



British Values

Getting it right ✓

IN A WEEK

Lynn Salter

& Sarah O'Shaughnessy

Series editor: **Susan Wallace**



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DAY 1: Integrating school values and British values

This chapter is aimed at helping you reflect and plan actions for your school context. By using the activities, you will develop a working knowledge of the definition of fundamental British values and be able to review the implications and expectations that these values raise for your learners, setting and wider community. The strategies in this chapter will provide you with practical ways to think critically about what is already working well for your setting and where you could, and should, improve further. You will also gain an understanding of your statutory requirements in implementing and upholding fundamental British values.

What is the definition of fundamental British values?

The fundamental British values which you are accountable for promoting and developing with your learners are:

- democracy;
- individual liberty;
- rule of law;
- mutual respect and tolerance of others' belief systems.

This definition was first set out in the Prevent Strategy (2011) as part of the Government's actions to prevent extremism. Just as there is an expectation that fundamental British values will be an integral part of a school's curriculum, this definition now permeates educational policy. As a teacher, your statutory responsibility to uphold British values is set out in the Teachers' Standards (2011, updated 2013) and since the duty is set

out in Part 2 of the Standards, it applies to all teachers in every sector. In England, British values feature explicitly in Ofsted's criteria for good and outstanding leadership and as a key component of evaluating how well you are providing a broad and balanced curriculum.

Today's strategies

Today's strategies help you to build consensus and clarity on your starting point. They offer you a variety of ways of discussing, debating and agreeing your setting's strengths and actions for further development.

- **Understanding fundamental British values:**
 1. Create a shared understanding
 2. Assess your start point
- **Exploring value systems:**
 3. British values versus school values versus individual values
 4. Agree a team focus for action
 5. Gain learner ownership for action
- **Examining policy, practices and protocols:**
 6. The Diamond 9 discussion
 7. Rate robustness
 8. Engage learners in evaluation
- **Embedding British values across the curriculum:**
 9. Curriculum planning: mind the gap
 10. Thread values through thematic units
- **Prioritising actions for impact:**
 11. Remove barriers/agree strategic action

Strategy: Understanding fundamental British values

The purpose of this strategy is to help you explore the definition of British values and how they relate to you, your community, your setting and your learners. This is the time for you to elicit your learners' understanding of the meaning of each value by exploring specific examples of the value in action in your school and classroom. You can approach the strategy in a number of ways using the grid below.

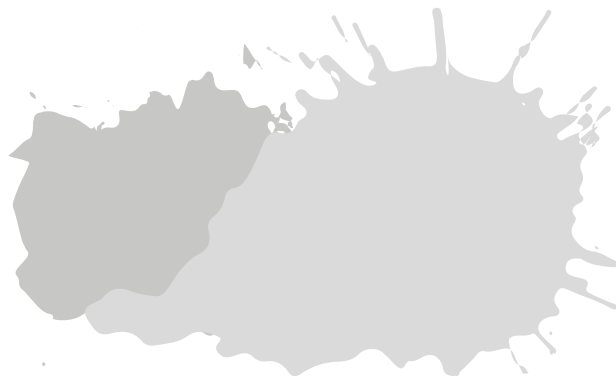
Rule of law	Democracy
(What laws impact your learners? What role do rules play across your setting and in the classroom? How many rule sets can you think of which have an impact on school life?)	(Where can you recognise democracy in action? In what ways do you give learners a voice? What role does the student council play? How are councillors and other student leaders selected?)
Individual liberty	Mutual respect and tolerance of others' belief systems
(How do you protect the rights of all? How do you enable freedom of expression? What examples can you think of where you give freedom of choice to your learners?)	(In what ways is difference celebrated and embraced? How is empathy taught and modelled? How do you challenge discrimination and intolerance?)

1. Create a shared understanding

Set out each British value on different tables. Divide your learners or staff group into four teams, each with a different-coloured pen. Give the groups five minutes on each value, asking them to set out current strengths marked with a plus (+) and areas for improvement marked with a minus (-). As each team moves to a new value, ask them to tick every statement they agree with and then add ideas of their own. Once back at their start point, ask the group to feed back the consensus view on strengths and development points. Use these suggestions to inform your action plan.

2. Assess your start point

Complete the grid on your own, adding what, where and how you have seen the value in action. Once finished, rate the impact each item has on promoting and embedding British values across your setting. Use this analysis to help you plan areas of improvement for the coming year.



