latest documents, learning methods and courses available.

# BYRON COURT PRIMARY SCHOOL

## BRITISH VALUES POLICY

- 4.7 Where appropriate, to plan and lead workshops to enable staff to tackle the teaching of British values with confidence.
- 4.8 To promote interest and understanding in British values with all members of teaching staff, governors and parents.
- 4.9 To be aware of and promote cross curricular links with British values and appropriate use of ICT.
- 4.10 To audit, allocate and update resources.
- 4.11 To encourage and foster equal opportunities for all children.

### **5.0 THE ROLE OF THE CLASS TEACHER**

- 5.1 To plan teaching and learning opportunities for children in accordance with the requirements of the DfE Promoting fundamental British values as part of SMSC in schools document, the school's British Values policy and using cross-curricular themes.
- 5.2 To identify assessment opportunities to ensure that children are making progress in British values.
- 5.3 To evaluate lessons involving British values and develop and improve lesson plans where appropriate.
- 5.4 To ensure that children of all abilities gain access to the British values Curriculum.
- 5.6 To identify and use primary (where possible) and secondary resources in their teaching, including display.
- 5.7 To organise educational visits, visitors into school etc. in order to support and enrich the curriculum.
- 5.8 To make use of ICT in the teaching of the British values curriculum.
- 5.9 To use cross-curricular links in the teaching of British values.
- 5.10 To ensure that our pupils understand that living under the rule of law protects individual citizens and is essential for their well-being and safety and that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.
- 5.11 To teach our pupils about the democracy and the rule of English civil and criminal law and will not teach anything that undermines it.
- 5.12 To ensure that all pupils within the school, regardless of age, have a voice that is listened to.
- 5.13 To ensure that children of all abilities gain access to the British values Curriculum.
- 5.14 To demonstrate how democracy works and by developing an understanding of how citizens can influence decision-making by actively promoting democratic processes such as electing a school council whose members are voted for by pupils.
- 5.15 To reinforce fundamental British values through SMSC programme, PSICHE curriculum and the assembly programme.
- 5.16 To ensure that our pupils are taught a balanced RE curriculum, which takes account of the teaching and practices of the other principal religions represented in Britain.
- 5.17 To ensure that our pupils understand that the freedom to choose and hold other faiths and beliefs is protected in law.
- 5.18 To enable our pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to our local community and life in modern Britain.
- 5.19 To enable our pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in the community of the school. E.g. supporting younger children in lessons and delivering extra-curricular activities.

# BYRON COURT PRIMARY SCHOOL

## BRITISH VALUES POLICY

### 6.0 PLANNING, TEACHING AND LEARNING

6.1 Teachers in year group planning meetings will plan lesson in British Values that identify objectives, activities and classroom management. Wherever possible work is cross-curricular and basic skills are addressed throughout. (See Appendix 1 of examples of how these are developed in our school and wider curriculum).

6.2 Throughout British Values:-

6.2.1 The development of skills and attitudes is planned for, as well as progression in knowledge and understanding.

6.2.2 Pupils engage in a variety of activities that are structured and allow opportunity for reflection, exploration of beliefs, values, questioning and enquiry, investigation and personal response.

### 7.0 EQUAL OPPORTUNITIES

7.1 As part of a broad and balanced curriculum, Byron Court Primary will promote the Spiritual, Moral, Social and Cultural (SMSC) development of all students at the school.

7.2 There is a need to ensure that British values learning offers equal interests and opportunities to all children.

7.3 Suitable resources, learning environment and support will be available to enable children to access the learning required.

### 8.0 INCLUSION

8.1 In planning and teaching British Values, teachers at Byron Court have due regard to the following principles:-

8.1.1 Responding to pupils' diverse learning needs.

8.1.2 Setting suitable learning challenges.

8.1.3 Overcoming potential barriers to learning and assessment of individuals and groups of pupils.

8.2 At Byron Court Primary we recognise the need to cater for children with special educational needs (SEN), English as an additional language (EAL) and Gifted and Talented (G & T) children in order to enable them to reach their full potential and access to a broad and worthwhile curriculum.

8.3 In order to achieve this, work will be differentiated in the following ways where appropriate;

- learning outcomes
- resources
- tasks
- dialogue
- support
- pace
- pupil groupings

8.4 For children with special educational needs and English as an additional language, tasks can be broken down into small steps and images, giving children achievable goals. Activities should reinforce children's understanding of the subject.

8.5 The more able should be given open-ended tasks and opportunities for further research and more challenging study in order to develop their knowledge, skills and understanding.

# BYRON COURT PRIMARY SCHOOL

## BRITISH VALUES POLICY

8.6 Differentiated learning opportunities for children with S.E.N., EAL and extension activities for Gifted and Talented children should be stated in teacher's lesson plans.

8.7 However, children will also have frequent opportunities to work in structured and planned groups of mixed ability in order to develop greater interaction, speaking and listening skills and cooperation between children.

