

**PROMOTING BRITISH VALUES POLICY**

**DATE PALM STATEMENT of INTENT**

At Date Palm our vision is for the School to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit:**

- ✓ To build **Strong Foundations for Character Development** that:  
Instil values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:  
Provide a broad and varied range of experiences and learning opportunities;  
help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their Communities** in order to:  
Become responsible and confident citizens; make a positive difference;  
commit to charitable endeavours; become effective contributors towards Britain’s future.

Reviewed by	Position	Signature
Saira Karim	Assistant Head Teacher	<i>S.Karim</i>
Sabina Yesmin	Safeguarding Governor	<i>S.Yesmin</i>

<b>Reviewed:</b> January 2023
<b>Next review date:</b> January 2025



DATE PALM  
PRIMARY

Building foundations for life

# Promoting British Values Policy

---

## Introduction

In June 2014, the Secretary of State for Education announced that schools would be required to actively promote British Values from September 2014.

The DfE have reinforced the need, “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values.”

The British Values are defined as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs (and for those without faith)

Date Palm Primary School is committed to promoting Fundamental British Values through all aspects of its work.

## Aims

To ensure that:

- school provision promotes British values effectively;
- pupils develop a strong awareness and understanding of British values;
- the teaching and the curriculum at the school enables the above;
- the school fully meets the relevant Independent Schools Standards;
- the school does not undermine British values.

## Background

1. **Prevent Strategy document**, June 2011, defined British values in the following paragraph and glossary term:

“Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of

different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”

2. **Teachers’ Standards**, July 2011, Part Two (Personal and professional conduct) – applies to teachers in independent as well as maintained schools and requires that, “Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.”
3. **Independent Schools Standards**: April 2019, states that Proprietors must ensure that the school’s, “written policy, plans and schemes of work must not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.” **Part 2 (SMSC)** – 5(a) regulation specifies the proprietor must actively 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. The Independent schools standards guidance indicates that in terms of actively promoting democracy, inspectors should look for evidence of opportunities within the school curriculum and beyond it to learn about democracy and to promote fundamental British values, and for pupils to engage in discussion and debate covering a range of different viewpoints.
4. **Prohibition on participation in management**, Sept 2014 - The regulations give the Secretary of State the power to prohibit people from managing independent schools as proprietors or senior teachers, who have, “engaged in relevant conduct,” that, “is aimed at undermining the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief”.

## The Values

### Democracy

The Oxford dictionary defines democracy as:

“A system of government by the whole population or all the eligible members of a state, typically through elected representatives.”

In Britain this is achieved through representational democracy with MPs, MSPs, MEPs, AMs, MLAs, 16 mayors, 41 PCCs, county, borough, district, and parish councillors are elected to represent the constituents of their (electoral) wards/divisions at different levels of local and national government.

The head of state, the Queen, is a hereditary, constitutional monarch and plays no part in making and passing legislation. In Britain governance is performed through “separation of powers”, where power in the state is divided into three parts: the legislature (Parliament, consisting of the elected

members of Parliament who make up the House of Commons and the unelected members of the House of Lords), the executive (Prime Minister, Cabinet, Government Departments & Civil Service) and the judiciary (the law courts).

The House of Lords are a large group of unelected individuals, appointed by the Queen on the advice of the Prime Minister, and include 26 English bishops, 90 elected hereditary peers and 12 law lords. In addition, Britain uses direct democracy in the form of occasional referendums.

### **The rule of law in Britain**

Bills proposed by the government, MPs, Lords, private individuals or organisations, are passed into law by Parliament. The interpretation of these laws is a matter for the courts.

Everyone is subject to the law, including the government.

Much English law is based on precedent (common law) rather than statute. There are three distinct legal jurisdictions in the United Kingdom: England and Wales, Northern Ireland and Scotland. Each has its own legal system, distinct history and origins.

The law is developed by judges in court, applying statute, precedent and common sense to the facts before them, to give explanatory judgements of the relevant legal principles, which are reported and binding in future similar cases (*stare decisis*).

The courts of England and Wales are headed by the Senior Courts of England and Wales, consisting of the Court of Appeal, the High Court of Justice (for civil cases) and the Crown Court (for criminal cases). The Supreme Court is the highest court in the land for both criminal and civil appeal cases in England, Wales, and Northern Ireland and any decision it makes is binding on every other court in the same jurisdiction, and often has persuasive effect in its other jurisdictions.

