



**MANSFIELD
PRIMARY ACADEMY**

British Values Policy

REVIEW PROCESS	
REVIEWED	Sept 2026
NEXT REVIEW	Sept 2028

British Values

Mission Statement

Our academy is committed to providing a safe, secure and stimulating environment. We value and promote shared personal achievement, high standards and respect for the individual. We believe that by working together we build understanding of one another and develop the self-esteem of every individual.

At Mansfield Primary Academy, our values are Respect, Resilience and Responsibility. These values underpin the actions we take both in and outside of academy. We use these values to generate confident and independent learners allowing pupils to flourish through a child centred curriculum. Our curriculum aspires children to aim high and expand their knowledge through an inquisitive approach that develops curiosity about the world around them. We encourage teamwork and work together to develop the characteristics needed to become a good citizen. As a result, children understand the impact of the past and how decisions they make impact their future. Through providing pupils with meaningful learning experiences, they become enthusiastic learners who are motivated to deepen their knowledge, develop new skills and enquire further about the world around them.

At Mansfield Primary Academy our pledge is to provide an academy that is a beacon of the community it serves with the objective of: *'Growing confident and aspirational children'*.

The 3 R's:

Respect - Children are encouraged to respect each other and recognise the differences and similarities they have, valuing diversity. Children develop the ability to understand their own feelings and those of others, as well as showing care and comfort through reassurance and support in the setting.

This is done through creating an environment of understanding and consideration of others feelings and developing an understanding of how to treat everyone fairly. We model and discuss how to respect others, take turns and use good manners consistently. High expectations of courtesy and consideration are embedded throughout academy life. We use positive praise to encourage respectful behaviours daily, children are taught to reward their peers for following the academy values.

Resilience - When children show healthy development despite adversity, it is called resilience. Fostering resilience in young children requires strengthening the family, the community, as well as children's own personal resources. Children develop the confidence to try new activities and show independence, resilience, and perseverance in the face of challenge to overcome an obstacle whether educational, personal, or mental, as failure is one step closer to deeper learning. Children become resilient when learning how to read and understand emotions and identify ways to regulate behaviours accordingly to become resilient learners.

Responsibility - Responsibility is built on a series of skills and aptitudes accumulated during the early years and beyond. Children develop responsibility best when these individual skills are actively encouraged, and when teachers are intentional about supporting and modelling personal and social responsibility in their practice. Children participate in a range of activities that model good citizenship, with an emphasis on taking responsibility for their own choices and actions, their education, other people and the environment.

British Values

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs

At Mansfield Primary Academy, British Values are actively promoted through all aspects of academy life and are embedded throughout our curriculum.

“We want every academy to promote the basic British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.” *Lord Nash*

A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect, take responsibility and show resilience, ensuring they leave academy fully prepared for life in modern Britain.

To do this our children will develop;

- An understanding of how citizens can influence decision-making through the democratic process
 - An understanding that the freedom to hold other faiths and beliefs is protected in law
 - An acceptance that people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour
 - An understanding of the importance of identifying and combating discrimination.
- The mission statement and aims of the academy clearly reflect these values, and the whole academy strives to uphold them.

As an academy, we value and celebrate the diverse heritages of everybody at Mansfield Primary Academy. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs over the year.

Democracy

An obvious example is our Academy Council. The election of the Academy Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of one representative from each class, the Academy Council meets regularly to discuss issues raised by the different classes.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their academy but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated daily by our pupils.

The Rule of Law

The importance of rules and laws, whether they be those that govern our academy or our country, are referred to and reinforced often, such as in assemblies and when reflecting on

behaviour choices. At the start of the academy year, each class discusses the academy rules and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member can learn in a safe and ordered environment. These rules play a fundamental role in our behaviour sanctions and rewards. 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. These values are reinforced in many different ways.

Mutual respect

We have high expectations of achievement and behaviour. Children and staff are polite and kind. We believe everyone has their own special gifts and we are expected to use them. We listen and respect each other. We teach the children that conflict will be dealt with calmly and fairly. All members of the academy family are valued equally. We celebrate lunch time behaviour and taking care of our academy environment through Litter picking crews and Planting squads. We celebrate each other's achievements whether that be in or out of academy through our weekly Success Assemblies. Teachers plan exciting, interesting, challenging and innovative lessons where everybody is expected to do their best and respect others.

Democracy

An obvious example is our Academy Council. The election of the Academy Council members reflects our British electoral system and demonstrates democracy in action. The Council are actively involved in providing teachers with feedback. Each class has two representatives who attend the meetings and feed back to their class. Pupil voice is an important factor at Mansfield Primary Academy, children are asked to respond and reflect on the teaching and learning they receive as well as make suggestions for the Academy Council to consider.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their academy but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated daily by our pupils.

Individual Liberty

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our PSHE 1Decision lessons. We use the 1Decision resource across the whole academy which also links to assemblies.

Collective worship is used to both explore and support the academy's values. By teaching the children how to manage and understand emotions they will be motivated and equipped to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict evenly and fairly
- Solve problems with others by themselves
- Manage strong feelings such as frustration, anger or anxiety
- Be able to promote calm and optimistic states that promote the achievement of goals
- Recover from setbacks and persist in the face of difficulties
- Work and play cooperatively
- Compete fairly and win or lose with dignity and respect for all competitors
- Recognise and stand up for their rights and the rights of others

- Understand the value the differences and commonalities between people, respecting the rights of others to have beliefs and values different to their own.
- To respect and value our world, and the things, both material and alive that exist within it.