Strategy in action

Bob, a secondary school history leader, decided to use the grid with his Year 10 learners as part of their work on understanding the modern world: opportunity and inequality. He chose to use the first two values as they were most relevant to his topic and the class had a very lively discussion as they produced the grid below:

Rule of law	Democracy
What can we do legally at 16? ✓ Have sex (12) ✓ Rent a property (1) ✓ Join the armed forces with parental consent (3) ✓ Drink beer or cider in a hotel or pub but can't buy it (5) ✓ Entitled to fully funded full-time education (15) ✓ Can't vote in an election but we have views too! (27)	✓ Vote on changes to school uniform – everyone should wear trousers (28) * ✓ Student council work with catering managers on school menu (4) ✓ Student council on the head teacher interview process (2) ✓ Student council and head girl/boy elections are not fair – only the popular pupils get a chance (15)

They then set up three project teams to make a difference in the areas they felt strongly about. One group set up a petition to parliament seeking to have the voting age lowered to 16; one group wrote to the deputy head teacher asking to support the school's work on the new prospectus; and the final group presented to the senior leadership team their case on why the uniform policy should change to give more equality.

Pause to plan

- What does your analysis of British values indicate are the key strengths and areas for future development for your setting?
- What action(s) would lead to the most significant improvements during the coming year?
- How will you engage your staff and learners in making these changes?

What the Standards say

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. ... Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by... treating pupils with dignity, building relationships rooted in mutual respect, ... having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions... showing tolerance of and respect for the rights of others [and] 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.

(DfE, 2013)

Strategy: Exploring value systems

3. British values versus school values versus individual values

The topic of British values is one which evokes a highly personal and often quite emotive response from every teacher and their learners. To arrive at a meaningful and high-impact action plan for your setting, you need to encourage a spirit of open and deep critical reflection. You need to start this process by considering where your individual values sit in relation to British values and how they compare and contrast to those held by your learners and your colleagues.

- What aspects fit well with your own moral compass?
- Where do you feel more uncomfortable and why?
- How will the views of your learners compare and contrast with your value system?
- Is your setting richly diverse or homogenous – what different opportunities and challenges do the different profiles create?
- How will you create a culture that enables learners to discuss and explore strongly held cultural, social and religious differences?

As you reflect on your answers to these questions, you could use a force-field diagram to help you analyse how your values, and those of your setting and community, may be working to drive change and promote British values and how your personal values may be acting as blocks or

barriers to change. You can use this analysis to help you determine where you may need to challenge your own assumptions or unconscious bias and what professional development would help you be more effective in implementing British values in your setting.



Which British values fit with your own moral compass?

Strategy in action

Sophie is a Year 6 teacher who has just started at a highly diverse urban middle school, having previously worked in a rural, faith-based primary school where 75% of the children were Christian. She completed the analysis below as part of her planning for her new class and to understand the ways she should adapt her practice for her new school. She used it to set British values professional-development targets.

Sophie's British values force field analysis

Forces driving change and actively promoting British values

High importance on tolerance and respect instilled from my own schooling.

Strong personal beliefs in the importance of a democratic classroom.

My prior experience as equality leader helps me recognise discrimination and prejudice.

School values of respect and tolerance are consistent with my own values.

My student councillors have a strong voice in school decisions.

Proposed change

Forces working against change and inhibiting British values

Being an immigrant, I feel British values are not exclusive to the UK and could be divisive in our diverse community.

I don't have good RE subject knowledge to use to meet the needs of my multi-faith learners.

I don't feel confident in raising controversial issues so I avoid raising them in PSHE and other lessons.

I find it particularly difficult when family values and views oppose our school and class values.

What key changes do I need to make to help me improve the way I actively promote British values?

- Complete more self study on world religions and the belief systems of my learners; seek guidance from the RE leader.
- Develop ways to teach my learners to disagree respectfully; give more PSHE and circle time to explore and celebrate difference.
- Seek guidance from relevant senior leader on how to involve families more in the British values work of the school.

Alternative uses of the framework

4. Agree a team focus for action

You could make this analysis the focus of a team meeting, with all members of your team being given a short time to fill in a blank copy of the force-field diagram. Explore where you have agreed on positives driving change and where there are challenges working against British values. Use the ideas of the team to agree actions for improvement. Decide how and when you will review progress against the objectives you set together.

