

# Britishness Policy



<b>Policy Title</b>	Britishness Policy
<b>Policy Created / Amended</b>	November 2021
<b>Policy Ratified</b>	November 2021
<b>Policy review cycle</b>	Annually
<b>Policy Review Date</b>	November 2022

# **Britishness at Sybil Andrews Academy**

## **Introduction**

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as "Britishness". Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

What is "Britishness?" - British values are defined as:

- Respect for democracy and support for participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Individual Liberty Support and respect for the liberties of all within the law
- Respect for, and tolerance of, different faiths and religious and other beliefs

What does 'Actively promote' mean?

- Focus on, and show how, the school's work is effective in securing these values
- Challenging students and parents who express opinions contrary to British values

How is Britishness promoted at Sybil Andrews Academy?

- Through meeting time topics
- Through assemblies
- Through student leadership (The School Council)
- Curriculum links
- Schemes of learning
- Educational visits

## **Aims**

At Sybil Andrews Academy – and in line with the individual students' capacity to understand the concepts and ideas – we aim to re-inforce:

1. Democracy:

- Provide students with a broad general knowledge of, and promote respect for, public institutions and services
- Teach students 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 students to become involved in decision-making processes and ensure they are listened to in school
- Help students learn how to argue and defend points of view

- Help students to express their views
- Teach students how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

## 2. Rule of law:

- Ensure school rules and expectations are clear and fair
- Help students to distinguish right from wrong
- Help students to respect the law and the basis on which it is made
- Help students to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum
- Teach students aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

## 3. Individual liberty:

- Support students to develop their self-knowledge, self-esteem and self-confidence
- Encourage students to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through student participation, while ensuring protection of vulnerable students and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture
- Students, parents and staff views are valued and sought, all students are made aware, where possible of others needs and how to support each other.

## 4. Respect and tolerance:

- Promote respect for individual differences
- Help students to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers
- Students are encouraged to celebrate diversity, recognise their own and others strengths, encounter, celebrate and appreciate difference

## **Britishness in our curriculum**

The Academy is very supportive of the ethos of promoting British Values, and preparing our students for success in a modern Britain. These are all values and qualities that we feel are relevant in order to play a full and meaningful role in society, and are promoted through our curriculum

