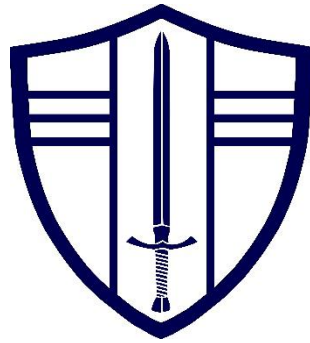


All Saints CE Junior Academy



British Values Policy



Reviewed by: Mr M Schembri	September 2025
Approved by Local Governing Body	
Review Date:	September 2027

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I. Legal framework

This policy will have consideration for the following guidance:

- a) Ofsted, School Inspection Handbook, 2023 (see appendix A).
- b) DfE, Improving the Spiritual, Moral, Social and Cultural (SMSC) development of pupils, 2013.

This policy is carried out in conjunction with our following other policies:

- a) Behaviour Policy
- b) Friendship & Anti-bullying Policy

2. Background

At All Saints CE Junior Academy we value the diversity of backgrounds of all students, families and the wider school community.

The Department for Education states that there is a need:

“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

The Department for Education defines British Values as follows:

- a) Democracy
- b) The rule of law
- c) Individual liberty
- d) Mutual respect
- e) Tolerance of those of different faiths and beliefs

Our Academy reflects British values in all that we do. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

The Academy has a clear strategy for embedding these values and aims to demonstrate how our work with pupils has been effective in doing so.

Each term a core value is taught as part of Collective Worship and class assemblies. The overarching values which we aim to support children in developing link to our school values.

Opportunities are planned to develop these values in the classroom through class assemblies, and through links to other curriculum areas such as History, P.E, PSHE, R.E etc, as appropriate.

Pupils’ understanding and demonstration of these values are celebrated as part of our weekly ‘Celebration Assembly’ as well as through the awarding of ‘values awards which enable other staff, parents and children to recognise and respond to pupils achievements.

Our Collective Worship Termly Plan exemplifies the ways in which values are taught and developed within our school.

Here are some examples of the way in which these values are developed within the Academy:

- included in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure all pupils within the academy have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- extra-curricular activities which support in promoting fundamental British values

3. Roles and responsibilities

- All Saints CE Junior Academy understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.
- The Headteacher will ensure that all 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.
- Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.
- Pupils are expected to treat each other and staff with respect, in line with the school's ethos and Behaviour Policy.

4. The key British Values at All Saints CE Junior Academy

At All Saints CE Junior Academy, we actively promote British values in the following ways:

4.1 Democracy

- a) Election of School Council.
- b) Pupil voice is addressed through pupil focus groups, questionnaires and suggestion boxes.
- c) Informal voting on issues within class assemblies and lessons.
- d) Students attend their person centred EHCP review meeting and their opinions are shared in the most appropriate and meaningful way possible.
- e) There is explicit consideration of democracy within PSHE lessons.
- f) The principles of democracy are explored in the whole curriculum e.g. turn taking, sharing and collaboration, as well as during assemblies and special projects.
- g) School Council is very well established and in 2023-26 is working on:
 - Promoting International Day via assemblies linked to the International Pupil Council (IPC)
 - Improving the school grounds for pupils, staff and visitors e.g. outdoor play equipmentInternational Pupil Council is working on:
 - Developing international work/project with partner schools in Sierra Leone (through British Council Connecting Classrooms project)
 - Sharing experiences of democratic voting systems with schools in Sierra Leone and during teacher visits
 - Collaboratively promoting International Days (UNICEF, United Nations)Eco Council is working on:
 - Establishing an Eco Council
 - Initiating battery recycle scheme in partnership with Duracel

- Developing pupil voice in school survey on plastic bottle recycling project linked to outdoor play equipment
 - Raising awareness of plastic in collaboration with Commonwealth Row (part of British Council Connecting Classrooms project)
 - Walk to school initiative
- h) Achievements are celebrated both in lessons and in our weekly Celebration Assembly and rewards are embedded into our school culture and ethos.
- i) We promote a school environment where questions are valued and encouraged.

4.2 *The rule of law*

- a) The school's ethos promotes and encourages respect and helps pupils to distinguish right from wrong.
- b) The Behaviour in School and Friendship and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parent/carers. We raise awareness of bullying by being part of the National Anti Bullying Week and Internet Safety Day.
- c) The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies.
- d) Through PSHE lessons students are taught the value and reasons behind laws, that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Occasional visits from authorities such as the Police and Fire Service help reinforce this message.

4.3 *Individual liberty*

- a) We pride ourselves on a school culture and ethos that builds respect, tolerance and resilience.
- b) Both in and out of lessons students are actively encouraged to make choices, knowing that they are in a safe and supportive environment.
- c) Students are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons.
- d) We have a robust anti-bullying culture (see Behaviour in School and Friendship and Anti-Bullying policies for further information)
- e) Our school environment is one that promotes independence and individual communication. Our aim is to work towards pupils having full independence.
- f) We all work to promote students' self-esteem and positive sense of self throughout the school day and in the wider community via use of our trained THRIVE practitioners.
- g) From Year 3 through to Year 6 pupils are encouraged to take responsibility for their behaviour and are supported to learn to make safe choices that enable them to grow as individuals and reach their own potential in all aspects of their learning
- h) As students move up through the school they are supported to understand their rights and personal freedoms and are given appropriate advice to enable them to make independent decisions.
- i) Vulnerable students are supported to make appropriate decisions and staff ensure that adults supporting them are doing so with the student's best interests.
- j) We conduct annual student and parent surveys and use the results to inform the coming year's school development plan.

4.4 *Mutual respect*

- a) Respect is one of the core values of our school. Our students know and understand that it is expected that respect is shown to everyone, adults and children.
- b) School assemblies/worship address what respect means and how it is shown.
- c) Displays around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our Behaviour Policy.

- d) Both in and out of the classroom students are helped to acquire an understanding of, and respect for, their own and other opinions, cultures and ways of life.
- e) Staff and students are encouraged to challenge prejudicial or discriminatory behaviour. All such incidents are recorded.
- f) Through the British Council Connecting Classrooms project our students learn about the culture and way of life for children in schools in Sierra Leone, which encompasses global learning about RE, Geography, partnership work, art and music

4.5 Tolerance of those of different faiths and beliefs

- a) Through, PSHE, RE and collective worship/assemblies:
 - There are discussions about prejudices and prejudice-based bullying
 - There is a recognition and discussion of religious celebrations
 - Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school eg. through class visits, eg a parent visit to host a discussion of fasting during Ramadan.
 - students are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- b) Links and visits are promoted with local faith communities and places of worship where possible

5. Staff training

- a) At All Saints CE Junior Academy staff are made aware of their responsibilities in terms of British values during their induction.
- b) If deemed necessary, staff will be offered the opportunity for further training on upholding the British Values Policy.

Appendix A

References to the OFSTED Handbook 2024:

Evaluating Personal Development:

338. This judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils' personal development. These include how the school:

- through the curriculum, assemblies, wider opportunities, visits, discussions and literature, develops and deepens pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance

Spiritual, moral, social and cultural development

347. Provision for the social development of pupils includes developing their:

- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Ofsted's approach to evaluating personal development on graded inspections

349. On graded inspections, inspectors will focus on:

- pupils' spiritual, moral, social and cultural development, citizenship education, modern British values, the development of character and wider development

Ofsted's approach to evaluating personal development on ungraded inspections

357. Inspectors' consideration may include:

- whether pupils have an age-appropriate understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance

A 'good' grading:

- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.