British Values Policy

Documents to accompany this policy:	410[O] Behaviour Policy 425[O] Preventing Radicalisation Policy 110[S] Equality Policy 110[S] Equality Statement
Member of staff responsible:	Mrs Pengelly
Governor delegation:	FGB
Statutory/Non-Statutory	Non-Statutory
Date of policy approval:	29/04/25
Policy Reference #:	426[O]
Publication:	Website

1. Statement of intent

This policy sets out the framework in which Coley Primary School will ensure that it actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

These values are officially taught through the RE and PSHE curriculum and are further nurtured through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.

2. Legal framework

2.1. This policy takes into account the following legislation and guidance including, but not limited to, the:

- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Ofsted (2023) School Inspection Handbook
- DfE (2014) Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information

2.2. This policy will be implemented in conjunction with the school's:

- Preventing Radicalisation Policy
- Behavioural Policy

3. Roles and responsibilities

3.1. The headteacher will ensure that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.
3.2. Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.
3.3. Pupils are expected to treat each other and staff with respect, in line with the school's Behavioural Policy.

4. Aims and objectives

4.1. Through our policy and procedures, we aim to ensure that our pupils have:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- 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 the courts maintain independence.

- 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.

5. Democracy

5.1. At **Coley Primary School**, pupils have numerous opportunities to have their views heard through pupil questionnaires and the pupil-elected school council.
5.2. Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

6. The rule of law

6.1. **Coley Primary School** has a high regard for the laws that govern and protect the school, the responsibilities that this involves, and the consequences when laws are broken. All pupils are involved in the creation of school rules to inspire them with this understanding.
6.2. Pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their well-being and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law.
6.3. The school organises visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.
6.4. The school understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.

7. Individual liberty

7.1. At **Coley Primary School**, a safe and supportive environment is fostered, where pupils are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.
7.2. Pupils are taught about their rights and personal freedoms, and are encouraged and advised on how to exercise these safely, for instance through teaching on e-safety and PSHE lessons.

8. Mutual respect

8.1. Respect forms a core pillar of **Coley Primary School's** ethos and values. Pupils are treated with respect and learn to treat each other and all members of staff with respect.
8.2. This is reinforced through our Behavioural Policy and posters throughout the school promoting mutual respect.

9. Tolerance of those of different faiths and beliefs

9.1. **Coley Primary School** acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally-diverse society and the opportunity for pupils to experience such diversity.

9.2. Throughout the year, assemblies are held focussing on bullying, with reference to prejudice-based bullying, and discussion is encouraged.
9.3. Tolerance of those of different faiths and beliefs is supported by the RE and PSHE curriculum.
9.4. The school encourages its pupils from different faiths or religions to share their knowledge with their peers to enhance their learning.

10. Challenging views at odds with British values

10.1. The school openly challenges opinions and behaviour, demonstrated by both staff and pupils, that is odds with British values.

11. Staff training

11.1. At **Coley Primary School**, members of staff are made aware of their responsibilities in terms of British values during their thorough induction.
11.2. Staff will be offered the opportunity for further training on upholding the British Values Policy if required.

12. Policy review

12.1. This policy is kept under regular review and amended as appropriate to reflect any changes to regulations.