



British Values Policy

Approved by:
B.Suddhi

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Signed by:

Headteacher

Date: February 2026

Chair of governors

Date: February 2026

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Statement of intent

Pear Tree Infant and Nursery understands the importance of supporting pupils 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 pupils' 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.

1. Legal framework

1.1. 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
- Ofsted (2023) 'Schools inspection handbook'

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

- Behavioural Policy
- Child Protection and Safeguarding Policy
- Equality, Information and Objectives Policy
- Prevent Duty Policy
- Disciplinary Policy and procedure

2. 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 pupils 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 pupils' self-esteem and that all pupils 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.

Pupils are responsible for:

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

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

Pupils will be taught, in an age-appropriate way, the advantages and disadvantages of democracy, as well as how democracy works in the UK.

- 4.1. Staff will ensure that pupils 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
- 4.2. Pupils have numerous opportunities to have their views heard, including through:
 - Pupil voice
 - The school council 'All About Me Ambassadors'
- 4.3. 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 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. Pupils 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.
- 5.2 Pupils 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.
- 5.3 All pupils will be involved in the creation of school rules to inspire them with this understanding. Pupils will be allowed healthy debate in class on the matter to encourage recognition of the importance of the law.

6. Individual liberty

- 6.1. 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 PSHE lessons.

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 PSHE 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.
- 8.3. Referrals regarding pupils that may be at risk of radicalisation will be made in accordance with the school's 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 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.
- 10.2. The next scheduled review date for this policy is February 2027.