

# British Values Policy

<b>Reviewed by</b>	<b>Approved by</b>	<b>Date of Approval</b>	<b>Version Approved</b>	<b>Next Review Date</b>
FGB	FGB	January 2017		January 2020

At Westminster Primary ~~Academy~~ we recognise the vital role we play in preparing our pupils for life in modern Britain and ~~to keep in keeping~~ them safe in an ever-increasingly challenging and at times, dangerous world. We are committed to serving the community, ensuring that groups or individuals within the ~~academy~~ are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. Staff at our ~~academy~~ do not underestimate the importance of teaching our pupils about positive and unhealthy relationships, be it at school, home, within the community or online so they are kept safe and from harm.

As a multi-cultural ~~academy~~ we follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. We promote a culture of mutual respect and community where pupils are part of one family; growing and learning together. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. We are passionate in helping our pupils achieve their full potential beyond the formal, examined curriculum: it is about preparing students for their adult life in the future.

The government set out its definition of British Values in the 2011 Prevent Strategy.

The five key British Values are:

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

The Department for Education introduced a statutory duty for schools and academies to promote and teach British Values more actively from September 2014.

At Westminster Primary ~~Academy~~ we ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our ~~academy~~. In History pupils are taught about significant periods in British History to provide the essential background to our cultural heritage and its changes over time. Our curriculum, particularly RE and The World Around Us, provides an excellent opportunity to develop pupils' understanding of key faiths through a variety of lessons, activities and events. During Big Question sessions pupils will tackle thought provoking topics which will challenge their thinking in greater depth.

The examples that follow show some of the many ways Westminster Primary ~~Academy~~ seeks to promote and instil British Values within our pupils, the community and beyond.

### **Democracy**

Democracy plays a key role within the day to day life of our ~~academy~~. We 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.

Pupils have the opportunity to have their voices heard through pupil interviews and questionnaires. School councillors are voted into post by their peers: older pupils who put themselves forward as candidates are encouraged to write their own manifesto and present it to the children in their class.

Individual pupils also have the opportunity to put themselves forward for important roles and responsibilities such as buddies and translators to support both pupils and staff in the classroom and on the playground.

Children are taught about the freedom of speech and how just one voice can make a difference to the lives of others. They are taught the skill of debating and voting, based on arguments put forward. We work together to create an environment where it is safe to share thoughts, express an opinion and make mistakes.

Questionnaires and interviews provide opportunities to ensure each pupil has a valued voice; we strive to listen and respond.

### **The Rule of Law**

The behaviour and anti-bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence which extends to pupils, staff and parents. [AcademyAcademy](#) rules and expectations are clear, fair and regularly promoted. We encourage and support pupils to learn how to distinguish between right and wrong through focused activities and continuous re-inforcement.

All children in the [academyAcademy](#) also develop their own class rules.

The importance of laws, whether they are those that govern the class, the [academyAcademy](#) or the Country, are reinforced during the [academyAcademy](#) day and in 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 community authority figures such as the Community Warden, local police officers and the Fire Service etc. are regular features on our yearly calendar and help reinforce this message.

### **Individual Liberty**

Whether it is through their choice of challenge, how they record work, or participate in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices knowing that they are in a safe and supportive environment. We support pupils to become as independent as possible.

Pupils are guided to take responsibility for their behaviour with pastoral support, reinforcing the importance of teaching them that how they act, can impact positively and negatively on others. Vulnerable pupils are protected and stereotypes challenged. We encourage pupils to develop positive character traits such as resilience, determination, self-esteem and confidence.

[PupilsThey](#) are advised how to exercise these freedoms safely, for example through our e-Safety and PSHE lessons. At Westminster Primary [AcademyAcademy](#) we recognise the importance of equipping pupils with the knowledge and skills to understand and manage difficult situations. Through our school ethos and specific lessons, we teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.

### **Mutual Respect**

Pupils celebrate our multi-cultural setting and show respect by following the [academyAcademy](#) rules, using good manners and being good [academyAcademy](#) citizens, as modelled by staff who treat each other with respect and courtesy. This is an integral part of our [academyAcademy](#) ethos and Behaviour Policy, reflected in the way our children interact with each other in the classroom and during social times.

Mutual respect and fair play is also discussed within sports based activities.

We encourage pupils to share their experiences and learn about other faiths, cultures, traditions, families, communities and ways of life, recognising similarities and differences between themselves and others. Prejudicial or discriminatory behaviour is quickly addressed and dealt with by an appropriate adult.

### **Tolerance of Those of Different Faiths, Beliefs and Non-faith groups**

Opportunities to share, discuss or even challenge this message occur every day: in RE, The World Around Us curriculum, Circle Time or the Big Question, 'Anti-Bullying' and other themed weeks and assemblies. We aim to promote tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

Members of different faiths, religions and non-faith groups are encouraged to share their knowledge to enhance learning within classes and our pupils have the opportunity to visit different places of worship in the hope of enhancing pupils' understanding of their place in a culturally diverse society.