




British Values Policy

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Policy Approval

Approval Required:	Please Check		Annual Review Required:	Please Check	
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Approval Panel:	Shane Carter				
Approved By:	Name		Signature		Date
	Shane Carter				01/09/2025
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Policy Writer/s:	Shane Carter				

Introduction

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all Education Providers to 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.”

At Shape Academy it is not acceptable to:

1. actively promote intolerance of other faiths, cultures and races
2. fail to challenge gender stereotypes and routinely segregate girls and boys
3. isolate learners from their wider community
4. fail to challenge behaviours (whether of staff, learners or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Teaching British Values

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year 2017. At our Academy these values are reinforced regularly and in the following ways:

1. Democracy:

We listen to learners, parents, stakeholders, careers and partners. Shape Academy behaviour policy is clear that learners are expected to contribute and co-operate, taking into account the views of others. We listen to learner's voice. Learner consultations take place termly. A full survey takes place annually. Learners are given opportunities to make decisions such as selecting the days of training when possible.

2. The Rule of Law:

We consistently reinforce our high expectations of Learners. Learners are taught the value and reasons behind our expectations (rules); that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. We make our expectations for behaviour clear to learners. We organise visits from e.g. the Police.

3. Individual Liberty:

Within Shape Academy, learners are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for young and adult learners to make choices safely, through our provision of a safe environment and empowering teaching. Learners are encouraged to know, understand and exercise their rights and personal freedoms.

4. Mutual Respect:

Part of Shape Academy ethos and behaviour policy has revolved around Core Values such as 'Respect'. Learners and staff model this by caring, sharing and listening to others. Staff helps learners to understand how to build respect by talking about how actions/words can affect others. We encourage learners to think of others, and how to manage and resolve conflict.

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5. Tolerance of those of Different Faiths and Beliefs:

We aim to enhance learners' understanding of different faiths and beliefs by participating in a range of activities throughout the year. Learners may have the opportunity to try different foods from other cultures. We plan time for looking at different continents.

Teaching & Learning

We aim to embed these values into the specific and prime areas of learning and assessment processes. We provide resources and opportunities to promote understanding of people, families, communities and experiences outside the learner's own experiences. We value the diversity of learners' experiences. We tackle instances of discrimination and may record information of any that occur.

Our Procedure

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in Shape Academy.

1. **Democracy**, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - a) As part of the focus on self-confidence and self-awareness, practitioners encourage learners to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - b) Practitioners support the decisions that learners make and provide activities that involve turn-taking, sharing and collaboration. Learners are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
1. **Rule of law**, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - a) Practitioners ensure that learners understand their own and others' behaviour and its consequence.
 - b) Practitioners collaborate with learners to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all learners understand rules apply to everyone.
2. **Individual liberty or freedom** for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - a) Learners should develop a positive sense of themselves. Staff members provide opportunities for learners to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing learners to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
 - b) Practitioners encourage a range of experiences that allow learners to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.
3. **Mutual respect and tolerance**, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

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- a) Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and learners are engaged with the wider community.
- b) Learners should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
- c) Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
- d) Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

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