Mutual respect

We have high expectations of achievement and behaviour. Children and staff are polite and kind. We believe everyone has their own special gifts and we are expected to use them. We listen and respect each other. We teach the children that conflict will be dealt with calmly and fairly. All members of the academy family are valued equally. We celebrate lunch time behaviour and taking care of our academy environment through Litter picking crews and Planting squads. We celebrate each other's achievements whether that be in or out of academy through our weekly Success Assemblies. Teachers plan exciting, interesting, challenging and innovative lessons where everybody is expected to do their best and respect others.

How We Promote British Values Across the Curriculum

British Values are promoted through all areas of the curriculum, including PSHE, Relationships Education, Religious Education, History, Geography and English, as well as through assemblies, enrichment opportunities and wider academy experiences. Teachers provide planned opportunities for pupils to explore democracy, equality, diversity, rights, responsibilities and current affairs, preparing them to become active, informed citizens in modern Britain.

The promotion of British Values is monitored through learning walks, pupil voice activities, curriculum monitoring, behaviour records, assemblies and governor visits. Senior leaders regularly evaluate the impact of provision to ensure pupils understand and demonstrate British Values and are well prepared for life in modern Britain.

Prevent Duty

The academy recognises its responsibility under the Prevent Duty to safeguard pupils from radicalisation and extremism. Through the promotion of British Values, critical thinking, respectful discussion and a broad and balanced curriculum, pupils are supported to understand different viewpoints, challenge discrimination and prejudice, and develop the skills needed to recognise and reject extremist ideologies.

British Values in the Foundation Stage

In the Early Years Foundation Stage at Mansfield Primary Academy, we value and celebrate being part of Britain. We celebrate and appreciate different traditions and customs over the course of the year, including national events and holiday celebration.

The fundamental British Values are:

- Democracy
- The rule of Law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs.

Democracy –

Children are given the opportunity to vote for activities and stories. They can make their vote about which story they would like or which song to sing during circle time. Children are given the opportunity to talk about voting and allowed to role play during choosing time. Children elect individuals to join the academy council to represent their views and ideas. They will collectively identify peers to take on select responsibilities including: milk monitor, library monitor, buddy bench supervisor etc. A safe environment is created across the EYFS setting to encourage sharing of ideas and promote confidence to participate. Many opportunities are given to children to take turns, share, discuss and collaborate through different activities.

During our Autumn term children will be offered opportunities to talk about their family and home setting. This is then expanded upon, and children are supported in understanding that they are part of a community in our class and academy setting.

Throughout the year children are given free choice and opportunities to have control and power in their academy lives, through continuous provision and giving them the independence to choose which activity they complete. Children are continuously encouraged to work together in group times and circle times to promote turn-taking and motivate children to listen and value each other's opinion.

The rule of law –

Children in the EYFS discuss and generate a set of rules together, how they are administered fairly. They explain the reasons for rules, know right from wrong and try to behave accordingly, as well as considering the consequences for their actions. A safe and fair environment is created through discussion and inclusivity, and conflicts are resolved, and requests are responded to equally.

Children collaborate with each other to understand the rules and the codes of behaviour. In our spring topic Adventures Above and under the clouds we focus heavily on the impact we have to look after our environment and the world around us focusing on pollution and recycling.

Through engaging in a range of traditional tales we learn the code of behaviour from looking at the morale of the story and identify the right from wrong actions.

Throughout the year children are given the opportunity to learn about the jobs of people involved with the rule of law through visits from local police officers and PCSO's.

Individual liberty –

In the Foundation Stage we help children to develop a positive sense of themselves. We promote individual liberty daily by providing opportunities for risk taking activities where children can develop their self-knowledge and self-esteem to increase confidence within their own ability. Children are given opportunities to develop their confidence through engagement in a wide range of activities, which are not limited by gender or any other stereotypes. Children are encouraged to express their own views and respect other people views. Children are continually encouraged to ask questions and take on challenges.

During our Summer topic The Great Outdoors children take risks through creating new experiences for learning whilst working as part of a team to create ideas of how to survive in the wild. We encourage children to explore the language of feelings and responsibilities within their teams. Children are provided with the opportunity to reflect upon others' opinions and understand that we are all free to have different beliefs and feelings.

Mutual respect and tolerance of different faiths and beliefs –

Pupils will gain mutual respect and tolerance towards others and will engage in opportunities involving the wider community. This will encourage children to appreciate and respect their own and other communities. During our summer topic Growing we focus closely on what makes us unique. We compare similarities and differences between themselves and others and among families, faiths, communities, cultures, and traditions. We promote children to see themselves as part of the wider community. We provide opportunities to visit local places such as churches, parks, museums, and local farms.

Children discuss practices and experiences alongside participating in cultural celebrations to learn about different ways of life to generate the importance of tolerate behaviours and respecting other's opinions. We explore Christianity, Chinese New Year, Harvest festival, Diwali and many more!

Through the use of planned provision, we promote diverse attitudes that challenge stereotypical behaviours. The resources within the Foundation Stage challenge gender, cultural and racial stereotyping. We share stories that reflect and value the diversity of children's experiences, beliefs, and opinions.

Next review: September 2028