### **Individual liberty**

This is constrained by the rule of law. It can be defined in many different ways. John Locke (1689), an English philosopher, physician and leading enlightenment thinker wrote: "Persons have a right or liberty to (1) follow their own will in all things that the law has not prohibited and (2) not be subject to the inconstant, uncertain, unknown and arbitrary will of others".

John Stuart Mill (19th century British philosopher, political economist and civil servant) and Isaiah Berlin (20th century Russo-British Jewish social and political theorist, philosopher and historian of ideas) developed the idea of two concepts of liberty: positive and negative. The latter designates a negative condition in which an individual is protected from tyranny and the arbitrary exercise of authority, while the former refers to the liberty that comes from self-mastery, the freedom from inner compulsions such as weakness and fear.

In today's world, liberty is considered to be an unassailable right of the individual within the state, constrained by the boundaries of the law. The individual is free to live his or her life as he or she sees

fit as long as it does not harm anyone else. This includes freedom pertaining to expression, religion, belief, life style, sexual orientation and political association.

**Mutual respect and tolerance** of those with different faiths and beliefs (and for those with no faith)

All Jews were expelled from England by Edward I in 1290 and not allowed back until 1656 under Cromwell. In Tudor times Protestant intolerance of Catholics alternated with Catholic intolerance of Protestants.

Tolerance of other faiths, and of atheism, gradually came about during the 19th century, though England still has an Established Church. Today it is a hallmark of British liberalism and enlightenment and a widely accepted feature of a progressive society.

## Date Palm Primary and British Values

Date Palm Primary School believes that much of the spirit of British values is inherently universal and overlaps with Islamic values and teaching. We also want our students to understand that they too are active stakeholders in defining and upholding British values.

**Islamic teaching features democratic values** for example the promoting of consultation, social justice, equality, fairness, honouring trusts and citizenship to promote the respect of and welfare of all and a harmonious and safe society for all.

**Islamic teachings emphasise the importance of the rule of law** and for citizens to adhere to the rule of law. Without the rule of law, social order breaks down, society becomes unsafe and fear and crime become rampant. Victims of injustice and crime proliferate and foment anger, retaliation and violence.

**Individual liberty features in Islamic teaching.** Islamic teaching also chimes with the limitations of individual liberty set by the law that individual freedoms cannot trump the law nor impinge on the rights of others.

**Muslims are expected to behave courteously and respectfully towards** all others, whether Muslim or not, whatever the racial background or different culture, lifestyle, beliefs or religion. Islam teaches careful regard to the rights and the needs of neighbours, whatever their background. It considers everyone in a locality is a neighbour to others and obliges Muslims care for others' welfare and concerns.

## How Date Palm Primary promotes British Values

Date Palm Primary works closely with staff members to identify, develop and implement opportunities in the curriculum and school provision to actively promote SMSC and British values through teaching.

To this end it has conducted a whole scale review of provision across the curriculum, in particular of its PSHCE and Islamic Studies provision, to ensure all existing opportunities are taken advantage of and to plug any gaps with new topics.

### Class rules

Class rules are negotiated at the start of each year and displayed clearly in each classroom. These focus on how children should behave rather than how they should not. In addition, class routines are essential in creating a sense of security, for example, a quiet time during registration, regular circle time, lining up.

### School Values

We believe that an understanding of shared values is at the centre of our life in school and underpins our Behaviour Policy. All students must abide by the following expectations and values. These are displayed in every classroom and around the school.

**D – determination: resolving to try our best, despite difficulties**

**A – ambition: aspiring to be our best**

**T – teamwork: cooperating and working together for excellence**

**E – equality: providing each and every individual the same rights and opportunities**

**P – presentation: displaying ourselves and our work in the best possible way**

**A – akhlaq & adaab: striving to perfect our character and mannerisms**

**L – leadership: leading and guiding a group of people confidently**

**M – mutual respect: treating others as we wish to be treated**

We conduct

- lessons in RE across the school and opportunities to work with people from different faiths and backgrounds;

- lessons in understanding the intent and importance of the Equality Act, and the unlawfulness of discrimination, victimisation and harassment against those of protected characteristics;
- lessons on civil and criminal law and the importance of adhering to its rule;
- a number of opportunities and topics to learn about and reaffirm individual liberty.


In addition, educational visits and visitors will also support learning around British Values. Date Palm Primary supports the development of strategies and initiatives to support learning in these regards.

