

## **Promoting Fundamental British Values Policy**

This policy should be read in addition to the Safeguarding and Child Protection Policy.

Elm House School are committed to promoting British values through our teaching and curriculum provisions.

### **Aims**

To ensure that:

- Each school provision promotes British values very effectively
- Pupils develop a very strong awareness & understanding of values
- Teaching & the Curriculum at each school enables the above
- Each school fully meets relevant Independent Schools Standards
- No school undermines British values.

### **Background**

*Prevent Strategy document, June 2011: the glossary of terms* stated that - Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

*Teachers' Standards, July 2011, Part Two (Personal and professional conduct)* - applies to teachers in independent as well as maintained schools and requires that Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

*Independent Schools Standards: January 2013*

Proprietors must 'ensure that principles are promoted that encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'. New regulation introduced to fulfil a pledge made in the Prevent strategy, alongside other new regulations that preclude 'the promotion of partisan political views in the teaching of any subject in the school.'

*Prohibition on participation in management, Sept 2014* - The regulations give the Secretary of State the power to prohibit people from managing independent schools as proprietors or senior teachers who have 'engaged in relevant conduct' that 'is aimed at undermining the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs'.

*Independent Schools Standards revision: 2015*

Proprietors must 'actively 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'. This regulation is now prominent in Part 2 (SMSC) of the regulations.

### **Current position (from 5 January 2015) – Independent schools standards**

British values are referred to 3 times

1 – Part 1 (Quality of Education, Curriculum) - 2(1)(b)(ii) written policy, plans and schemes of work must not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2 – Part 1 (Quality of Education, Teaching) – 3(i) regulation specifies that the teaching must not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3 – Part 2 (SMSC) – 5(a) regulation specifies the proprietor must actively 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.

The Independent schools standards guidance indicates that in terms of actively promoting democracy, inspectors should look for evidence of opportunities within the school curriculum and beyond it to learn about democracy and to promote fundamental British values, and for pupils to engage in discussion and debate covering a range of different viewpoints.

#### *Democracy*

This is fairly self-explanatory.

#### *The rule of law in Britain*

As we know, bills are passed into law by Parliament and the interpretation of these laws is a matter for the courts. Everyone is subject to the law, including the government. Much English law is based on precedent (common law) rather than statute.

#### *Individual liberty*

This is constrained by the rule of law. It can be defined in many different ways. Locke (1689) wrote: 'Persons have a right or liberty to (1) follow their own will in all things that the law has not prohibited and (2) not be subject to the inconstant, uncertain, unknown and arbitrary will of others'.

#### *Mutual respect and tolerance of those with different faiths and beliefs*

This is fairly self-explanatory.

## How Elm House School will promote Fundamental British Values

Lead Teachers will work closely with their staff in identifying, developing and implementing opportunities through teaching, the curriculum and provision for SMSC. For example:

- Schemes of work in different subjects will include the consideration of topics/areas of study focussing on learning around Democracy, the Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of those with Different Faiths and Beliefs
- Pupils will have opportunities in different subjects to write about British Values
- Opportunities to discuss and debate British Values will be clearly planned for
- Displays of work and clear guidance will include British Values oriented themes
- Educational visits and visitors support learning around British Values.

Senior Managers and teachers will support the development of strategies and initiatives to support learning in these regards.

SLT will review, monitor and evaluate the effectiveness of this policy annually.

Therefore through their provision of SMSC, Halliwell schools should evidence in their planning and through pupil outcomes how they:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage 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 school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- 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 England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- 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;

Halliwell schools must also show through their planning and through pupil outcomes the effective delivery of The Prevent strategy 2011:

<https://www.gov.uk/government/publications/prevent-strategy-2011>

Halliwell School pupils should be able to demonstrate:

- 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 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; and
- an understanding of the importance of identifying and combatting discrimination. It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background. Examples of actions that a school can take The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:
  - in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
  - ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
  - opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
  - the use of teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
    - the consideration of the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

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## Policy review

This policy document will be reviewed by the Executive Headteacher on an annual basis to ensure it is up to date with current legislation and best practice.

Date approved: April 2015

Date last reviewed: September 2022

Next review (or before): September 2023

Signed: 

Position: Education Director

## Staff Acknowledgement

In signing this document I am confirming I have read the information and have an understanding of the procedures outlined within the information provided.

I have had the opportunity to discuss this document with a Senior Leadership member of staff to gain further clarity.

I also know that if I feel I need further guidance I know I can access through the Executive Headteacher and Head of Education.

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