Promoting Fundamental British Values Policy

2026–2027 | Democracy, respect , responsibility and belonging

Policy owner	Headteacher
Headteacher	Mrs Melissa Lawrenson
Designated Safeguarding Lead	Mrs J Lloyd
Chair of Governors	Mr Paul Willerton
Policy date / effective from	November 2026 (following approval)
Approved by governors	Approved
Date approved	24/11/2026
Review frequency	Every two years, or sooner if guidance or school arrangements change
Next scheduled review	November 2028

1. Purpose and commitment

At Eaves Primary School, we actively 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. These values are part of everyday school life, our ambitious curriculum and the wider personal development opportunities we provide. They support our commitment to Excellence in Everything and The Eaves Way: Ready, Responsible, Resilient and Respectful.

2. Statutory context

This policy reflects the school's duty to promote pupils' spiritual, moral, social and cultural (SMSC) development and the requirement to actively promote fundamental British values. It takes account of relevant Department for Education guidance, the Equality Act 2010, the Prevent duty, and current safeguarding expectations. A standalone British Values Policy is not itself a statutory requirement.

3. Democracy

Children learn that everyone has a voice and that decisions can be made fairly through discussion, representation and voting. At Eaves, Democracy Week, pupil leadership elections, the Junior Leadership Team and other pupil officer roles provide meaningful opportunities to put this into practice. Class discussions, pupil voice and Picture News help children listen to different views, explain their thinking and understand that a majority decision does not remove the rights of others.

4. The rule of law

Pupils learn why agreed rules, fairness and accountability matter in school and in wider society. The Eaves Way gives children clear, consistent expectations: Ready, Responsible, Resilient and Respectful. Through routines, behaviour education, safeguarding teaching and age-appropriate discussion, children explore the difference between right and wrong, the consequences of choices and how laws help protect people. Staff model fair, respectful application of expectations.

5. Individual liberty

We help children develop confidence, independence and the ability to make informed, safe choices within clear boundaries. Pupils are encouraged to express views, pursue interests, take on responsibilities and ask for help. Jigsaw PSHE, online safety education, Talk Tokens, enrichment and pupil leadership develop understanding of rights, responsibilities, consent, personal safety and respectful decision-making.

6. Mutual respect and tolerance of different faiths and beliefs

Our values of Exploration, Authenticity, Vision, Encouragement and Synergy support a culture in which every child is valued. Through No Outsiders, Religious Education, Jigsaw PSHE, Picture News, assemblies, literature and curriculum learning, pupils encounter different faiths, cultures, families and viewpoints. We teach children to disagree respectfully, challenge prejudice and recognise that freedom of belief includes the right to have no religious belief. Discriminatory language or conduct is addressed promptly and appropriately.

7. Across the curriculum and wider school life

British values are developed through planned teaching and everyday experiences rather than a single event or display. Relevant opportunities include history and citizenship-related learning, RE, PSHE, reading, online safety, educational visits, community involvement, charitable activities, sports, arts and enrichment. Staff use age-appropriate questions and discussion to develop reasoned views, empathy and understanding. Political issues are presented impartially in accordance with the school's duties.

8. Inclusion and safeguarding

All pupils, including disadvantaged pupils and those with SEND, should have meaningful access to British values education and pupil voice. Staff adapt communication, resources and opportunities where appropriate. Concerns about prejudice, bullying, extremist influence or radicalisation are addressed through the Behaviour, Anti-Bullying, Safeguarding and Child Protection, and Prevent arrangements. Any safeguarding concern is reported to the DSL and recorded in line with school procedures.

9. Leadership, monitoring and evidence

The Headteacher oversees the school's approach, supported by curriculum and personal development leaders. Subject leaders consider relevant opportunities within their curriculum areas. Leaders evaluate provision through curriculum review, pupil discussions, assemblies, participation in leadership and enrichment, behaviour and safeguarding information, and feedback from families and staff. Governors provide appropriate support and challenge through existing monitoring arrangements. The emphasis is on the quality of pupils' experience and understanding, not additional paperwork.

10. Communication and review

The school shares its values and expectations through the website, parent communications, school events and daily practice. This policy will be reviewed every two years, or earlier following significant changes in guidance, school practice or identified need.