Sitwell Nursery & Infant School

British Values Policy

Statement of intent
Sitwell Nursery & Infant School understands the importance of supporting children to develop the skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

This policy sets out the framework in which the school will ensure that it actively promotes 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 throughout the curriculum; however, the school recognises the importance of integrating the teaching of these values throughout all aspects of children' educational life, including through:

- Assemblies.
- Extra-curricular activities.
- Wider opportunities, e.g. educational visits and work experience.
- Literature available at the school.
- The promotion of spiritual, moral, social and cultural (SMSC) understanding.

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

- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Ofsted 'Schools inspection handbook'
- DfE 'Promoting fundamental British values as part of SMSC in schools'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Single Equality Policy
- Disciplinary Policy and Procedure

Roles and responsibilities
The governing board is responsible for:

- The overall implementation of this policy.
- Ensuring that the British values are upheld throughout the school.
- Holding executive leaders to account for their performance regarding British values.

The Headteacher is responsible for:

- Ensuring that all staff are aware of the requirement to uphold British values through the methods outlined in this policy.
- Ensure that the appropriate procedures are in place to carry out these methods.
- Disciplining staff who do not uphold British values, in line with the Disciplinary Policy and Procedure.

Staff are responsible for:

- Modelling behaviour that respects and adheres to the fundamental British values.
- Ensuring that children feel as though their views count and supporting them to develop positive self-esteem.
- Implementing and enforcing this policy and other policies and procedures that reinforce the British values, e.g. the Behaviour Policy.

Teaching staff are responsible for:

- Ensuring that their lessons are inclusive of, and sensitive to, the fundamental British values.
- Ensuring that teaching methods are designed to bolster children's self-esteem and that all children are given the opportunity to speak and offer their views.
- Ensuring that lessons discuss, pull examples from and are respectful of a diverse array of cultures.

Children are responsible for:

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

Aims and objectives

Through our policy and procedures, we aim to ensure that our children 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.

Democracy

Children will be taught, in an age-appropriate way, the advantages and disadvantages of democracy, as well as how democracy works in the UK. Staff will ensure that children

feel as though their views and opinions matter, and will be given opportunities to talk about their feelings, e.g. through pastoral support, and the RSHE and PSHE curriculums.

Children will also have numerous opportunities to have their views about the school and their education heard, including through:

- Child questionnaires.
- Leadership roles e.g. Happiness Heroes, Reading Buddies, STEM Stars.

Our children are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

The rule of law

The 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. Children will be taught these values and the reasons behind laws that are essential for their wellbeing and safety. The school will organise visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.

Children will also be taught to understand the importance of their own behaviour, the impact that their behaviour has on others, and the consequences of their behaviour, through the implementation and enforcement of the school Behaviour Policy.

All children will be involved in the creation of school rules to inspire them with this understanding. Children will be allowed healthy debate in class on the matter to encourage recognition of the importance of the law.

Individual liberty

A safe and supportive environment will be fostered throughout the school, where children are actively encouraged to make choices, e.g. regarding their extra-curricular opportunities. Children will always have the freedom to base their choices on their interests.

Children will be taught about their rights, personal freedoms and personal autonomy, and are encouraged and advised on how to exercise these safely, for instance through teaching on online safety, RSHE and PSHE.

Mutual respect and tolerance of those of different faiths and beliefs

The school will ensure that respect for all individuals, regardless of their protected characteristics and/or backgrounds, is promoted throughout the school. Children will be taught about the importance of diversity in British society, and will learn about different cultures, beliefs and backgrounds throughout the curriculum and extra-curricular activities.

Staff members will ensure that they always treat everyone with respect, and will ensure that children learn to treat each other and all members of staff with respect as well. This is reinforced through the school's Behaviour Policy which will sanction disrespectful behaviour and reinforce positive and respectful behaviour.

The school acknowledges that tolerance is achieved through children's knowledge and understanding of their place in a culturally diverse society and the opportunity for children to experience such diversity.

Throughout the year, assemblies will be held focussing on bullying, with reference to prejudice-based bullying, and discussion with children will be encouraged. The school will encourage children of all faiths and religions to share their knowledge and experiences with their peers, as freely as they feel comfortable to, to enhance their learning.

Challenging views that go against British values
The school openly challenges opinions and behaviour, demonstrated by both staff and children, which goes against British values.

The school does not tolerate discriminatory and prejudicial behaviour, and any children displaying this behaviour will be disciplined in line with the Behaviour Policy. Referrals regarding children that may be at risk of radicalisation will be made in accordance with the school's Child Protection & Safeguarding Policy.

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.

This policy will be reviewed bi-annually during the Autumn term.
Autumn 2026