



BROOK MEAD
ACADEMY

BRITISH VALUES

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

Version:	1.0
Date created:	May 2021
Author:	Principal
Ratified by:	To be considered by Academy Council 10/06/2021
Date ratified:	
Review date:	

Revision History:

Version:	Date:	Author:	Summary of Changes:
1.0	May 2021	RHI	New Policy

At Brook Mead Academy, we actively teach British values by promoting tolerance, the rule of law and individual liberty. We want our pupils to engage with the democracy and develop the dispositions, skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Some examples of how we actively teach British values at Brook Mead:

- Having a broad and balanced curriculum which promotes preparation for and an appreciation of life in modern Britain.
- Developing character through our Brook Credo and Brook Character Time.
- Ensuring pupils social, mental, emotional and health development - across the curriculum and more widely through assemblies, tutorials, enrichment and visiting speakers.
- Actively teaching positive behaviour for learning and underpinning this with a strong praise and rewards system.
- Having clear school routines communicated to all and consistently implemented.
- Clarifying behaviour expectations in the BMA Way Each Day.
- Actively teaching and promoting equality of opportunity, mutual respect and tolerance and challenging discrimination.
- Developing pupil voice and an understanding of democracy through a democratically elected Student Council, Prefects etc.
- Exploring in Humanities how democracy and the law works in Britain, the advantages and disadvantages of democracy, contrasting this with other forms of government in other countries, and exploring the difference between the law of the land and religious law.
- Involving pupils in decision-making and school evaluation through the Student Council and pupil voice exercises.
- Learning about the historical context of how our constitution came to exist in Humanities.
- Using opportunities such as general or local elections to hold whole school mock elections.
- Providing Pupils with opportunities to learn how to argue and defend points of view through all subjects and particularly during Debating Society and the tutor programme.
- Helping pupils explore and understand a range of faiths in Religious Education at both Key Stage 3 and Key Stage 4.
- Teaching the rules and expectations specific to PE.
- Marking key religious festivals/events.
- Links with the police, as appropriate.
- Providing a wide range of pupil leadership opportunities.
- Providing enrichment opportunities, through Brook Mead Bonus Time, Field Days and subject specific enrichments.