



THE PRIORY PRIMARY ACADEMY TRUST	DATE AGREED	SPRING 2023
POLICY AND PROCEDURE STATEMENT	REVISION DATE	SPRING 2025
 The Priory Primary School 		
British Values Policy		
HEAD TEACHER	MATT WALSH	
CHAIR OF GOVERNORS	PRUBIE SAHOTA	

Edits and Changes

May 2023	Adapted Buddy section and took out reference to prefects

Objectives of this Policy

This policy outlines the important role British Values plays at the Priory Primary School and how these core principles, plus our own unique school values will be imparted to our pupils and wider community.

Rationale

The Priory Primary School is committed to actively promoting core British Values and serving its community. We recognise that this includes challenging opinions or behaviours in school that are contrary to these core values. We recognise the multi-cultural, multi faith and ever- changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or any of the protected characteristics. The Priory Primary School is dedicated to preparing pupils for their adult life beyond the formal curriculum and ensuring that we promote and reinforce British Values to all pupils.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

Aims and Objectives

At The Priory we aim to:

- Actively promote the fundamental British values of
 - democracy
 - the rule of law
 - individual liberty
 - mutual respect
 - tolerance of those with different faiths and beliefs

- Encourage pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Ensure that key principles are actively promoted which:
 - Enable pupils to develop their self-knowledge, self-esteem and self-confidence

 - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England

 - Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely

- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- Prevent the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. This should be:
 - While they are in attendance at the school
 - While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school
 - In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere
 - Protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology etc.

Roles & Responsibilities

The Governors and staff at Priory Primary School will:

- Ensure that fundamental British values are embedded as an integral part of the ethos and culture of The Priory Primary School
- Challenge opinions or behaviours in school by pupils, staff, visitors, volunteers or parents that are contrary to fundamental British values, including extremist views
- Ensure that all visitors to The Priory Primary School are screened to ensure that they do not attempt to promote systems that undermine fundamental British values including extremism or radicalisation
- Ensure that our pupils understand that living under the rule of law protects

individual citizens and is essential for their well-being and safety and that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law

- Teach our students about the democracy and the rule of English civil and criminal law and will not teach anything that undermines it
- Ensure all students within the school, regardless of age, have a voice that is listened to
- Demonstrate how democracy works and by developing an understanding of how citizens can influence decision-making by actively promoting democratic processes such as electing a school council whose members are voted for by the students
- Reinforce fundamental British values through the SMSC programme, PSHE curriculum, Citizenship curriculum and the assembly programme
- Ensure that our students are taught a balanced RE curriculum, that is broadly Christian but, which also takes account of the teaching and practices of the other principal religions represented in Britain
- Ensure that our pupils understand that the freedom to choose and hold other faiths and beliefs is protected in law
- Ensure that we develop a tolerance and understanding of different faiths, cultures and beliefs by visiting places of worship, inviting visiting speakers to the school and using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- Enable our students to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to our local community and life in modern Britain
- Enable our pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in the community of the school. E.g. supporting younger children in lessons and delivering extra-curricular activities
- Deliver a balanced programme of assemblies and reflection sessions which promote students' Spiritual, Moral, Social and Cultural development, providing clear guidance on what is right and what is wrong
- Ensure an understanding of the importance of identifying and combatting discrimination, extremism and radicalisation
- Ensure that there are effective risk assessments and screening policies and procedures in place to safeguard and promote pupils' welfare against the threat of extremism and radicalisation.

Embedding British Values

The Priory Primary School uses strategies within the National curriculum and beyond to secure the development of the five British Values for pupils. The examples that following show some of the many ways The Priory Primary School strives to consistently embed British values.

Democracy

School Council

Children are involved in a democratic voting process to elect members of the School Council. 2 members of each class from Year 2 upwards are elected members of the school council and their photographs are displayed on the Council's notice board. The meetings are chaired by a member of Year Six and notes are taken by a secretary, also from Year 6. The minutes are posted on the board and are discussed by the staff at their staff meetings. Once a year, the school council meets with the Governing Body.

School Rules

At the beginning of each year, children from each class discuss appropriate behaviours and draw up a short class charter of agreed rules.

Pupil Voice

The children of The Priory Primary school have an active voice – both through the school council and also in their own right with regular surveys and questionnaires (throughout the year and in regards to specific chance) – for example the children of the school all helped decide if there would be a change to the names of the Houses and also helped form the school's main Values and Vision statement.

Mutual Respect

All children learn to have respect for themselves, other people and the world around them. We foster a positive attitude to life and work and we value politeness and good manners. Our aim is that all children will leave the school as happy, confident, articulate and numerate individuals who are well equipped for life in the 21st century. We are proud of all our children and encourage them to achieve their best academically in a safe and caring environment

We believe that all the children should take pride in their school. Although not compulsory, all children wear a traditional uniform with a tie and many items bear our school crest of the Priory church. We encourage the children to remain smart throughout the school day, giving gentle reminders that shirts should be tucked in and ties and top buttons fastened up. Our distinctive blazer and tie makes the children instantly recognisable both in the school grounds, when visiting other schools and when out with staff or parents in the local community. The blazer is worn by many of the children and it acts as a constant symbolic reminder of the values of the school.

Mutual respect is embraced throughout the curriculum by providing the opportunity for pupils to express their views in a safe environment with The Priory's ethos being one that values all pupils' views and respects the beliefs of all pupils.