5. Gain learner ownership for action

Facilitate a discussion with your learners on one of the British values, asking for their views on what is working well and what is working against the value in your class, school and community. Use the analysis to agree one or two key actions that you will take together so this value is more visible and makes a positive difference to them.

A spot of theory

When teaching young people about citizenship and fundamental British values, teachers are challenged to consider their motives and the curriculum's intended outcomes. Are we educating students about citizenship or do we seek to promote citizenship in action? How well are we developing critically reflective citizens?

(Halstead and Pike, 2006)

Strategy: Examining policies, practices and protocols

6. The Diamond 9 discussion

Although this strategy can be approached as an individual, involving other staff through professional development meetings or INSET would be useful as a means of exploring the strategic development of British values across the setting. A Diamond 9 discussion is an excellent way to collaboratively explore the policies, practices and protocols that are having the most and the least impact on an integrated and effective approach to British values.

The process of conducting a Diamond 9 activity prompts both rich discussion and collaboration. The factors making the most impact are placed towards the top and those with the least impact are set towards the bottom. As you complete the Diamond 9 activity, it will also be important for you to consider the actions you will take as a result. The objective of the process is to build a team consensus about what works well and where improvements should be made.

You could select the nine most appropriate factors for your Diamond 9 discussion from the list below or add any other factors that are particularly relevant to your setting:

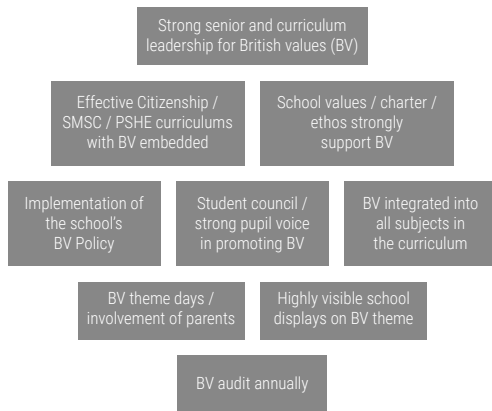
- implementation of the school's British values policy;
- strong senior and curriculum leadership for British values;
- strong equality objective and statement;
- school values, charter and ethos strongly support British values;
- student council and strong student voice in promoting British values;
- British values integrated into all subjects in the curriculum;

- effective citizenship, SMSC and PSHE curriculums with British values embedded;
- inclusion policies support British values;
- broad and balanced RE curriculum;
- British values theme days and involvement of parents;
- school improvement monitoring systems;
- achievement for all – data systems tracking all pupil groupings to close gap;
- highly visible British values school displays;
- consistent focus in school assemblies on British values;
- annual monitoring and evaluation of British values' impact;
- British values annual school audit.

Strategy in action

The following Diamond 9 was created when a primary federation held a joint staff meeting with teachers across all three schools. The outcome was used to inform the federation action plan for the remainder of the academic year. Consider this Diamond 9 outcome and the consensus views that were reached in the associated discussion.

'Strong senior and curriculum leadership for British values' provoked discussion, as although the vast majority of staff agreed this would have the most impact, there was concern that there is not currently a member of the senior leadership team who is a British values champion. This highlights one of the key objectives of the Diamond 9 strategy – actions generated by the discussion.



There was also rich discussion around school policy. Some teachers felt that a strong policy would or should provide a solid backdrop for work around British values, while others argued that a policy should summarise how things are done; only by seeing the policy statements in action could the policy be judged as high impact.

It was decided that school displays should come low down in terms of impact as although they might give an important message to visitors, parents, learners, etc., it was agreed that they should be a routine part of practice anyway. This led to discussion of how best to communicate the learning and teaching of British values across the school.

It was agreed that an annual audit would be useful, but that for it to have any impact, the team would actually need to commit to further actions aimed at continuous improvement. This led to a further action point to develop an audit process so that it could be applied consistently across all three schools.

Alternative approaches

7. Rate robustness

Instead of, or after, completing the Diamond 9 you might also choose to rate on a scale of one to five how robust each aspect is, and/or how well it is contributing. You can then identify lower-scoring areas as those in need of strengthening.

8. Engage learners in evaluation

Consider adapting the statements for use with your learners by setting out nine statements which they would recognise as British values in action in the school (eg having a student council representative, following class and school rules, having the freedom to express your view, etc.).

A spot of theory

According to the Citizenship Foundation (2018), *'values won't be assumed because schools demand they are, particularly if they're very different from those at home: they have to be arrived at through mutual exploration, critical analysis and understanding.'*