

Glebe Academy

British Values Policy



'Achieving Together'

Approved by the Governing Body of Glebe Academy

Chair of Governors: Mrs Kay Price

Date: January 2019

Proposed Date of Future Review: January 2021

Academy Lead – Helen Jones

British Values Policy

Aims and objectives

Promoting British Values at Glebe Academy

The DfE have reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to 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.”*

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Government consistently.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with our schools’ duty to provide SMSC. The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values at Glebe.

Through our provision of SMSC, Glebe Academy strives to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to 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;
- enable students 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 students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Our active promotion of fundamental British values exists with the aim of achieving the following understanding and knowledge in our pupils:

- 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 choose and hold other faiths and beliefs is protected in law;
- an acceptance 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; and
- an understanding of the importance of identifying and combatting discrimination.

Being Part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Glebe Academy. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Harvest festival during the Autumn term, and what could be more British than a trip to a pantomime around Christmas time! We also value and celebrate national events.

At Glebe Academy these values are reinforced regularly and in the following ways:

Democracy:

Democracy is rife within the school. Pupils have the opportunity to have their voices heard through our Pupil Council, pupil questionnaires and through pupil interviews. The elections for Glebe Ambassadors are based on the democratic process with children giving speeches and elections then occurring. Our school behaviour policy involves rewards which the pupils vote. The majority of policies are debated widely and incorporate pupil voice as children, parents, governors and staff work together to put policy into practice. Our Imaginative Learning Project themes are also led by pupil interests and pupils are involved in the planning of these themes on a half termly basis. We have also well-developed links with local Members of Parliament who come into school.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school PSHE and Citizenship lessons, as well as when discussing behaviour and through whole school assemblies. 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. Visits from authorities such as the Police and the Fire Service are regular parts of our calendar and help reinforce this message. Pupils are involved in deciding class rules and pupil charters linked to anti-bullying and SMSC outcomes.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our ESafety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices and to respect the decisions and choices of others.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Relationships', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated

through our classroom and learning rules, as well as our behaviour policy. Pupils will challenge each other when not showing respect and encourage each other to be respectful.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Through our RE curriculum, which teaches the main faiths and focuses upon learning about religion and learning from religion, we promote tolerance of the beliefs of others. We also enjoy a depth of study during themed days, where sometimes we will celebrate and enjoy learning about the differences in countries and cultures around the world; whilst at other times we might consider groups or individuals who might be vulnerable in some way.