Individual Liberty

Children have key roles and responsibilities in school and there are a number of highly important systems that underpin our ethos.

The House System

On entry to school, the children join one of three houses, Kestrel, Hawk or Falcon. Each house has its own captain and vice-captain, annually selected via an interview procedure by the staff. Each week, the children earn house point tokens for good behaviour, manners, effort and attainment. The children are proud to be a member of Kestrel, Hawk or Falcon and there is friendly rivalry between the houses. Occasionally, the children work in house groups rather than year groups, providing useful opportunities

to work not only with their peers but with those older or younger than them. Children in Year 6 are appointed to House and Vice House Captainship following a short interview with staff.

Sports Captains

There are 6 Sports Captains, 2 for each house. Any child in Year 6 interested in being a Sports Captain is required to submit a letter of application which is reviewed by the Year 6 teacher and Head Teacher. The captains are then chosen on merit and are in post for a year. They are responsible for ensuring that all our children have an equal opportunity to access sport at lunchtimes and they assist the PE coordinator with tasks relating to sport.

Buddies

Year Four are buddies to the children in the Reception class. At the beginning of the new school year, a Year 4 child is paired with a Reception child - not only does this help the older children to be responsible, it also ensures that the younger ones settle quickly into school. Children in Year 1 retain their buddies, now Year 5 as reading partners.

Art Councillors / Eco Councillors / Digital Leaders

Are all examples of roles the children can nominate themselves for to better key aspects of the school.

Class Monitors

Each class has its own system for carrying out simple everyday tasks such as returning the register to the office; collecting and distributing books etc, enabling all children to be helpful members of the school community.

Making choices is a fundamental part of “individual liberty” and children are required to make choices throughout the school day, from what to eat at lunch time to what club to attend. We have a creative curriculum which encourages children to use their first hand experiences and simple information sources to answer questions; to know where to find information using strategies such as scanning, skimming and using an index to locate information and to record this information in a given or devised format. It helps children to develop reasoning skills; to predict and anticipate events; to use the language of sequence, similarity and difference, cause and effect and to recognise and challenge assumptions. It encourages children to express their own views, opinions and preferences; to justify them; to develop their own criteria and use them to make judgements and to evaluate the quality of an outcome.

Our overall aim is a to develop the children’s personal, social and citizenship skills; to empower them so they have control over what they choose to do; to increase their knowledge; to promote their self-esteem and self-confidence; to help them value themselves as worthy citizens contributing positively to their community; to raise awareness of their own feelings, attitudes and abilities and to prevent harm to themselves and others.

Tolerance of those of different faiths and beliefs

We believe that it is important that the children understand not only the context of the school but also appreciate how they may contribute to society and to the world beyond school. We hope that the skills children will acquire include decision making; communicating; building self-esteem; developing relationships; dealing with conflict; problem solving; self-awareness and assessment; pressure resistance and critical thinking.

We have a focus on Christian values and we follow the Hampshire “Living Difference” RE syllabus. In previous years, our children’s artwork depicting various World Religions has been selected for inclusion in the Hampshire County Council Inter Faith calendar.

We encourage the children to celebrate differences; we value each child equally and encourage them to do the same. We consider this a strength of the school. All children learn to have respect for themselves, other people and the world around them. We foster a positive attitude to life and work and we value politeness and good manners. Our aim is that all children will leave the school as happy, confident, articulate and numerate individuals who are well equipped for life in the 21st century.

The Rule of Law

Knowing the difference between right and wrong is fundamental to the teaching in any primary school. We have clear guidelines for children's behaviour and these are fairly and consistently applied. We will always speak courteously to children and we reserve raised voices for emergencies only. We listen to what children have to say and take their opinions seriously. There is an emphasis on politeness and good manners; children's eagerness to hold doors open for their peers as well as for adults was noted at a school inspection.

A usual feature of the school day is the relaxed banter between staff and children. Children are clear where the boundaries are and know not to overstep them and as a result, the atmosphere that pervades the school, whilst purposeful, is also relaxed.

We work hard to maintain our reputation as an outstanding local primary school and we believe that excellent relationships form the foundation of a successful school.

We have a good relationship with external agencies such as the local police and the school nursing service whose input helps children to make the right choices in life. We encourage children to develop leadership skills and to learn how to cooperate as a group. Children experience feelings of awe and wonder and develop confidence through the acquisition of new skills and the consolidation of old ones. They have a positive attitude towards learning new skills; they enjoy coming to school and this helps with their classroom learning.

We encourage all children to have a Growth Mindset and "have a go" – the skills they learn and the experiences they have will provide a great basis for a lifelong love of learning.

There is a short weekly assembly on a Friday afternoon that explicitly celebrates and reflects upon these core British values, which are intrinsic to our school.

Tolerance of those of different faiths and beliefs

This is achieved through equipping pupils with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Pupils benefit from a number of international visitors, including pupils from other countries and cultures. Additionally, pupils are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the calendar year. The Religious Education curriculum provides a broad and balanced education on a range of faiths, religions and cultures.

At The Priory we are committed to actively promoting British values, which complement our own vision and values. This forms part of our wider work in school with children in relation to their Spiritual, Moral, Social and Cultural education (SMSC). At the heart of these values, lie good relationships in which teachers and students work together towards common goals.

Linked Policies:

Equality Policy

Staff Code of Conduct