



BIRMINGHAM CITY UNIVERSITY ACADEMIES TRUST

BRITISH VALUES POLICY

Birmingham City University Academies Trust is committed to serving the community. We recognise the multi-cultural, multi-faith and ever-changing nature of Britain. We also understand the vital role we play in ensuring that groups or individuals within our academy community are not subjected to discrimination, intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

In June 2014, the Department for Education reinforced the need for “all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

Birmingham City University Academies Trust actively promotes British Values. As defined by the government within the 2011 Prevent Strategy, these are the values of:

- Democracy
- The rule of law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

As well as actively promoting these values through the curriculum, routines and individual academy policies this also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

This policy document provides an overview of the activities expected of each academy within Birmingham City University Academies Trust, and beyond this policy each academy will determine other specific activities to promote British Values relevant to their pupils.

Democracy

Pupils should develop an understanding of how citizens can influence decision-making through the democratic process, how democracy and the law works in Britain, and how this compares to forms of government in other countries. Examples of how democracy is reinforced are found below.

- Each Academy has an elected school council which meets regularly to discuss issues raised. The council are able to make their own decisions on school improvements and is genuinely able to effect change within the school. Every child on the student council is voted in by their class or year-group.

Owner of Policy	Human Resources
Legislation Status (Statutory / Non-Statutory)	Non-Statutory
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- All children complete a termly questionnaire in which they are able to share their opinions about their own learning and the Academy in general. These are analysed by class teachers and senior leaders to identify positive patterns and/or areas of concern which need to be addressed at class, year group or whole school level.

The Rule of Law

Pupils should develop an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. This enables pupils to learn right from wrong and to respect the civil and criminal law.

Pupils develop an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence. Examples of how the rule of law is reinforced are found below.

- The importance of rules to maintain safety and a positive environment for all are consistently reinforced in the classroom as well as at whole school level. Pupils are taught to understand the need for laws within society, the responsibilities that this involves and the consequences when laws and rules are broken.
- Pupils follow a positive behaviour policy and clearly understand the rewards and sanctions that are used. Assemblies and discussions in class and at an individual level focus on recognising right from wrong

Individual Liberty

- Pupils are encouraged to be independent learners and encouraged to make choices, within a safe and supportive environment. Pupils are encouraged to understand their personal freedoms and are taught how to use these rights to the best effect. Pupils regularly participate in fundraising events to support charities, whether local, national or global.
- The positive school environment, adult modelling and strong relationships between staff, pupils and parents reinforce children's understanding of how to be considerate to others and to live in a tolerant and supportive community.
- The E-safety strand of the computing curriculum enables pupils to make choices in a safe manner, whilst the Religious Education Curriculum encourages pupils to show respect for the beliefs of others, discuss what they have learnt and have confidence in their own religious beliefs.

Mutual Respect

- Pupils are supported to develop an age appropriate understanding of the importance of identifying and combatting discrimination.
- These principles underpin every aspect of school life including curriculum design, the behaviour policy, and are promoted to children and staff alike.

Tolerance of Different Faiths and Beliefs

- Pupils develop an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

- Pupils understand that other people with different faiths or beliefs should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- Pupils learn to understand their place in a culturally diverse society. This is achieved through the Religious Education curriculum and the SMSC strands which run throughout the curriculum as well as the ethos and routines of each academy.
- Assemblies and class work promote the diversity of society and the right for each person to be respected and valued equally regardless of ability, gender, faith, heritage or race. Members of different faiths or religions are invited to the academies to share their knowledge and enhance learning within assemblies and in class.

Examples of other activities which are incorporated into the routines of each academy, depending in the age and ability range of the pupils:

- Pupils are involved in drawing up their class rules and the rights associated with it.
- Wider pupil leadership, such as monitors and mentors.
- Newly elected School Councillors visit Birmingham Town Hall to see how local Government is organised.