



British Values Policy

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British Values

Abbey Park Primary Academy is part of a Multi-Academy Trust: Northern Education Trust. We are open to all, regardless of background or belief.

Our goal is to equip our children to be active citizens in British society. We will do this firstly by delivering the full breadth and balance of the National Curriculum. Secondly, we will create a fair and tolerant environment in which everyone is treated equally and respectfully, and in which rules are applied equally to all. In so doing, we aim to reflect the society in which our children live.

We also aim to be fully compliant with the Department for Education's expectation that all schools are required *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs"*.

We believe that we meet the DfE's expectations. The ways in which we seek to do this are set out below:

Democracy

We have a school Pupil Parliament which meets regularly. The council is composed of delegates – our M.P.P. - from KS2, elected annually by their classmates. Discussions take place in class about the qualities we would expect to see in a representative. Questions are invited, such as:

- *What makes a good councillor?*
- *Can you vote for yourself?*
- *Should we vote for our friends?*
- *Might it be better to vote for someone else if they have the qualities of a good councillor?*

As children progress through school, different systems of voting are explored – for example, younger children would choose by means of a show of hands; older children would use a secret ballot and so on. As the children grow, the merits of different voting systems are discussed and the children are invited to explore the best way of resolving issues such as:

- *What happens if there's a tie?*
- *What do we do if someone has the largest number of votes but doesn't have a majority?*

Each class has the opportunity to meet with their councillors to discuss the issues which affect them. The councillors meet with staff regularly, including the Head, to discuss issues raised in class council meetings and to agree on fund-raising efforts, both for the school and for good causes.

Children learn about democracy through the curriculum. For example, children may learn about how laws can be changed or introduced, such as the Factories Act of 1833, or how the power of the monarchy was limited by the signing of the Magna Carta in 1215.

Periodically – for example, during a General Election campaign or a referendum - lessons and assemblies, appropriate for age groups, will be planned, to raise awareness of how democracy works in the nation as a whole.

The Rule of Law

Children are taught from entry, that we have rules. The precepts behind those rules are that:

- They exist to make sure that our school is a safe, happy place to learn.
- They apply equally to everyone.
- There are sanctions for breaking rules and they're the same for everyone.
- Sanctions should be applied only where procedures have been followed.

Our school rules are:

- Be polite
- Listen to others
- Do as adults ask
- Think safe, keep safe
- Look after our school
- Try your best

All children are expected to adhere to these rules.

Individual Liberty

We live in a free society in which we can make choices. One of the core benefits of British society is that we are free. We can believe as we wish, speak freely and travel freely. We give our children the opportunity to exercise these freedoms, by:

- recognising the diversity of beliefs in our land
- organising off site visits including residential visits to other parts of the country
- encouraging children to give voice to their opinions in and outside the classroom
- Participating in our annual Pupil Satisfaction Survey

Our children are encouraged to have a voice in school, both in lessons and in the wider school environment, subject to our rules on fairness and honesty. They are also expected to respect the beliefs and views of others, even when they don't agree with them. In this way, we aim to bring our children to an appreciation of the benefits of a free society. As they grow, our children are encouraged to know, understand and exercise their rights and personal freedoms.

Individual liberty also involves the making of choices. It is essential that our children gain an understanding that some choices are more likely to result in a happy, healthy and productive

lifestyle than others. We aim to help our children develop the life skills necessary to recognise and control risk both in and outside school.

Our children are actively encouraged from an early age to make choices – for example, from our lunchtime menu or when choosing rewards.

In addition to learning how to choose healthy options at lunchtime and at breaks, children are taught about lifestyle choices in science, PE and PSHE. During these lessons, children will learn how exercise will promote health and longevity, how certain substances can be injurious to health and how to avoid peer pressure when making choices.

Our eSafety policy recognises the fact that children make choices online and are doing so at an increasingly early age. We are committed, therefore, to making sure that children recognise risk when they encounter it and are aware of what they should do to avoid these risks.

Mutual Respect

Mutual respect is at the heart of our values. Our school rules place fairness at the heart of our behaviour.

As a staff, we aim to provide a model of mutual respect at all times: people may have different jobs in school but all are entitled to respect and courtesy. This model of respect and courtesy extends outside school as well, both to our parents and to members of the public and those that we may encounter when learning outside the classroom.

We value and celebrate the feedback we receive from those who meet our children when visiting us or when we're learning outside the school environment. We encourage our children to take pride in the positive comments they receive, both individually and as a school.

In the classroom, all children are treated equally. Children will always be encouraged and the language we choose when speaking to children or in writing will always reflect this. We will always seek to encourage and never belittle children or make them doubt their self-worth. Children are expected to treat each other the same way.

Children learn that, whilst they have freedoms as described in the section on personal liberty, their behaviour has an effect on their own rights and those of others. They are expected to exercise their rights in a way which respects the rights of others.

Tolerance of those of Different Faiths and Beliefs

It is essential that our children are equipped with a knowledge and understanding of the society in which they live. Religious Education at Abbey Park Primary Academy gives our children an understanding of the beliefs and traditions of people from other faiths. We acknowledge that parents have the right to withdraw their children from Religious Education, but we encourage them not to do so. We want our children to be secure in their own faith and to be knowledgeable of and

respectful of others. We follow Calderdale's Agreed Syllabus for Religious Education. We ensure this happens by having the annual 'Multi-Faith' week where children visit various places of worship from other faiths.

We recognise the importance of our children's faith background in their own lives.

We will, however, promote diversity through our celebrations of different faiths and cultures. This will include raising awareness of the traditions and celebrations of others and visiting places of worship that are important to different faiths.

When our children grow, they will live and work side by side with others, from other faiths and, it is to be hoped, they will welcome them as equals and friends. Learning about the faith of others will enable our children to understand those they will meet in later life.

Most of our children are British citizens. Many who arrive in Britain during childhood will become British citizens. To function fully in society, it is necessary to have some understanding of the society in which one lives. An understanding of other faiths provides an essential 'cultural literacy', without which our children would grow up in a land surrounded by people, institutions and traditions about which they know nothing.

Summary:

Each person has different identities which make them who they are. We have the identities we're born into – our religions, our traditions, our families. We also have an identity as citizens of the country in which we live; its institutions, values and culture.

Our children must learn to value both sides of their identity. They have the right to be strong and secure in their own faith and have an understanding of their background and heritage. They have a need to understand the society of which they are members and this includes the acceptance of others who may be unlike themselves.

With the right encouragement, our children can harmonise both identities, overlapping them whilst keeping each of them whole.

Our children are born into a changing world and will learn their own responses to that change, long after they have grown and left us. We believe that we can best prepare them for the future by equipping them with a solid grounding in their own faith and culture and a sound understanding of the society around them.