



NEWHAM BRIDGE BRITISH VALUES POLICY

Reviewed: Spring 2015

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Signed: _____ Headteacher

Signed: _____ Chair of G.B. R.A. Committee

Schools, through their curriculum, are legally bound to actively promote the fundamental British values.

British values are:

Ofsted version	DfE version
• democracy	• respect for democracy and support for participation in the democratic process
• the rule of law	• respect for the basis on which the law is made and applies in England
• individual liberty	• support for equality of opportunity for all
• mutual respect and tolerance of those with different faiths and beliefs	• support and respect for the liberties of all within the law
	• respect for and tolerance of different faiths and religious and other beliefs

How can this be done at Newham Bridge Primary School?

- **‘actively promote ...’**
 - Focus on, and show how, the school’s work is effective in securing these values
 - Challenging pupils, staff or parents who express opinions contrary to British values

- **Democracy – what do we do?**
 - Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
 - Teach pupils how they can influence decision-making through the democratic process
 - Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
 - Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
 - Organise visits to the local council(Town Hall), Parliament and Mayor
 - Hold ‘mock elections’ so pupils learn how to argue and defend points of view
 - Help pupils to express their views
 - Teach pupils how public services operate and how they are held to account
 - Model how perceived injustice can be peacefully challenged

- **Rule of law – what do we do?**
 - Ensure school rules and expectations are clear and fair
 - Help pupils to distinguish right from wrong
 - Help pupils to respect the law and the basis on which it is made
 - Help pupils to understand that living under the rule of law protects individuals
 - Include visits from the police in the curriculum
 - Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
 - Develop restorative justice approaches to resolve conflicts

- **Individual liberty – what do we do?**
 - Support pupils to develop their self-knowledge, self-esteem and self-confidence
 - Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
 - Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence

- Challenge stereotypes
- Implement a strong anti-bullying culture

- **Respect and tolerance – what do we do?**
 - Promote respect for individual differences
 - Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
 - Challenge prejudicial or discriminatory behaviour
 - Organise visits to places of worship (Mosque, Church, Hindu Temple)
 - Develop links with faith communities (Mr Barber, Ms Liversidge)
 - Develop critical personal thinking skills
 - Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers

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B Hewitt-Best

