



Date	Review Date	Coordinator	Nominated Governor
December 2017	December 2020	Assistant Head	Standards Chair

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
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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:

- being a UNICEF Rights Respecting school, the school council, pupil questionnaires, school councillor elections, 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 from 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.

Northern Parade Schools – British Values

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 Executive Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school is prepared for any type of inspection;
- 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;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;

Role of the Executive Headteacher and 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;
- 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 the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;

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;
- plan and deliver good to outstanding lessons;
- have high expectations of their pupils;
- achieve high standards;
- work hard to maintain a positive ethos;
- promote good behaviour;
- 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;

Northern Parade Schools – British Values

Teaching British Values

Year Group	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of Different Faiths
Foundation	Class rules School council	Creating class rules together	Circle time	Getting to know you topic Nativity	Getting to know you topic Circle Nativity
Year 1	School council Voting Evaluating own behavior and consequences Team work	Safety rules DT Scootability	E-Safety (smarties) PHSE	Team collaboration (making toys/transport) performance	RE Hinduism Christianity Places of worship
Year 2	School council voting Topic-Location, location	Writing to Police What a wonderful world	Drama club Homework club Rocket Maths group Choir	Location, location Knocking down Mountbatten center	RE Hinduism Christianity Nativity at church
Year 3	PSHE/SEAL New beginnings School council decisions, class and school values Topic WW2-how Britain was affected and the causes of the war	PSHE/SEAL New beginnings Rules of the class, school values Topic WW2-how Britain was affected and the causes of the war	PSHE: me and my feelings Me and my relationships Me and growing and changing	SEAL: Getting on and falling out Relationships PSHE: Me and my relationships Me and making a positive contribution.	RE: Holi/Diwali Topic: WW2, changes in British history and persecution of faiths Topic: Flintstones, stone age religions
Year 4	PSHE/SEAL: new beginnings, school council decisions, class and school values	PSHE/SEAL; new beginnings, rules of our class, school values. Topic :Raiders and Invaders	PSHE: Me and my feelings, me and my relationships. Topic: Flavours of India/Y4 residential (making choices)	SEAL: getting on and falling out. Relationships PSHE: me and my relationships	RE: Hinduism Flavours of India
Year 5	PSHE/SEAL: New beginnings, school council decisions, class and school values	PSHE/SEAL: new beginnings, rules of our class, school values. Topic: Terrible Tudors – changes to British laws	PSHE: me and my feelings. Me and my relationships Topic: I'm a celebrity/Y5 residential (making choices)	SEAL: Getting on and falling out. Relationships PSHE: me and my relationships	RE: Islam Topic: Aztec gods and religion Topic: terrible Tudors, changes to the church in England.
Year 6	PSHE/SEAL: New beginnings, school council decisions, class and school values. Topic: ancient Greece, the birth of democracy.	PSHE/SEAL: new beginnings, rules of our class, school values. Topic; Ancient Greece-why were laws invented	PSHE: me and my feelings. Me and my relationships. Prefect duties Topic: who am I? keeping healthy and safe Y6 residential	SEAL: getting on and falling out. Relationships, prefect's duties PSHE: me and my relationships Topic circle of life, respect for African heritage.	RE: What makes a God? Study of the main religions. Topic: ancient Greek Gods.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- 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;
- 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;

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:
 - parents and open evenings
 - parent-teacher consultations
 - school concerts
 - fundraising and social events
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

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 school personnel
- information displays in the main school entrance

Training

All school personnel:

Northern Parade Schools – British Values

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers British Values
- 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)

Linked Policies

▪ Curriculum	▪ Education for Sustainable Development & Global Citizenship
▪ Equality	▪ E-Safety
▪	▪ Inclusion
▪ Spiritual, Moral, Social and Cultural	▪ Dealing with Extremism and Radicalisation

Headteacher:		Date:	
Chair of Governing Body:		Date:	