

# Bradford Central PRU

## Statement of Britishness Policy

Policy agreed by Staff on:	24 February 2015
Ratified by full Management Committee:	17 March 2015
Review Date:	Spring 2018
Agreed Frequency of Review:	3 yearly
Allocated Group / Person to Review:	Management Committee or Headteacher
Signed by Chair:	<i>N. B. Fitzpatrick</i>
Signed by Headteacher:	<i>[Signature]</i>

## **BRADFORD CENTRAL PRU BRITISH VALUES STATEMENT**

**Bradford Central PRU** is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the PRU are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them.

The PRU, as a cooperative learning environment, accepts referrals for young people entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by the Management Committee regarding equality, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. It seeks to serve all.

The Government requires all PRUs to actively promote fundamental British values, in order to improve safeguarding; strengthen the barriers to extremism; ensure children become valuable and full rounded members of society who treat others with respect and tolerance, regardless of background and to ensure young people leave the PRU fully prepared for life in modern Britain. This aligns with all schools and PRUs obligations under section 78 of the Education Act (2002), as part of a broad and balanced curriculum, to promote the spiritual, moral, social, cultural (SMSC), mental and physical development of pupils at the PRU.

The fundamental British values, first set out by the government in the 'Prevent' strategy in 2011 and reinforced through further Department for Education advice in November 2014 are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual respect and tolerance of those different faiths and beliefs

Actively promoting the values means challenging opinions or behaviours in the PRU that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with our PRU duty to provide SMSC. The Teachers Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside PRU. This includes not undermining fundamental British values.

The following list describes the understanding and knowledge expected of pupils as a result of our PRU promoting fundamental British values:

- An understanding of how citizens can influence decision making through democratic processes.

- 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 courts maintain independence.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

Below are some examples of actions we take to promote British values at BCPRU.

- **Curriculum** – Across the curriculum, opportunities are built into lessons for students to explore and practice fundamental British values, either through topics studied or by following the PRU's general structures and behaviour codes. PSHCE schemes of learning include age appropriate opportunities to study community cohesion, conflict resolution, democracy, youth voice, local government, human rights, the law and justice, diversity, the European Union and global citizenship.
- **Wider PRU Life** – Our PRU vision, values and general ethos support fundamental British values and we have a strong emphasis on the development of SMSC across the PRU. Within the PRU, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Posters around the PRU promote respect for others.
- **Student Voice** – We promote democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns. Key to this is the concept of holding others to account, including those in positions of authority and influence.
- **Ongoing Opportunities** – We use local and national opportunities that arise to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- **Extra-Curricular** – There is a wide range of sporting, creative and academic activities to choose from including football, adventure recreation, media, art, cookery, computer and design and technology. These promote self-development, self-esteem, confidence, understanding of the concept of fair play, following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and affiliation with others. There are

numerous visits organised to widen student's perspectives and many speakers delivering sessions regarding personal safety and promoting student wellbeing.

- **BCPRU Charter** – This document is a pledge that is made to pupils to offer them a number of experiences during their placement. It is designed to allow pupils to enjoy their placement more and to experience the type of spiritual, moral, social and cultural activities that are present in a modern British society. As the placement progresses, pupils are able to record these experiences and this then acts as evidence of their experiences and achievements.