

Academy @ Worden



British Values Policy

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Statement of intent

This policy sets out the framework in which **Academy @ Worden** 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 the RSE curriculum, and are further nurtured through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.

1. Legal framework

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

- Equality Act 2010
- Education Regulation 2014
- Counter-Terrorism and Security Act 2015
- Ofsted (2018) 'School inspection handbook'
- DfE (2014) Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information.

(Links to the above websites and documents are attached in the appendix)

1.1.2. This policy operates in conjunction with the following school policies:

- **Behavioural Policy**
- **Child Protection and Safeguarding Policy**
- **Accessibility Policy**
- **Disciplinary Policy (Whole staff)**

2. Roles and responsibilities

- 2.1. The governing board is responsible for the overall implementation of this policy and for ensuring that the British values are upheld throughout the school.
- 2.2. 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.
- 2.3. The headteacher is responsible for disciplining staff who do not uphold British values, in line with the Disciplinary Policy and Procedure policy.
- 2.4. Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.
- 2.5. Pupils are expected to treat each other and staff with respect, in line with the school's Behavioural Policy.
- 2.6. Parents/carers have the legal right to withdraw their child from all or part of Religious Education (RE), in accordance with the Education Act 1996. Requests for withdrawal must be submitted in writing to the headteacher. The school will ensure that pupils who are withdrawn are supervised and provided with appropriate alternative activities. Parents cannot withdraw their child from teaching about beliefs and values that forms part of the wider curriculum, such as PSHE, RSE or British Values.

3. Aims and objectives

- 3.1. 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.

4. Democracy

- 4.1. Pupils have numerous opportunities to have their views heard, including through:
- Pupil questionnaires
 - Pupil elected school council
- 4.2. Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

5. The rule of law

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

- 5.3. The school organises visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.
- 5.4. The school understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.

6. Individual liberty

- 6.1. At Academy @ Worden, 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.
- 6.2. 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 RSE lessons.
- 6.3. As part of our safeguarding and PSHE curriculum, pupils are taught that practices such as female genital mutilation (FGM) are illegal, harmful and violate human rights. Through age-appropriate sessions, students learn about the importance of bodily autonomy, how to seek help, and how to respect their own and others freedom.
- 6.4. As part of our wider skills and PSHE provision, pupils are taught essential safety knowledge such as road safety awareness and emergency response skills, including CPR. These sessions help students take personal responsibility for their wellbeing and make informed choices to protect themselves and others.

7. Mutual respect and tolerance of those of different faiths and beliefs

- 7.1. Respect forms a core pillar of the school's ethos. Pupils are treated with respect and learn to treat each other and all members of staff with respect.
- 7.2. This is reinforced through the school's Behavioural Policy and posters throughout the school promoting mutual respect.
- 7.3. The 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.
- 7.4. Throughout the year, assemblies are held focussing on bullying, with reference to prejudice-based bullying, and discussion is encouraged.

- 7.5. Tolerance of those of different faiths and beliefs is supported by the RE and RSE curriculum.
- 7.6. The school encourages its pupils from different faiths or religions to share their knowledge with their peers to enhance their learning.

8. Challenging views that go against British values

- 8.1. The school openly challenges opinions and behaviour, demonstrated by both staff and pupils, that goes against British values.
- 8.2. The school adopts a zero-tolerance approach towards discriminatory and prejudicial behaviour. Any pupils displaying this behaviour will be disciplined in line with the Behavioural Policy.

9. Staff training

- 9.1 Members of staff are made aware of their responsibilities in terms of British values during their induction and through additional CPD training.
- 9.2 Staff will be offered the opportunity for further training on upholding the values in this policy.

10. Policy review

- 10.1 This policy is reviewed annually by the headteacher and the governing board (PLC).

Senior leaders monitor the impact of British values through lesson observations, student voice, PSHE/RSE curriculum reviews, and behaviour logs. Outcomes are shared in staff meetings and inform CPD planning.

11. Monitoring and Evaluation

The school actively promotes digital citizenship, teaching students how to exercise their individual liberty responsibly online. Through e-safety sessions, pupils learn to critically assess information, understand digital consequences, and recognise extremist content.

12. Online Safety and Digital Citizenship

Pupils are encouraged to speak out against extremism and injustice through structured classroom discussion, debates, lessons, and anonymous reporting mechanisms that support student voice.

Pupil Empowerment in Challenging Extremism

13. Appendix

- Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

- Education Regulation 2014

<https://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

- Counter-Terrorism and Security Act 2015

<https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>

- Ofsted (2019) 'School inspection handbook'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf

- Ofsted Education Inspection Framework (EIF) -2024 version
[Education inspection framework: implementation review - GOV.UK](#)

- DfE (2014) Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information.

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

- Dfe Prevent Duty Guidance for schools-
[Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)

14. Abbreviations

CPD – Continued professional development

DFE – Department for Education

RSE – Relationships education, relationships and sex education and health education