



Statement of our commitment to promoting fundamental British Values in the Academies of Staffordshire University Academies Trust

School Reviewed	September 2026
Last reviewed	September 2024
Reviewed by	CEO
Approved by	Internally – CEO & SLT
Date of approval	September 2024
Policy owner	CEO
Location	Trust Website

Purpose

SUAT is committed to actively promoting British values to ensure that our pupils are fully prepared for life in modern Britain.

The government emphasises that all schools should ensure that they teach pupils about British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

SUAT academies will take every opportunity to promote these values, and to ensure our pupils:

- Understand the democratic process and how citizens can have a say in decision making.
- Recognise the advantages of living under the rule of law and how law is essential for a safe society.
- Understand that there is a separation of power between the executive and the judiciary and why it exists.
- Understand that the freedom to hold varying faiths and beliefs, including no religious faith, is protected in law, and that it is vital to accept people who have different faiths and beliefs without discriminating against them in any way.
- Value the importance of identifying and combatting extremism.

We promote British values both within and beyond the classroom and these values are at the heart of our ethos.

Although advice on British values, from the Department for Education, is non-statutory the Trust's Academies have an obligation under section 78 of the Education Act (2002), as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of our pupils and in society. Staffordshire University Academies Trust (SUAT) believes that we should seek to actively promote fundamental British values in our academies.

SUAT academies will promote our pupils' spiritual, moral, social and cultural (SMSC) development. By ensuring our pupils' SMSC development, we will be demonstrating our commitment to actively promoting fundamental British values. In developing this policy, we have been mindful of:

- The Prevent Strategy
- The Teachers Standards
- The Equality Act 2010 Advice for Schools
- Safeguarding policies
- SACRE – Staffordshire Agreed Curriculum for RE

We will enable our pupils to understand that, while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The ethos and teaching of our Academies, which we will make parents aware of, will support the rule of English civil and criminal law and we will not teach anything that undermines it. In our teaching about religious law, we will take particular care to explore the relationship between state and religious law. The Trust's pupils will be made aware of the difference between the law of our land and religious law.

Through our provision of SMSC, the Trust's academies will:

- Enable our pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable our pupils to distinguish right from wrong and to respect the civil and criminal law of our country
- Encourage our pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the academies and to society more widely
- Enable our pupils to acquire a broad general knowledge of and respect for public institutions and services in our country
- Further develop tolerance and harmony between our country's different cultural traditions by enabling our pupils to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in our country

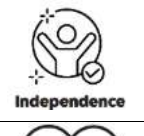
We will develop our pupils understanding and knowledge so that they have:

- 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 choose and hold other faiths and beliefs, or none, is protected in law
- An acceptance that other 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

SUAT academies are committed to serving their communities. They recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom. They also understand the vital role they have in ensuring that groups or individuals within the Trust's academies are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We also seek to guarantee that there is no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. SUAT is dedicated to preparing pupils for their adult life beyond the formal examined curriculum and ensuring that our academies promote and reinforce British values to all our pupils.

The Academies in our Trust strive endlessly to ensure that their pupils leave with the strongest foundation of values upon which to build a successful life and a successful contribution to our society.

THE RULE OF LAW		
Our school values	Action What it looks like	Impact What children and adults can do – what is learned.
 Integrity  Respect	Class Rules/ School Rules/Learning behaviours	Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these agreed rules. They are conscientious of others actions and the impact of their own.
	Mindful and reflective times in the day – including assemblies, rest breaks and dedicated circle times outside of the curriculum.	Children are confident to discuss issues and concerns and have a person they feel able to talk to in school.
 Integrity  Respect	A clear behaviour policy which all stakeholders understand and follow – this is displayed in classrooms and recorded using an agreed online tool – SIMS.	All children understand the consequence for their actions. They feel that a just sanctions and rewards are given to themselves and their peers., Children help decide policy: specifically rewards and consequences.
	Regular review of behaviour incidents and sharing these with stakeholders.	Leadership and teachers are better prepared to deal with issues and needs of the pupils. Trends in location, time or behavior can be spotted and actions put into place to reduce these and improve pupil outcomes.
	Learning Walks for behaviour and behaviour for learning.	Leadership have a clear idea of what behavior looks like in school. This is praised and shared with staff so that improvement can be made and teachers can be supported to deal with specific behavioural needs of pupils and cohorts.
 Dedication  Independence  Integrity  Respect	School Values have a high value and prominence in the classroom and ethos of the school. They are referred to regularly, incorporated in planning and rewarded and praised.	Children understand the thoughts and reasons behind school values. They can talk confidently about the value they are currently working on and understand where they are displaying these in their work and the work of others.
 Dedication  Independence  Integrity  Respect	Regular lessons in the rules and practices of other faiths and countries – taught through Faith and PSHE lessons and our Geography and History curriculum. Age appropriate.	Children are aware of many different religions and the different rules they follow. Pupils are taught about the attitudes and beliefs of people in the past and in countries similar and different to our own and we discuss how these develop and the effects this may have of the people following them.
 Dedication  Independence  Integrity  Respect	Regular links with local PCSO. Year 6 police cadets and other interactions when required to support and guide pupils and families.	Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

