

## Promoting British Values

### 1. Introduction: The Increased Importance of British Values

In 2014 the Department for Education published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. As a result, schools now have a duty to 'actively promote' the fundamental British values' which were first set out in the 'Prevent' strategy in 2011.

Schools must demonstrate a clear strategy for embedding these values and be able to evidence the efficacy of their approaches. Ofsted now takes the work of schools in this area into account during inspections.

### 2. What are British Values?

The fundamental British Values can be summarised within the following areas:

- I. The principles of democracy
- II. The rule of law
- III. Individual freedoms, rights and responsibilities
- IV. Mutual respect and tolerance irrespective of difference, including but not limited to those who are protected against discrimination by the Equalities Act of 2010.

### 3. Who is responsible for promoting British Values?

It is the responsibility of:

- i. The Principal to incorporate the development and importance of fundamental British Values into the school ethos and vision statement.
- ii. The Vice Principal to deliver whole-staff Prevent training
- iii. SLT members to write and review new and existing policies in respect of the 2014 legislative change
- iv. The Curriculum Leader for Citizenship to plan schemes of work that **explicitly** teach fundamental British Values
- v. All Curriculum Leaders to plan for and identify through the SMSC audit opportunities for the promotion of fundamental British Values
- vi. Phase Leaders and Heads of Year are responsible for the organisation of whole-school Citizenship Days with a primary focus on fundamental British Values
- vii. Phase Leaders, Heads of Year and SLT members to create whole-school and year assemblies that promote values literacy

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- viii. Tutors to deliver planned guidance time activities which inaugurate fundamental British Values discussion
- ix. Teaching staff to deliver interventions (in the same way as any other vulnerable groups are provided for) where students with attitudes contrary to fundamental British Values are identified
- x. Every member of teaching and support staff at Stanchester Academy to actively promote British Values in the following ways:
  - a. To consciously role-model British Values through their own interactions with students and colleagues
  - b. To promote the 6C literacy and emphasise their intrinsic importance for British Values
  - c. To adopt a 'no tolerance' stance when behaviours occur which are at odds with fundamental British Values and to address it in accordance with the Stanchester Academy Behaviour Policy, the Prevent strategy and the Child Protection policy, where appropriate.

**4. How will we measure the efficacy of our strategies?**

- i. An increasingly confident student body who are able to discuss and debate issues relating to fundamental British Values
- ii. A firmly embedded 6C literacy and student ability to explain the importance of 6Cs to lifelong learning and success in British society
- iii. Student Voice opportunities for students of minority groups to establish how safe, secure, confident and valued they feel as members of the school community
- iv. Increased number of students applying to take on leadership positions, ensuring minority group students are represented within the field
- v. Increased number of students opting for GCSE Citizenship
- vi. Increased number of students achieving the Stanchester Baccalaureate Silver and Gold awards
- vii. Increased number of students participating in charitable and/or lobbying organisations such as Amnesty International
- viii. A very low number of student incidences that are motivated by discriminatory factors.
- ix. The development of ideology of any student, who on entry to the school exhibits behaviours not characterised by British Values, can be evidenced through behaviour logs.