### 9.0 ASSESSMENT AND REPORTING

9.1 The assessments that teachers make as part of every British values lesson help them to adjust their daily plans.

Opportunities to monitor children's learning will occur during everyday classroom situations through:

- small group discussions perhaps in the context of practical tasks;
- watching children as they work in British Values;
- questioning children as they work;
- specific assignments for individual pupils;
- individual discussions in which children are encouraged to appraise their own work and that of others;
- marking children's work.

9.2 Teachers match the short-term assessments grossly to the teaching objectives.

9.3 Teachers concentrate on being aware of who has not reached the objective and who have exceeded the objective. They note achievement and progress by assessing the pupil's work against the learning objectives for their lesson.

### 10.0 MONITORING AND EVALUTATION

10.1 Monitoring of the standards of pupil's work and of the quality of teaching in British Values is the responsibility of the Headteacher along with the Human, Social and Environmental Faculty.

10.2 The work of the Human, Social and Environmental Faculty also involves supporting colleagues in the teaching of British Values, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

10.3 The subject leader develops a yearly action plan for this subject, clearly indicating the areas for future development. These areas are identified through monitoring of teaching and learning, scrutiny of pupil's work and whole school identification of need.

10.4 To monitor implementation of the Human, Social and Environmental Action Plan, which forms the School Development Plan and to report progress to the Governing Body.

### 11.0 RESOURCES

11.1 Central resources for British Values are the responsibility of the Human, Social and Environmental Faculty and can be found in the Knowledge centre and in the resources room.

11.2 The library has a section of books to support the teaching and learning of British values.

### 12.0 REVIEW

12.1 Date of policy – February 2016

12.2 Date of review – February 2019

# BYRON COURT PRIMARY SCHOOL BRITISH VALUES POLICY

## Appendix 1

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health Education and Citizenship is at the heart of our school which emphasises the difference between right and wrong and respecting and tolerating differences in a very diverse and modern Britain. We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons and appropriate activities, we can give them all a better understanding of themselves and others in the 'community of communities' in which they live. We can secure and influence behaviour and attendance and encourage further involvement and commitment to education.

British values and related school values		Examples of how these are developed in our school and wider curriculum
Democracy	<ul style="list-style-type: none"> <li>• To understand and respect the democratic process.</li> <li>• To understand how they can influence decision making through a democratic process.</li> <li>• To understand how to argue and defend a point of view.</li> <li>• To understand the importance of team work.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are listened to by adults and are taught to listen carefully and with compassion, to each other, respecting the right of every individual to have their opinions and voices heard.</li> <li>• Children learn about democracy in their topics and literacy work, e.g. Guy Fawkes (KS1), Crime and Punishment and the Ancient Greeks (KS2). See long term plans.</li> <li>• Key questions for children at the beginning of new topics 'What do I know already and what do I want to learn?'</li> <li>• PSCHE &amp; RE lessons.</li> <li>• Values for Life in collective worship/ Circle times</li> <li>• School Parliament/Eco-Schools Action team.</li> <li>• House Captains/JRSOs.</li> <li>• Children all contribute to their class rules.</li> <li>• Pupil perceptions are carried out regularly by staff and Governors.</li> </ul>
The rule of law	<ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong and apply this to their own lives.</li> <li>• Ability to accept responsibility for their behaviour.</li> <li>• To understand the consequences of their behaviour and actions.</li> <li>• Ability to resolve conflict.</li> <li>• Understand how they can contribute positively to the lives of those living and</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about democracy in their topics. See above. See long term plans.</li> <li>• Values for Life in collective worship/Circle times.</li> <li>• PSCHE &amp; RE lessons. Visitors in school e.g. police.</li> <li>• Celebrate the Child assemblies.</li> <li>• Classroom rules.</li> <li>• Behaviour policy – actions have consequences.</li> </ul>

## BYRON COURT PRIMARY SCHOOL BRITISH VALUES POLICY

	<p>working in the locality and society more widely.</p> <ul style="list-style-type: none"> <li>To understand that living under the rule of law protects them and is essential for their well-being and safety.</li> </ul>	
Individual liberty	<ul style="list-style-type: none"> <li>To understand rights and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Children learn about liberty in their topics. See long term plans</li> <li>Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.</li> <li>School rules.</li> <li>PSCHE (Rights and Responsibilities) and RE lessons.</li> <li>Values for Life in Collective Worship/Circle times.</li> <li>Classroom rules.</li> <li>E-safety.</li> </ul>
Mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> <li>Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values</li> <li>Reflective about their own experiences.</li> <li>Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others.</li> <li>Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds.</li> <li>Participate in a variety of communities and social settings, cooperating well with others.</li> <li>Understanding and appreciation of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain.</li> <li>Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Children learn about respect and tolerance in their topics. See long term plans.</li> <li>PSCHE &amp; RE lessons</li> <li>Values for Life in Collective Worship.</li> <li>A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity.</li> <li>School rules.</li> <li>Equalities policy.</li> <li>Children working in curriculum areas in different groupings.</li> <li>Participation in community based activities.</li> <li>Visitors are invited into school to enrich and extend children's understanding.</li> </ul>