



**FORGE
VALLEY
SCHOOL**
& SIXTH FORM

BRITISH VALUES POLICY

Date of Issue:	November 2022
Member of Staff Responsible:	Mr. Barrowclough, Executive Headteacher Emma Shaw – Personal Development
Ratified on:	November 2025
Ratified by:	Full Governing Body: <i>S. Andrews</i> Mr S Andrews Chair of Governors
Review Date:	November 2026

Version	Section	Amendments	Date	Authors
1	Policy reviewed	No amendments made	November 2024	E Shaw
2	4th and 5th value merged as one	Update to section	November 2025	E Shaw
3	Equalities changed to Equality	Update to section	November 2025	E Shaw
4	Safeguarding training (removed reference to police-led Prevent training)	Update to section	November 2025	

We have carefully considered and analysed the impact of all school policies on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



In November 2014, the DfE published advice to schools stating clearly the requirement on schools to actively promote the fundamental British Values of:

- **democracy;**
- **the rule of law;**
- **liberty;**
- **mutual respect and tolerance of those with different faiths and beliefs.**

Here at Forge Valley School, the promotion of the key values is an integral part of our work. We are an ambitious, thriving school community and we celebrate diversity in all its forms. Furthermore, we recognise diversity as an enriching strength of our school. This stance, informs our clearly communicated vision of; Ambition, Endeavour and Success and informs everything we do.

At Forge Valley School we:

- value all
- respect all;
- believe in all;
- see the good and potential in all;
- have a strong sense of all having an entitlement to experience excellence and success;
- are ambitious and we endeavour to be the best that we can be

Within our school community, members of staff model the values we need to promote. All ensure that they:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England & Wales; encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England & Wales.

This is achieved via the formal curriculum but also by being conscious of all of our interactions with one another. Our school polices including our code of conduct and behaviour policies have, at their core, the need to promote, and use as a touchstone, these basic principles.

Via our Personal Development curriculum, we ensure that our young people develop:

- 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 choose and hold other faiths and beliefs is protected in law;
- an acceptance that other 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
- an understanding of the rights afforded to all under the Equality Act 2010
- an understanding of radicalisation and how it may occur

In addition to the Personal Development curriculum, these matters / issues are addressed via:

- the assembly programme;
- the Pupil council/Prefects
- School Behaviour policy / code of conduct expectations;
- enrichment activities e.g. trips, visits and outside speakers who visit school;
- exploration of subject matter in a range of different subjects e.g. English Literature, History, Science – indeed there is scope for such exploration across all subject areas.

We ensure we evaluate the impact of our focus on such issues by using:

- data on racist incidents;
- data on bullying;
- data on exclusions / sanctions for unacceptable behaviour;
- data on positive achievements / achievement points;
- Pupil voice and staff voice

We also are mindful of our need to safeguard and pick up on potential issues at an early stage. All members of staff have had safeguarding training including on the prevent duty.

Our attendance monitoring system and engagement with parents is vital in ensuring excellent communication, excellent partnership, excellent support and excellent young adults who have a real sense of self-worth, who are discerning and appreciate how essential it is to be empathetic, yet clear about right and wrong.