



Battle Primary Academy  
Empowering Opportunity

Name of Policy	Statement of British Values
Scope of Policy	Every member of the Battle Primary Academy Community
Approved by	Principal
Date of Approval	March 2019
Review period	Three Years
Review Date	March 2022

GROWING STRONGER TOGETHER



**THAMES LEARNING  
TRUST**

## Statement of British Values

### 1.0 - Introduction

**1.1** - Battle Primary Academy is required under section 78 of the Education Act 2002 to promote the spiritual, moral, mental and physical development of pupils. As of November 2014, schools also need promote fundamental British values as part of the school curriculum.

**1.2** - Battle Primary Academy is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has 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.

**1.3** - It follows 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 similar. Battle Primary Academy is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

**1.4** - The government set out its definition of British values in the 2011 Prevent Strategy.

**1.5** - Pupils are expected to display knowledge of the fundamental aspects of British values.

**1.6** - The government has outlined their expectations, stating that pupils should:

- Understand the democratic process and how citizens can have a say in decision making.
- Recognise the advantages to living under the rule of law and how law is essential for a safe society.
- See that there is a separation of power and why it exists.
- Understand the reasons for accountability of institutions and why courts maintain independence.
- Know why freedom of religion protects all faiths, as well as those with no faith.
- Accept that people who hold different religious beliefs should be tolerated and not be discriminated against.
- Value the importance of identifying and combatting extremism.

**1.7** - Battle Primary Academy not have to promote or teach any particular belief, view or way of life that contradicts our outlook or ethos; however, we will not promote discrimination, or accept intolerance against people or groups, on the basis of their belief, opinion or background.

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### 2.0 - Strategies to Instil British Values

2.1 - The academy uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Battle Primary Academy seeks to instil 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
- Hold ‘mock elections’ so pupils learn how to argue and defend points of view
- Involve pupils in decision making. E.g. – selection of Pupil Leadership team
- Conduct pupil surveys to evaluate progress
- Help pupils to express their views
- Model how perceived injustice can be peacefully challenged
- Democracy is shown through the selected history topics
- Circle Time and discussion groups

#### The Rule of Law – what do we do?

- Ensure school rules and expectations are clear and fair
- Classroom Code of Conduct agreed each year
- Promote school rules through positive reinforcement and clear consistent display
- 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 and other services across the year
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws

#### 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
- Celebrate notable historical figures (e.g.- Rosa Parks) in assemblies and through a thematic approach to learning
- Challenge stereotypes
- Ensure a strong anti-bullying culture, including anti-bullying week
- E-Safety promoted through focus weeks and display/active monitoring

#### Mutual Respect – 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
- Learning to disagree in a respectful way
- Develop critical personal thinking skills

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### Tolerance of Those of Different Faiths and Beliefs – what do we do?

- Study and share practices of individual religions
- Develop links with faith and other communities through RE and working alongside children and their families
- Organise visits to a range of places of worship including the local church and mosque
- Invite members of the faith community to deliver assemblies linked to school themes
- Reference religious events in school, e.g. – Christmas, Diwali, Eid, Hanukah, etc

### Identifying Radicalisation – what do we do?

- Deliver regular school training for staff (Prevent)
- Promote an open culture which encourages children to report any concerns they have as a responsibility to themselves and others