



Abbots Farm Junior School

British Values Policy



Written: July 2022

To be reviewed: July 2025

This policy sets out the framework in which Abbots Farm Junior School will ensure that we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- 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. A variety of other lessons and the school's values, ethos and rules also contribute to the promotion of British values.

1. Aims

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.

2. Legislation and statutory guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Education (Independent School Standards) Regulations 2014
- Ofsted (2019) 'School inspection handbook'
- DfE (2014) 'Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information'

3. Roles and responsibilities

3.1 Role of the Headteacher

The Headteacher will:

- Be responsible for the overall implementation of this policy and for ensuring that British Values are upheld throughout the school
- Ensure that 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 implement these methods

3.2 Role of the staff at AFJS

School staff will:

- Ensure that lessons are inclusive of, and sensitive to, the fundamental British Values

3.3 Role of the pupils

Pupils will:

- Treat each other and staff with respect, in line with the school's Relationship and Behaviour Policy

4. How we address British Values across the curriculum at AFJS

Assemblies

General behaviour expectations

Planned curriculum opportunities – PSHE, no outsiders, topic lessons, English lessons

4.1 Democracy

Pupils have numerous opportunities to have their views heard, including through:

- Pupil questionnaires
- Electing House Captains and Ambassadors and sharing their views through these peer representatives
- Meeting with Governors, outside visitors etc to share their views about school or specific elements of it
- Lesson discussions/debates

Year 5 pupils learn about the origins of democracy in their Ancient Greeks topic.

4.2 The Rule of Law

Pupils are taught to have a high regard for the laws that govern and protect the school, the responsibilities that this involves, and the consequences when laws are broken.

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 wellbeing and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law.

The use of Restorative Conversations (see Relationship and Behaviour policy) involves children in the understanding of how law works, the impact of things on others and the identification of suitable ways to make amends.

School organises visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message (e.g. the magistrates and the local PCSO in y6)

4.3 Individual Liberty

A safe and supportive environment is fostered throughout the school, 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.

Pupils are taught about their rights and personal freedoms, and are encouraged and advised on how to exercise these safely, for instance through teaching of online safety and PSHE lessons.

Protective behaviours lessons teach children about the rights of the child and our rights and responsibilities of members of society and these principles are threaded throughout daily life.

Our No Outsiders lessons teach children that everyone has the right to have an opinion, make a choice or believe in certain things but that whilst everyone is different, they are also equal.

4.4 Mutual Respect and Tolerance of those of Different Faiths and Beliefs

Respect forms a core pillar of each school's ethos. Pupils are treated with respect and learn to treat each other and all members of staff with respect.

This is reinforced through the school's Relationship and Behaviour Policy and our Restorative approach to behaviour.

School ensures 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.

Throughout the year, assemblies are held focussing on bullying, with reference to prejudice-based bullying, and discussion is encouraged. Assemblies are also used to celebrate and recognise different religious festivals or traditions.

This British Value is addressed through RE lessons, PSHE lessons and No Outsiders lessons, but texts are also planned in to English lessons and some topics. (Y3 The day the crayons quit text, Y5 Benin topic, Y6 Boy at the Back of the Class text)

School encourages its pupils and families from different faiths or religions to share their knowledge with others to enhance learning.

5. Challenging views that go against British Values

The school openly challenges opinions and behaviour, demonstrated by both staff and pupils, that goes against British values.

The school adopts a zero-tolerance approach towards discriminatory and prejudicial behaviour. Any pupils displaying this behaviour will be disciplined in line with the Relationship and Behaviour Policy.

Referrals regarding pupils that may be at risk of radicalisation will be made in accordance with the School's Prevent Duty Policy.

6. Staff training

Members of staff are made aware of their responsibilities in terms of British values during their induction and through additional training.

Staff will be offered the opportunity for further training on upholding the values in this policy.

7. Monitoring arrangements

This policy will be reviewed **every three years** by the Leadership Team, or if there are any significant changes to school procedures, UK law or Government guidance.

8. Links with other policies

This policy links to the following policies and procedures:

- Prevent Policy
- Relationships and Behaviour Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy
- Equality Statement
- PSHE policy