



BOOTHVILLE
PRIMARY SCHOOL

Promoting British Values Policy

Promoting British Values

Date	Review Date
September 2016	September 2019

We believe this policy relates to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Children Act 2011
- Education Act 2011

The following documentation is also related to this policy:

- Citizenship and Belonging: What is Britishness? (Commission for Racial Equality)
- Diversity and Citizenship (DES)
- Equality Act 2010: Advice for Schools (DfE)
- Prevent Strategy 2011
- Promoting British values as part of SMSC (DES)
- Teachers' Standards (DfE)

We believe British values are best defined as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' although these values are not actually unique to Britain alone.

We support the rule of English and criminal law and we will not teach anything that undermines it.

We have a duty to actively promote and embed these values and to challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We believe these values are reinforced regularly through a broad and balanced curriculum and through:

- the school council, pupil questionnaires, school councillor elections, House system, class charters (**Democracy**)
- school rules, playground rules, safety rules, visits from the Police, visits to a council chamber and to meet local councillors (**Rule of Law**)
- e-Safety, PSHE, extra-curricular activities (**Individual Liberty**)
- Golden Rules, behaviour policy (**Mutual Respect**)
- RE, PSHE, celebration of different faiths and cultures, visit to places of worship of world faiths, promoting languages of EAL pupils, links with schools in other countries (**Tolerance of those of Different Faiths and Beliefs**)

We give pupils 'first-hand experience of the diverse make-up of modern British society' by teaching them respect for other faiths and developing their awareness and knowledge of

communities different than their own. We value the diverse ethnic backgrounds of all our pupils and throughout the year we hold a variety of events to celebrate these.

We 'expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school' and 'not to undermine fundamental British values'.

We aim to be judged at least good in all school inspections by ensuring that pupils understand the importance of British values and leave school ready to play their full part in British society.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To actively promote and embed British values.
- To give pupils first-hand experience of the diverse make-up of modern British society.
- To challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values.
- To keep our pupils safe and ensure they are prepared for life in modern Britain by the active promotion of and respect of British values.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;

- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- be prepared for all types of school inspection;
- challenge any pupil, member of the school personnel, parent or governor who expresses opinions contrary to fundamental British values;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents and governors;
- have expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- promote good behaviour;
- be aware of all other linked policies;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel

- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Ethos
 - Spiritual, Moral, Social and Cultural
 - Dealing with Extremism and Radicalisation
 - PSHE
 - RE
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Headteacher:		Date:	
Chair of Governing Body:		Date:	

Boothville Primary School

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups																		Conclusion						
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes
Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
Does or could this policy have a negative impact on any of the following?																						Undertake a full EIA if the answer is 'yes' or 'not sure'			
		✓			✓			✓			✓			✓			✓			✓			✓		
Does or could this policy help promote equality for any of the following?																						Undertake a full EIA if the answer is 'no' or 'not sure'			
	✓			✓			✓			✓			✓			✓			✓			✓			
Does data collected from the equality groups have a positive impact on this policy?																						Undertake a full EIA if the answer is 'no' or 'not sure'			
	✓			✓			✓			✓			✓			✓			✓			✓			

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

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Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				

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Policy Approval Form

Policy Title:						Date when written:			
Policy written by:					New Policy (P or X)	<input type="checkbox"/>	Revised Policy (P or X)	<input type="checkbox"/>	
Stakeholders consulted in policy production: (P or X)	Governors	Senior Leadership Team	Teaching Personnel	Support Personnel	Administrative Personnel	Parents	Pupils	Local Community	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Date when approved by Governors:			Date when presented to stakeholders:			Date when implemented:			
Published on: (P or X)	School Website			School Prospectus			Staff Handbook		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		