

British Values Policy

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Signed by:





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1. Core Values and how they link with this policy



The British Values Policy has been written to help foster an environment that embraces and celebrates difference and ensures that all pupils are safe and embody practice that supports our Vision, Mission and Core Values. At James Brindley Academy everyone is expected to **THINK DIFFERENTLY** to inspire young people to overcome all barriers and achieve their dreams.

James Brindley Academy is committed to the principles of **ethical leadership** in implementing this policy, and this includes all trustees respecting the rights of our young people as set out in the **UNICEF Charter**. Our actions will be consistent with all the JBA values and ethos.



JBA Core Values	How this code addresses these values
THRIVE – We create a positive environment where we thrive and succeed	The policy sets out how we celebrate life in modern Britain and promote the values that allows us to thrive in school, this city and the wider country.
HIGH ASPIRATIONS – We have high aspirations for ourselves and others	We have the highest aspirations for our young people and each other and educate all to promote and hold British Values in our decision-making process.
INCLUSION – We are inclusive in all we do and celebrate our differences	This policy is at the heart of inclusion. Celebrating our similarities and differences.
NURTURE – We educate our young people and staff to nurture their emotional health and wellbeing	This policy is used to help us all develop an understanding of the country we live in and how we grow up to be an active member of the community.
KEEP SAFE – We ensure that keeping safe and the safety of others is paramount	This policy helps us to keep safe by understanding how to operate as an effective member of society in Modern Britain.

2. Aims

The academy aims to:

- Highlight how James Brindley Academy provides pupils with an understanding of British Values to lead a life as an active and healthy citizen.

3. Purpose

This policy specifically explores

- How British Values fit into and form the curriculum.
- How Spiritual, Moral, Social and Cultural development is woven into the curriculum

4. Scope

This applies to all staff, agency staff, pupils, trustees, volunteers and contractors and how they live their life and promote the values of being a British citizen.

5. British Values in the Curriculum

At James Brindley Academy, we actively promote positive, inclusive values as we know that most of our young people have experienced challenges in their previous education setting. These values include:

- democracy,
- the rule of law,
- individual liberty,
- mutual respect for and tolerance of those of different faiths and beliefs.



We believe British values are those values expected of anyone living in Britain, regardless of their nationality, culture or religious belief. James Brindley Academy works to promote positive values through the ethos and life of the academy, its broad and balanced curriculum, and through social, moral, cultural and spiritual development.

5.1 Democracy

Democracy is embedded at our school by:

- Each young person has a key worker whose role is to always “hear” the child.
- Teaching listening skills
- Providing choice to pupils within the curriculum such as Wellbeing Wednesday
- School Council & School Parliament; the elections of the School Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.
- Personal Development lessons
- Subject’s Cross Curricular links

5.2 Rule of Law

The importance of laws are consistently reinforced throughout our school day through:

- Our school assemblies and form time activities
- When dealing with behaviour
- We involve pupils in setting codes of behaviour
- Personal Development lessons
- Visits from the Police, Fire Service etc.
- Our restorative justice approach helps us to resolve conflicts.
- Subject’s Cross Curricular links

5.3 Individual Liberty

Within school, pupils are actively encouraged to make choices through:

- Creating safe and supportive environments.
- Personal Development lessons
- Teaching about Human Rights and the Unicef Rights of the Child
- Religious Education
- Subject’s Cross Curricular links
- Differentiation for individuals to access the curriculum
- Assemblies and form time activities

5.4 Mutual Respect

Developing pupils respect of others through:

- Promote each pupil’s inclusion in activities
- Creating settings and locations that are appropriate to them individually to meet their needs.
- Opportunities to work with pupils across sectors, or other professionals e.g. coaches, theatre groups etc.
- Transition activities



- Community activities to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.
- Form time activities and assemblies
- Religious Education
- Subject's Cross Curricular links
- Personal Development Lessons
- School Council and School Parliament

5.5 Tolerance of different faiths and beliefs:

Each person is respected and valued equally without regard to ability, gender, faith, heritage or race through:

- Cultural appreciation and development forms part of our curriculum.
- Encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others
- Assemblies and form time activities
- Visits to local attractions and places of worship.
- Sporting activities which helps to instil 'fair play' and engender a 'team spirit'.
- Personal Development activities
- Subject's Cross Curricular Links
- School Council and School Parliament

6. Spiritual, Moral, Social and Cultural (SMSC)

James Brindley Academy has a strong commitment to the personal and social development of all young people. The academy's vision and values, put together by all the staff, supports spiritual, moral, social and cultural characteristics in all young people.

Spiritual development is when we:

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral development is when we:

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social development is when we:

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural development is when we:

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

SMSC development is seen for example in:

- Taking part in a range of activities regarding social skills
- Developing an awareness and respect for diversity
- Developing and appreciation of theatre
- Developing an understanding of right and wrong.



- Developing the communication skills to make choices about likes/dislikes in school then in wider community visits.
- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.

SMSC is embedded across the school and is highlighted in Subject's Cross Curricular links documents.

Beyond the Curriculum

We are also committed as a school to developing SMSC beyond the curriculum. This is done through:

- Arts, Music and Cultural Specialists visits to school over the year
- Assemblies give pupils an opportunity to explore aspects of SMSC
- Our Arts Department have forged strong links with Birmingham Open Media and facilitate a wide range of projects and opportunities within the local community.
- We are a UNICEF Rights Respecting School. More information on this can be found on www.unicef.org.uk/rights-respecting-schools

If you require additional information about promoting British values and preventing extremism or radicalisation please explore the following link which has a section specifically for parents: <http://www.educateagainsthate.com/>

Impact

In order to reflect further on the impact of all our work on SMSC:

- We engage trustees, families and community
- Hear our pupil voice
- Observe staff and pupil interactions
- Support Social Behaviour
- Complete learning walks reflecting on resources and practices.

6. Monitoring arrangements

This policy will be reviewed every 3 years by Senior Leadership Team.

7. Links with other policies

This policy links to the following policies and procedures:

- Equality and Diversity
- Curriculum
- Positive Behaviour
- No Platform Policy