Staff are thus required to ensure that:




- Schemes of work in different subjects will include the consideration of topics/areas of study focussing on learning around Democracy, the Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of those with Different Faiths and Beliefs
- Students will have opportunities in different subjects to discuss or write about British Values


## Promoting British Values

At Date Palm Primary School, we promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Value	How we promote it
<p><b>Democracy</b></p>  <p>Links to school values: Equality Leadership Mutual Respect</p>	<ul style="list-style-type: none"> <li>• We have an elected School Council. This is used as an opportunity to promote and teach about democracy and the electoral process.</li> <li>• We encourage volunteerism in school. This includes conflict managers, ambassadors, lunch helpers, classroom helpers and raising money for local and national charities.</li> <li>• The beginnings of democracy are taught through historical research of the Ancient Greece civilisation.</li> <li>• Democracy is also promoted through additional PSHCE lessons and assemblies.</li> </ul>
<p><b>The Rule of</b></p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and</li> </ul>



<p><b>Law</b></p>  <p>Links to school values: Mutual Respect Adaab &amp; Akhaaq (Manners) Leadership</p>	<p>caring behaviour and consistent demonstration of our values is recognised through celebration assemblies.</p> <ul style="list-style-type: none"> <li>• Through our school assemblies, circle time and PSHCE, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult.</li> <li>• There is anti-bullying education throughout the year with Anti-Bullying Ambassadors carrying out campaigns.</li> <li>• Children are taught to understand bullying and its consequences.</li> <li>• Through E-safety, children learn how to behave in the digital world.</li> </ul>
<p><b>Individual Liberty</b></p>  <p>Links to school values: Mutual Respect Determination Ambition Leadership</p>	<ul style="list-style-type: none"> <li>• Through our school values and the PSHCE program, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, drama, sport etc.</li> <li>• Children are taught how to keep themselves safe, including online. This is done through computing lessons as part of E-safety, assemblies, as well as through the PSHCE curriculum.</li> <li>• There is anti-bullying education throughout the year.</li> </ul>
<p><b>Mutual Respect</b></p>  <p>Links to school values: Mutual Respect</p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy.</li> <li>• Through our school's values, PSHCE and circle time, children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences.</li> <li>• Mutual respect is also promoted through assemblies.</li> <li>• Adults model respectful behaviour.</li> <li>• We have visitors in assembly from the local community.</li> </ul>

<p>Teamwork</p>	<ul style="list-style-type: none"> <li>• The school is involved in fundraising events e.g. Cancer Research UK.</li> <li>• Children are encouraged to work in pairs and mixed groups in their lessons.</li> <li>• Information evenings are held for parents throughout the year to inform them about the curriculum and events.</li> </ul>
<p>Tolerance of Different Faiths and Beliefs</p>  <p>Links to school values: Mutual Respect Adaab &amp; Akhlaaq Equality</p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy.</li> <li>• Children learn about different religions, their beliefs, places of worship and festivals.</li> <li>• Visits are made by local religious leaders and children have the opportunity to visit places of worship.</li> <li>• Children visit the Synagogue in Year 5 and Year 6.</li> </ul>

The school is aware that the active promotion of Fundamental British Values is an important strategy to build children’s resilience to radicalisation. Through the use of the above and the promotion of critical thinking skills, reasoning, weighing evidence and debate, teachers will ensure children explore linked issues and scrutinise their views on current affairs.

If a child expresses views that are at variance with the Fundamental British Values, or appear to support extremism, or suggest the child is at risk of radicalisation, staff in the first instance will use debate and discussion as above to address those views and to explore their depth and the level of the child’s conviction in them. The Designated Staff member for Safeguarding, Afsana Khanam, will also be informed. Parents will duly be formally addressed to identify the cause of their child’s views. Should this intervention be unsuccessful, or reveal radicalisation, or a risk of radicalisation, a Safeguarding referral will be made. A Channel referral will also be made in accordance with the school’s Safeguarding policy.

The school has ensured that staff members have understood their legal duties and that of the school with regards to Fundamental British Values. Staff members have all received training and been inducted in the School's Code of Conduct and given access to the Teachers' Standards, both of which stress the promotion of British values, making noncompliance a disciplinary matter.

If any staff member is found to be undermining any of the Fundamental British Values at any time, the Disciplinary policy will be invoked for appropriate disciplinary action, including consideration of instant dismissal, and the matter referred to Channel.

### **Monitoring and Review**

The school leadership team will monitor, evaluate and review the effectiveness of this policy.

The school's governors will examine the curriculum and conduct scrutiny of impact on pupils annually.