

British Values Policy

Griffin Park Primary School

2024



Written by	Jeannine Astley
Ratified by Governors	
Date for Review	Sep 2026
Signed – Chair of Governors	
Signed – Headteacher	

This policy has been impact assessed by Jeannine Astley in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Intent

This policy sets out the framework in which Griffin Park Primary will ensure that we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

These values are explicitly taught through the RE and RSHE curriculum, and are further nurtured through our school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding. A variety of other lessons and celebrations also contribute to the promotion of British values.

Aim

Through our policy and procedures, we aim to ensure that our pupils have:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Education (Independent School Standards) Regulations 2014
- Ofsted (2019) 'School inspection handbook'
- DfE (2014) 'Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information'

This policy operates in conjunction with the following school policies:

- Prevent Policy
- Behavioural Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy

- Disciplinary Policy and Procedure
- Prevent Duty Policy

Equality Impact Assessment

Under the Equality Act 2010 and 2017 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Implementation

Roles and Responsibilities

- The leader is responsible for the overall implementation of this policy and for ensuring that the British values are upheld throughout the school.
- The leader will ensure that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.
- The Head teacher is responsible for disciplining staff who do not uphold British values, in line with the Disciplinary Policy and Procedure.
- Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.
- Pupils are expected to treat each other and staff with respect, in line our school's Behavioural Policy.

Democracy

Pupils have numerous opportunities to have their views heard, including through:

- Pupil questionnaires
- The school council
- Regular well-being questionnaires

Our pupils are also encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

The rule of law

Our school has a high regard for the laws that govern and protect the school, the responsibilities that this involves, and the consequences when laws are broken. All pupils are involved in the creation of school rules to inspire them with this understanding.

Pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their wellbeing and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law.

We are able to organise visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.

We understand the importance of promoting British values through a comprehensive and unprejudiced curriculum.

Individual liberty

We support pupils to develop their self-knowledge, self-esteem and self-confidence. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and how to exercise these safely.

Pupils are taught to respect the rights of others and to consider their responsibilities toward other people including taking responsibility for their behaviour. Within school, pupils are actively encouraged to make choices. As a school we educate and provide boundaries for pupils to make choices safely through provision of a safe and secure environment and empowering education. Whether it is through choice of challenge, or of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. We welcome freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and challenging stereotyping of others. We implement and actively promote a strong anti-bullying culture and invite visitors into school to support our anti-bullying policy.

Mutual respect and tolerance of those of different faiths and beliefs

Respect forms a core pillar of our school's ethos. Pupils are treated with respect and learn to treat each other and all members of staff with respect.

We acknowledge that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally-diverse society and the opportunity for pupils to experience such diversity. Throughout the year, assemblies are held focussing on bullying, with reference to prejudice-based bullying, and discussion is encouraged. Tolerance of those of different faiths and beliefs is supported by the RE and RSHE curriculum. We also encourage pupils from different faiths or religions to share their knowledge with their peers to enhance their learning and have the opportunity to visit a variety of places of worship.

Challenging views that go against British values

Griffin Park openly challenges opinions and behaviour, demonstrated by both staff and pupils, which go against British values. We adopt a zero-tolerance approach towards discriminatory and prejudicial behaviour. Any pupils displaying this behaviour will be disciplined in line with the Behavioural Policy. Referrals regarding pupils that may be at risk of radicalisation will be made in accordance with our Prevent Policy.

Staff training

Members of staff are made aware of their responsibilities in terms of British values during their induction and through additional training. Staff will be offered the opportunity for further training on upholding the values in this policy.

Safeguarding Statement

At Griffin Park we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Griffin Park. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Wellbeing Vision

At Griffin Park we recognise the importance of emotional wellbeing. We understand that the wellbeing of our children is affected by the wellbeing of the adults they interact with, therefore it is essential that we help protect and promote the emotional health and wellbeing of each and every member of our school community.

Date of Policy: Nov 2021

Policy Review Date: Sep 2022