



PROMOTING BRITISH VALUES POLICY

Reviewed by: S Roberts	Date: Sept 2025	Next review: Sept 2026
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1. Introduction

At Adcote School we are fully committed to the holistic development of each student so that they leave us fully prepared for adult life in the modern world. We promote and embed 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 align with our overall aims of fostering tolerance, mutual respect, personal responsibility, and our Christian values.

We actively promote British values through our Spiritual, Moral, Social and Cultural (SMSC) education, across the curriculum, in both our day and boarding settings, and in extra-curricular activities. At the heart of these values, lie good relationships in which teachers and students model these values and work together towards these common goals.

The requirement for schools to promote British values is set out by the Department of Education (DfE) non-statutory guidance: schools 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.” [Promoting fundamental British values as part of SMSC in schools](#) As an independent school, we meet the standards required under the Education (Independent School Standards) Regulations and ensure that our policy is actively implemented, monitored and evaluated.

At Adcote, we already promote the core aspects of British values through the SMSC (Spiritual, Moral, Social and Cultural) work that is integrated throughout every year group. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for students. As stated in our aims, we wish to:

“provide a culture of tolerance, mutual respect and a foundation for our pupil’s spiritual development, underpinned by a clear Christian ethos.”

As a school community, we value and celebrate this country’s diverse heritage. Alongside this, we value being part of Britain. In general terms this means that we celebrate traditions during the course of the year, for example, Harvest Festival and Remembrance Day during the Autumn term.

Adcote School does not promote partisan political views in the teaching of any subject. Where practical, political issues are brought to the attention of students in all areas of school life, both day and boarding.

2. Our Definition of British Values:

For the purpose of this policy we interpret British values as:

- **Democracy** – giving students voice, enabling participation and understanding democratic systems.
- **The Rule of Law** – understanding that rules and laws exist for the common good, including school rules, national laws and the wider responsibilities of citizenship.
- **Individual Liberty** – supporting students to make informed choices, to understand their rights and responsibilities, and to exercise freedom within safe, respectful boundaries.
- **Mutual Respect** – fostering respect for self, others and the environment; recognising that our behaviours affect others.
- **Tolerance of those of different faiths and beliefs** – promoting understanding, respect and meaningful engagement with diverse faiths, beliefs, cultures and viewpoints.

3. How we promote British values at Adcote:

Below we set out how each value is embedded through school life and provide examples relevant to our students in a day and boarding content.

Democracy:

Students understand what democracy is and how it works; they are encouraged to participate, share their views and influence decision-making in school. Through all stages of the curriculum and at all stages, students are taught the importance of listening to others and their viewpoint, allowing students to gain a full understanding of democracy.

Examples of practice:

- ❖ Democratically elected leadership positions such as Form Captains.
- ❖ Democratically elected representatives who sit on the School Council and meet regularly. This is the students' opportunity to raise issues, organise events and activities for the school, and put forward their suggestions for new initiatives.
- ❖ Regular pupil voice surveys.
- ❖ Suggestion boxes in school and the boarding house. Students receive feedback where responses are discussed and acted upon.
- ❖ Mock parliamentary elections, e.g. during national or local elections where students campaign, vote and reflect on the democratic process.
- ❖ In lessons, such as History, Citizenship, Religious Studies and PSHE, students explore different types of government, compare democracy to other systems (including in other countries), and consider strengths and limitations of democracy.

The rule of law:

Students understand the need and importance for rules and laws, whether they be those that govern the class, the school, or the country. These are consistently reinforced at Adcote. Students are taught from an early age the rules and values of our school. Equally, the consistency shown in dealing with negative behaviour ensures that all students learn the importance of laws, not just within school, but within the community and country.

Examples of practice:

- ❖ School and boarding rules and expectations are clearly displayed, discussed regularly, e.g. in tutor time and assemblies, and applied fairly and consistently.
- ❖ The Stars and CLEAR Points System rewards students for, amongst other things, good work, helpfulness and good level of effort. Sanctions such as negative points and detentions are also given to students who may break rules and show negative behaviour. The consistency shown in dealing with negative behaviour ensures that all students learn the importance of rules, not just within the school, but with the community and country.
- ❖ Assemblies may include visits or presentations by external professions such as the local police force, local council or legal professionals, who talk about how laws operate in society. This is also further embedded in the PSHE curriculum.
- ❖ In lessons, such as History and Citizenship, students study the development of law, e.g. the Magna Carta and how laws are made in Parliament. Each year, students in Year 9 also visit the Houses of Parliament for a tour and workshop where they learn more about the process of laws.

