



## British Values Policy

<b>Date Published</b>	<b>June 2021</b>
<b>Version</b>	<b>3</b>
<b>Last Approved Date</b>	<b>January 2023</b>
<b>Review Cycle</b>	<b>Annual</b>
<b>Review Date</b>	<b>January 2024</b>

An academy within:



“Learning together, to be the best we can be”



# 1. 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'. Ofsted assesses British Values both through the curriculum and through the school's SMSC (spiritual, moral, social and cultural) provision, along with citizenship. Within this, all schools are required to ensure that the curriculum actively promotes the fundamental British values of:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different cultures, faiths and other beliefs

# 2. British Values at Pennine View

At Pennine View School we embrace all aspects of British values throughout our whole school curriculum. These are taught explicitly through our Thematic curriculum, which incorporates PSHE, RSHE and RE and tutor times. Where appropriate it also links to other subjects such as English, Science and PE, as part of a broad and balanced curriculum. School also takes opportunities to actively promote British Values through whole school systems and structures, such as the election and running of a successful Pupil Parliament.

We believe the teaching of British Values should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- 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.
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further acceptance and harmony between different cultural traditions by enabling students to learn and have the knowledge of how to positively embrace and celebrate diversity and equality.



- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

### 3. Democracy

Democracy is an important value in our school. Pupils are taught about Britain's democratic parliamentary system, how they can influence decision making through the democratic process and how this can be applied to issues and situations which concern them.

We encourage pupils to become involved in decision making processes. They have the opportunity to have their voices heard through our Pupil Parliament, the Trust Cabinet and classroom activities. Pupils learn how to express their views and how to debate and defend their points of view.

### 4. Rule of Law

The importance of laws and rules, whether they are those which govern the class, the school or the country are consistently reinforced throughout the school day. We ensure school rules and expectations are clear and fair and help pupils to distinguish between right and wrong. Pupils are taught the values and reasons behind laws, that govern and protect us.

The behaviour system is reinforced through stickers, certificates, awards and DOJO points and pupil's efforts are shared in a weekly celebration assembly. If pupils make poor choices they are encouraged to reflect on their actions and address the situation restoratively where appropriate. Post Incident Learning is a strong feature of the schools work, enabling pupils and staff to reflect on their actions. The role of the police is also explored through PSHE and visits from the community help to reinforce these messages.

### 5. Individual Liberty

Pupils are encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our pupils to make choices safely, through the provision of a safe environment and planned curriculum. This can take the form of choices within activities, upper school options, lunchtime



activities or their general behaviour. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to do these safely, for example through Online Safety and PSHE/RE/RHSE lessons. We encourage pupils to take responsibility for their actions, as well as knowing their rights.

Staff promote freedom of speech through Oracy. Pupils are taught that their opinions are valued, as are the differing opinions of others. The school Anti-Bullying Policy promotes the understanding of what bullying is, and what pupils should do if they encounter incidents of bullying in school, which may affect their individual liberty.

## 6. Mutual Respect

Mutual respect is at the heart of our school ethos and is one of our school rules. All members of the school community treat each other with respect and staff reinforce the understanding that we are all equal with different qualities, backgrounds, interests and personalities. We teach our pupils to respect the many diverse faiths and beliefs that we have at Pennine View and embrace everyone's differences

Pupils will learn about their own and other people's feelings and become aware of the views, needs and rights of other children and adults. They learn social skills such as how to share, take turns, play, help others, resolve simple arguments. We take care of each other and the environment around us.

## 7. Tolerance Of Those Of Different Faiths And Beliefs

At Pennine View we go beyond 'tolerance', instead we promote acceptance, and celebration so differences can be embraced. This is achieved through enhancing pupil's understanding of their place in a culturally diverse society. We promote respect for individual differences, help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life. We will challenge prejudicial or discriminatory behaviour and discuss differences between people, such as those of faith, ethnicity, disability, gender of sexuality and differences of family situations.

Pupils are encouraged to celebrate diversity, recognise their own and others strengths, encounter, celebrate and appreciate difference. We have termly themed days, cultural celebration events and celebrate religious festivals. Sporting such as



the Olympics and World Cup are used to study and learn about life and cultures in other countries.

<b>Values</b>	<b>Evidence/Provision</b>
High expectations for all.	<ul style="list-style-type: none"> <li>• School vision and aims are displayed.</li> <li>• School rules are displayed and reinforced.</li> <li>• Staff reinforce school standards – Uniform. Behaviour, presentation.</li> <li>• Pupils know and understand their targets academically and personally and contribute to these with self-assessment.</li> </ul>
Mutual Respect	<ul style="list-style-type: none"> <li>• Pupil and staff show respect towards each other.</li> <li>• Pupils have a voice through School Council which meet regularly.</li> <li>• Staff listen to pupils and respond appropriately to their needs.</li> <li>• Behaviour for learning is evident in classrooms.</li> </ul>
Ethnic and Cultural Diversity	<ul style="list-style-type: none"> <li>• Our pupils are encouraged to recognise and respect all ethnic minority groups.</li> <li>• They are encouraged to recognise and respect social, ethnic, cultural differences and similarities</li> <li>• The curriculum content, displays and resources reflect ethnic and cultural diversity.</li> <li>• Celebrations of festivals of different cultures and religious beliefs are evident.</li> </ul>
Pupils have Rights as well as responsibilities	<ul style="list-style-type: none"> <li>• Pupils exercise leadership skills in school, through curriculum activities, sports leader, Pupil Parliament, Trust Cabinet.</li> <li>• Pupils are encouraged through SMSC to be aware of and articulate their rights and responsibilities</li> </ul>



	<ul style="list-style-type: none"><li>• Staff use restorative justice when appropriate to support consequence learning.</li></ul>
Pupils achievements	<ul style="list-style-type: none"><li>• Pupils work is displayed in classrooms and on corridors.</li><li>• Displays are kept up to date and in good condition</li><li>• Displays cover a range of academic, sporting, social and cultural achievements both in and out of school.</li><li>• Effort and success is celebrated through celebration assemblies, dojo points, shout outs, stickers and certificates.</li><li>• Regular communication between home and school focuses on pupil's efforts and successes.</li></ul>
The Role of Parents/Carers	<ul style="list-style-type: none"><li>• Parents/Carers visit by appointment and are seen promptly.</li><li>• Frequent communication with parents is conducted by Class Dojo, text and letters.</li><li>• The views of Parent/ Carers are actively sought</li><li>• A weekly newsletter is sent out.</li></ul>