

Teaching Britishness Policy

Policy Title	Britishness Policy
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Policy Ratified	
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Introduction

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as “*Britishness*”. Within this, all schools are required to ensure that the curriculum *actively promotes* a number of fundamental British values.

What is “Britishness”?

British values are defined by the DfE as being:

- Respect for democracy and support for participation in the democratic process
- 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
- Respect for, and tolerance of, different faiths and religious and other beliefs

In addition, Glemsford Primary School Academy believes that its values are inherently ‘British’ in that they aim to develop positive character attributes in all of our pupils. Our values, drawn from those of the Samuel Ward Academy Trust, are as follows:

- **Wisdom** – We gain wisdom through learning and doing. Wisdom is knowing what to do. It is knowing right from wrong, good from bad
- **Justice** – Justice is making sure that we treat ourselves and others fairly
- **Courage** – Courage is being brave when we are scared. It is being able to do something when we feel bad or feel we might fall
- **Compassion** – Compassion is caring about others. It is wanting to help those who are hurting. Compassion is showing kindness to all people
- **Hope** – Hope is knowing and wanting good things to happen. Hope is doing what we can to make good things happen
- **Respect** – Respect honours the good things that we and others do. Respect values people and things for who and what they are. Respect honours people and things of special worth.
- **Responsibility** – Responsibility is taking care of people and the things that are ours. Responsibility is keeping our promises. It is doing our duty for our family, school, community and country.
- **Integrity** – Integrity is being honest. It is being trustworthy. Integrity is being true to yourself and your beliefs.
- **Resilience** – Resilience is about being able to stay strong when things go wrong.

What does 'actively promote' mean?

The DfE defines active promotion as ensuring that the school should:

- Focus on, and show how, its work is effective in securing these values
- Challenge pupils and parents who express opinions contrary to British values

Aims of this policy

To ensure that pupils at Glemsford Primary School Academy, as a result of an appropriate and professional approach to teaching, learning and personal development, can:

- Make judgements about how to behave appropriately, understand the consequences of their decisions and how those choices can impact upon themselves and others
- Have an understanding of, and respect for, the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different beliefs and faiths
- Take a full and active part in shaping the communities in which they live as creative, successful, confident and responsible citizens
- Recognise that whilst differences between individuals and groups should be tolerated, this should only happen when they are not at odds with the fundamental values, rights and laws of the wider community of Great Britain and Northern Ireland.

Implementing this policy

The fundamental British values will be integrated into our pupils' education by:

1. Democracy:

- Providing pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teaching pupils how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Teaching pupils how public services operate and how they are held to account
- Involving pupils actively with the democratic process through mock elections and the school council and key stage forums
- Encouraging pupils to become involved in decision-making processes and ensure they are listened to in school by providing them with opportunities to express their opinions
- Intentionally developing pupils' oracy skills so that they learn how to argue and defend points of view
- Helping pupils to express their views by engaging them in regular discussion about topical events
- Modelling how perceived injustice can be peacefully challenged

- Making pupils aware and able to spot threats to democracy and democratic principles, e.g. *Radicalisation*

2. Rule of law:

- Ensuring school rules and expectations are clear and fair
- Helping pupils to distinguish right from wrong
- Helping pupils to respect the law and the basis on which it is made
- Helping pupils to understand that living under the rule of law protects individuals
- Including visits from the police in the curriculum
- Teaching our pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Developing restorative justice approaches to resolve conflicts

3. Individual liberty:

- Supporting pupils to develop their self-knowledge, self-esteem and self-confidence
- Encouraging pupils to take responsibility for their behaviour, as well as knowing their rights
- Modelling freedom of speech through pupil participation, while ensuring protection of vulnerable students and promoting critical analysis of evidence
- Challenging stereotypes
- Implementing a strong anti-bullying culture that protects all pupils, regardless of gender, sexuality, religion, race or ability.
- Seeking the views of pupils, parents, staff and other stakeholders and by making sure that all pupils are made aware, where possible, of the needs of others and how they can support them.

4. Respect and tolerance:

- Promoting respect for individual differences in the curriculum, Meeting Time and our Behaviour Code
- Helping pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenging prejudicial or discriminatory behaviour
- Organising visits to places of worship & developing links with faith communities
- Developing critical thinking skills
- Discussing openly differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers
- Encouraging pupils to celebrate diversity, recognise their own and others strengths, encounter, celebrate and appreciate difference – see SMSC, Challenge days, charity work

- Helping pupils to understand that tolerance means recognising the differences in culture, religion, race, gender and sexuality that can exist between individuals and groups, but that 'Britishness' means that we are all part of a wider community that is mutually interdependent and bound by the same rights and laws.
- Studying the impacts of intolerance both on British people and others globally, as well as the individuals and organisations that have challenged it both in the present day and historically.

Responsibilities

- It is the responsibility of the **Headteacher and the Senior Leadership Team** to ensure that the Academy's curriculum, behaviour policy and activities enable the aims of this policy to be delivered
- It is the responsibility of the **Governing Body** to ensure that this policy is reviewed regularly and that it continues to support Government policy
- It is the responsibility of **parents** to work with the school in upholding 'British' values.
- It is the responsibility of **all members of staff** to act in a way that does not undermine the fundamental British values.
- In addition, the Teachers' Standards require that teachers
 - '[show] tolerance of and respect for the rights of others;'
 - '[do] not [undermine] fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs'
 - '[ensure] that personal beliefs are not expressed in [a way that] exploit[s] pupils' vulnerability or might lead them to break the law.'

This policy, the law and professional conduct

Glemsford Primary School Academy, like all schools, is required to work within the framework of British Law and the standards that govern the teaching profession. Therefore, if activity that deviates from this policy and that breaches either British Law or the Teachers Standards is detected, and regardless of who is involved or where the issue originates, it is the responsibility of the Academy Governing Body and the Principal to report that activity to the relevant authorities.

Members of staff who have concerns that relate to activities that appear to undermine the fundamental British values should raise them either as a Safeguarding issue or make reference to the Academy's whistle-blowing policy.