Individual liberty:

Students are supported to develop confidence, make choices, understand their freedoms, and take responsibility for their decisions. Making the right choices and being responsible for them are important

principles at Adcote and they are reinforced throughout the school. All students receive equal opportunities and are encouraged to be independent in making the choice that is right for them.

Examples of practice:

- ❖ Through our PSHE curriculum, students learn about rights (e.g. under the Human Rights and the UK law), freedoms (of speech, of belief), and how these are balanced with responsibilities (to others and the community).
- ❖ Providing a wide range of extra-curricular activities, and enabling students to choose their activities,, and make meaningful choices about how they engage.
- ❖ Encouraging students to challenge themselves, e.g. extension tasks, student-led projects, debating societies and fostering independent learning habits. E.g. students may lead extra-curricular activities.
- ❖ Educating about safety in the PSHE curriculum and E-safety sessions in ICT lessons. Students learn how to exercise freedom online responsibly (privacy settings, digital footprint, safe use of social media); they learn about safe independent travel; risk awareness; consent; making informed choices about health and relationships.
- ❖ In PSHE lessons and tutor meetings, students reflect on their personal goals and are encouraged to take responsibility for their learning, behaviour and choices.

Mutual respect:

Mutual respect is at the heart of our ethos at Adcote; everyone - students, staff, governors, treat each other with dignity, kindness and thoughtfulness. Students learn that their behaviour has an effect on their own rights and those of others. Listening to others and behaving as we would want others to behave towards us are important features of everyday school life.

Examples of practice:

- ❖ The Code of Conduct emphasises respect for self, respect for others, respect for the environment and the community. These are regularly reinforced and embedded in tutor time, assemblies and through the PSHE curriculum.
- ❖ In areas of the curriculum such as English, Religious Studies, Citizenship and PSHE, students explore what respect means through respectful dialogue in discussions and debates, peer-learning, teamwork tasks and leadership roles.
- ❖ Boarding and the house system facilitate cross-age, cross-year respect. Boarders learn about courtesy, cooperation, responsibility for communal spaces, and how respect manifests in a residential context.
- ❖ Students are encouraged to listen to and engage with viewpoints different to their own, teaching them respect for difference and respect for differing opinions. For example, in debating, students practise listening, articulating their viewpoints, responding to views respectfully and reconsidering their position.
- ❖ Charity and work in the local community helps to emphasise respect for others and the value of difference.

Tolerance of those of different faiths and beliefs:

At Adcote, we actively promote diversity through our celebrations of different faiths and cultures. School assemblies and PSHE/CLEAR lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are invited to speak in class and at whole school assemblies and, at various stages of their time at Adcote, students visit places of worship that are important to different faiths. As a boarding school we welcome a number of students from many different countries and faiths into our tolerant school community. Students learn that having different views is not only acceptable, but valuable, and that prejudice and discrimination have no place in our community.

Examples of practice:

- ❖ In Religious Studies and PSHE lessons, students study a broad range of religions, worldviews and belief systems. There are also school trips to different places of worship as appropriate such as churches, mosques and synagogues.
- ❖ Regular cultural and faith-based events and celebrations, e.g. Harvest Festival and Diwali. Students are given opportunities to share their cultural heritage, such as in assemblies and in the boarding community.
- ❖ In the PSHE curriculum, students learn about prejudice, discrimination stereotypes and extremism and how to challenge them.
- ❖ There are clear expectations and policies about bullying, harassment and discrimination. Students are encouraged to speak up if they witness intolerance, and have a clear understanding of what inclusive behaviour looks like.

4. British history

Through the study of British history, students at our school are taught to understand the different periods in our history in a chronological order. In addition, cross-curricular topic work linked to the study of specific periods in British history underpins notions of our shared heritage, values and traditions.

5. Commitment to charity work

We encourage our students to participate in and support good causes and charities. The school has a large and active Rotary Club. This charity work reinforces that there are large numbers of people both at home and overseas who are much less fortunate than ourselves and who deserve our support. Students, staff and parents support a range of charities each year to underline and reinforce this value in the school. All staff at Adcote strive to ensure that our students leave with the strongest foundation of values upon which to build a successful life and make a positive contribution to our society. The school also takes part in whole school fundraising activities including Children in Need, Sport Relief, and Race for Life.