



EDITH CAVELL ACADEMY & NURSERY PROMOTING BRITISH VALUES POLICY

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Promoting British values policy

Aims

This policy sets out the four key areas within which the DfE has defined British values, and the ways in which Edith Cavell Academy & Nursery pupils learn and develop understanding of these areas, both through the curriculum and other opportunities. It follows and adheres to the DfE non- statutory guidance ` improving the spiritual, moral, social and cultural (S.M.S.C.) development of pupils` November 2013. This enables the Academy to meet and understand its obligations towards SMSC standard in the Education (Independent School Standards) (England) Regulations 2010 (Part 2, schedule) The standard was amended by the Education (Independent School Standards) (England) (Amendments Regulations 29014 to strengthen the requirements on schools in relation to fundamental British values, with effect from 29th September 2014

Introduction

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values (section 5b of the 2014 regulation) At Edith Cavell Academy & Nursery we endeavour to support all students in learning about and deepening their understanding of British values, culture and systems. We recognise that some aspects of S.M.S.C. can be developed through virtually all parts of the curriculum and infused within the day to day operation of an Academy e.g. in its behaviours and ethos, although some subjects and activities are likely to be more relevant than others. Expectations in all areas will be adjusted for the age and the ability of pupils, including those with special needs.

Further information about the context for and the background to this legislation can be found within the [Counter-Terrorism and Security Act 2015](#) that contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. This is also known as 'The Prevent' duty. In March 2015, Parliament approved guidance issued under section 29 of the act about how specified authorities are to comply with the Prevent duty. Specified authorities must have regard to this guidance when complying with the Prevent duty. 'The Prevent' duty full guidance document, published in March 2015, can be found at: <https://www.gov.uk/government/publications/prevent-duty-guidance>

What is 'Britishness'?

Fundamental British values are defined by the DfE as:

1. Democracy: respect for democracy and support for participation in the democratic process
2. The Rule of Law: respect for the basis on which the law is made and applied in Britain
3. Individual Liberty: support and respect for the liberties of all within the law
4. Mutual Respect: support and respect for equality of opportunity for all
5. Tolerance of those of different faiths, religions and other beliefs: respect and understanding in a culturally diverse society.

Government Advice to guide school policy

The regulations state that schools meet the standard for the S.M.S.C. development of pupils. At Edith Cavell Academy & Nursery we must actively promote:

- the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- enabling pupils to develop their self-knowledge, self-esteem and self-confidence
- enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encouraging pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
 - enabling pupils to acquire a broad general knowledge of and respect for public institutions and services in England
 - developing tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
 - encouraging respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
 - encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
 - debating and discussing issues in a collaborative way

How do we actively promote British Values at Edith Cavell Academy & Nursery?

In all of our work we will through our active promotion of the fundamental British values be embedding these throughout the Academy. This active promotion will mean that we will need to challenge opinions or behaviours in the Academy that are contrary to fundamental British values. The promotion of views that undermine the fundamental British values would be at odds with the regulation in the Education Standards.

Democracy

- (a) Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, assemblies, speaker events and curriculum days
- (b) Pupils are given the opportunity to have their voice heard through School Parliament, House captains and pupil questionnaires. This teaches pupils how they can influence decision making through democratic process
- (c) Provide learning platforms to discuss the advantages and disadvantages of democracy and how it works in Britain and abroad through cross-curricular learning
- (d) Encourage pupils to be aware of injustice, perceived or real and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns

Rule of Law

- (a) Ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school
- (b) Support pupils to distinguish right from wrong through discussion and modelling positive behaviour
- (c) Regular PCSO visits and assemblies are used to build links between and understanding of the local constabulary and their work to support the local community
- (d) Support pupils to understand that the law and living under the rule of law is intended to protect individuals using opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups

(e) Encourage pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules.

(f) Use cross curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

Individual Liberty

(a) Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge. This is conducted through our house points system, Star of the week and Sport participation awards

(b) Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others. This is discussed in consequences with a member of S.L.T.

(c) Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school.

(d) Establish and maintain a climate in which all students feel safe in school and bullying is not tolerated

(e) Ensure a range of speakers and visitors are invited into school to explore a range of issues

Respect and Tolerance

(a) Promote pupil respect and tolerance for all individual differences at Edith Cavell Academy & Nursery

(b) Use curriculum and topic work opportunities to allow pupils to learn and explore other cultures, religions and beliefs and ways of life by encouraging and supporting pupils in growing their understanding and appreciation of these through a range of learning activities and curriculum days

(c) Through curriculum learning visits to other places of worship in the locality

(d) Use curricular opportunities to encourage critical thinking and deeper understanding of differences and beliefs.

(e) Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society which is appropriate to the P.S.H.E. year specific expectations

By working effectively to ensure Edith Cavell Academy & Nursery actively promotes British values we will develop in our pupils the understanding and knowledge to:

- how citizens can influence decision- making through the democratic process
- appreciate that living under the rule of law protects individual citizens and is essential for their well- being and safety
- appreciate that there is a separation of power between the executive and judiciary ,and that while some public bodies such as the police and army can be held to account through Parliament, others such as the courts maintain independence.
- recognise that the freedom to hold other faiths and beliefs is protected in law
- accept that people having different faiths or beliefs to oneself (or having more) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour
- recognise the importance of identifying and combatting discrimination

All staff and pupils at Edith Cavell Academy & Nursery are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils to explore their own cultures and understand different cultures and faiths and how these align with British values and we all work together as a community for the greater good.

At Edith Cavell Academy & Nursery, we instill every member of the community has a part to play in enshrining the core values and beliefs to build a strong, united and democratic school. Every child understands where unfairness or bullying is found it will be resolved in a fair way. The democracy and the rights of individuals will almost always take center stage.

We as a staff will take such steps as our reasonably practicable to ensure that where political issues are brought to the attention of pupils:

- (a) while they are in attendance at school
- (b) while they are taking part in extra- curricular activities which provided or organised by or on behalf of the school
- (c) in the promotion at the school, including through the distribution of promotional material, of extra -curricular activities taking place at the school or elsewhere that they are offered a balanced presentation of opposing views.