



British Values Policy

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1. Promotion of British values

At Outwood Grange Academies Trust we recognise not only the importance of allowing students to flourish academically but we also embrace our wider role in preparing them for their adult life beyond the academic curriculum. Part of our role in that preparation is ensuring that we promote and reinforce British values to our students.

The government set out its definition of British values in the 2011 Prevent Strategy and considered them to be democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At Outwood Grange Academies Trust these values are reinforced in a pervasive manner and permeate the school community.

We understand British Values not simply as a statutory requirement, but as a means of preparing young people to participate positively, critically and respectfully in modern democratic society.

The examples that follow are an indication of some of the many ways we seek to embed British values at our academies and should be seen as an indication of our approach rather than an exhaustive list.

2. Democracy

At Outwood Grange Academies Trust the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community, for instance, elections being held for Student Prime Minister, Youth Council members and PD&G group representatives. In addition, Student Voice is a democratic process, with satellite groups covering a range of different areas, representing the student body and liaising with the Senior Leadership Team through the Student Prime Minister. Feedback from questionnaires and the Parent Voice group also help to shape and further improve the school. The principle of democracy is explicitly explored in History, Personal Development and Growth and in assemblies.

3. The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message. Outwood Grange Academies Trust operates a 'Consequences' system as part of the Positive Discipline for Learning and Life Policy, where students are taught the importance of making good decisions and the consequences of poor decisions. This system is rigorously upheld so that everyone in school recognises that the rules of the school are applied fairly and consistently.

4. Individual liberty

Within Outwood Grange Academies Trust, students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. Examples of this include the choices that students make in Key Stage 3, 4 and 5, regarding the subjects they wish to study and the choice to participate in the school's numerous enrichment activities. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of online safety in computer science and their Personal Development and Growth programme.

5. Mutual respect

Respect is at the core of our school ethos and is modelled by students, staff, governors and Trustees alike. At a Trust level, it is ensured that all recruitment processes are fair and equitable. Each academy promotes respect for others and this is reiterated through our learning environments. Children learn that their behaviours have an effect on their own rights and those of others and our Positive Discipline for Learning and Life Policy engenders our basic belief in mutual respect. In line with our commitment to democracy, students at our academies are always able to voice their opinions and we foster an environment where students are safe to disagree with each other, providing a safe and structured environment through which they can share their opinions, for example Student Voice groups lead on initiatives and events across the year. Mutual respect is embraced throughout the curriculum, from the concept of 'fair play' in PE to the student mentoring programme which promotes mutual respect and support between students across different year groups within the school. Achievement is celebrated across the school in many different ways, ranging from phone calls home and certificates, to prize draws and a lunch with the Principal.

6. Tolerance of those of different faiths and beliefs

Some of our academies are situated in an area which is not greatly culturally diverse. Therefore, we place great emphasis on promoting diversity with our students. Assemblies are regularly planned to address this issue and our Personal Development and Growth programme and Religious Studies curricula provide a broad and balanced education on a range of faiths, religions and cultures. We also run a number of trips abroad throughout the academic year from which our students gain valuable experience of other cultures and languages. Additionally, students are actively encouraged to share their faith and beliefs within the school. An annual Remembrance Day service involves the whole school community and wider community where available.

7. Cross-curriculum approaches

Department teams are asked to consider how teaching and learning in their own curriculum area might help to promote the understanding and values of diversity and respect. For example, in Geography British values are promoted when studying topics such as the demography of inner-cities, British national parks, migration and case-studies on low income countries. In English, poetry from other cultures is explored in Key Stage 3. There is an expectation that teachers embrace opportunities to embed SMSC development in every lesson. In the classroom, teaching supports working with peers of different gender, background and ability. Each half-term, seating plans are changed in classrooms to promote and encourage confidence in working with new people. We believe that this is a fundamental key skill for 21st century learners.

8. Radicalisation

All of our academies have adopted the following protocol on managing Radicalisation and Extremism. Additionally, safeguarding processes at all academies have been reviewed to ensure that there is clear, established and shared procedure for referrals of this nature to the Safeguarding Designated Person. The protocol for this is shared as an appendix to this document.

9. Training

Designated Safeguarding Leads (DSL) and Deputy Designated Safeguarding Leads (DDSL) undertake annual Home Office training. This is completed in addition to training provided by the Trust's Strategic Lead for Safeguarding via the Outwood Institute for Education (OIE).