



British Values Policy

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Statement of Intent

This policy sets out the framework in which Melrose Education and its subsidiaries will ensure that we actively promote 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 are officially taught through the PSHE and RSE curriculum and are further nurtured through our schools' ethos and promotion of spiritual, moral, social, and cultural (SMSC) understanding.

Legal Framework

a) This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Counterterrorism and Security Act 2015
- Independent School Standards

b) This policy operates in conjunction with the following:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Equal Opportunities Policy
- Prevent Duty Policy

Roles and Responsibilities

The Directors are responsible for the overall implementation of this policy and for ensuring that the British values are upheld throughout the company and its schools.

The principal and senior leadership team in each school will ensure that all teachers and staff, including supply staff and volunteers are aware of the requirement to uphold British values through the methods outlined in this policy and will ensure that the appropriate procedures are in place to carry out these methods.

The principal is responsible for disciplining staff who do not uphold British values, in line with the disciplinary policy.

Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.

Learners are expected to treat each other and staff with respect, in line with the school's Behaviour Policy.

Aims and Objectives

Through our policy and procedures, we aim to ensure that our learners 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 hold other faiths and beliefs is protected in law.
- An acceptance that 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.

Democracy

Democracy is promoted at our schools in the following ways:

- Learner questionnaires/surveys.
- Suggestions box.
- Learner Voice tutor times – we have a specific British Values topic.
- Learners are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.
- Election of representatives to share learners' views.
- Informal voting on issues within tutor times and lessons.
- Learners attend their person-centred EHCP review meeting, and their opinions are shared in the most appropriate and meaningful way as possible.
- There is explicit consideration of democracy within PSHE lessons.
- The principles of democracy are explored in the whole curriculum e.g., turn taking, sharing and collaboration, as well as during enrichment and special projects.
- Our schools' development plans include a Student Voice process through which suggestions resulting from our consultations are implemented.
- Achievements are celebrated both in lessons and in our weekly celebration time and rewards are embedded into our schools' culture and ethos.
- We promote an environment in our schools where questions are valued and encouraged.
- We highlight key moments in the democracy of the nation by holding mock General Elections.
- We recognise and mark national events such as Remembrance Day.

The Rule of Law

The rule of law is promoted in our schools in the following ways:

- Our schools have a high regard for the laws that govern and protect them, the responsibilities that this involves, and the consequences when laws are broken.
- The importance of laws, whether they be those that govern the class, our schools, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school-specific times e.g., enrichment, tutor times and 1:1's.

- Our schools organise visits from authorities throughout the academic year to reinforce the reality and importance of this message e.g., knife crime, fire safety.
- Our schools understand the importance of promoting British Values through a comprehensive and unprejudiced curriculum.
- Our schools' ethos promotes and encourage respect and help learners to distinguish right from wrong.
- Our behaviour and anti-bullying policies set out a zero-tolerance baseline for any form of aggression, abuse, or violence, which extends to learners, staff and parent and carers. We raise awareness of bullying by being part of the National Anti-Bullying Week and Internet Safety Day.

Individual Liberty

Individual liberty is promoted at our schools in the following ways:

- A safe and supportive environment is fostered throughout our schools, where learners are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, learners have the freedom to base their choices on their interests.
- Learners are taught about their rights and personal freedoms and are encouraged and advised on how to exercise these safely, for instance through teaching on online safety and PSHE lessons.
- We pride ourselves on a school culture and ethos that builds respect, tolerance, and resilience.
- We have a robust anti-bullying culture (refer to anti-bullying policy and behaviour policy).
- Our schools' environments promote independence and individual communication. Our aim is to work towards learners having full independence.
- Staff work to promote learners' self-esteem and positive sense of self throughout the school day and in the wider community.
- Throughout all year groups, learners are encouraged to take responsibility for their behaviour and are supported to learn to make safe choices that enable them to grow as individuals and reach their own potential in all aspects of their learning.
- As learners move up through the school, they are supported to understand their rights and personal freedoms and are given appropriate advice to enable them to make independent decisions.
- Vulnerable learners are supported to make appropriate decisions and staff ensure that adults supporting them are doing so with the learner's best interests.

Mutual Respect

Individual liberty is promoted in our schools in the following ways:

- Learners are treated with respect and are taught to try to treat each other and all members of staff with respect. Our learners know and understand that it is expected that respect is shown to everyone.
- This is reinforced through our schools' behaviour policy.
- Throughout the year, various sessions are held focusing on bullying, with reference to prejudice-based bullying, and discussion is encouraged.
- Enrichment and tutor times address what respect means and how it is shown.
- Displays around our schools promote respect for others and this is reiterated through our class and school rules, as well as our behaviour policy.

- Both in and out of the classroom learners are helped to acquire an understanding of, and respect for, their own and other opinions, cultures, and ways of life.
- Staff and learners are encouraged to challenge prejudicial or discriminatory behaviour. All such incidents are recorded.

Tolerance of those of Different Faiths and Beliefs

Tolerance of those of different faiths and beliefs is promoted in our schools in the following ways:

- Our schools acknowledge that tolerance is achieved through learners' knowledge and understanding of their place in a culturally diverse society and the opportunity for learners to experience such diversity.
- Through the PSHE curriculum, enrichment and 1:1's, learners are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and school e.g., a discussion of fasting during Ramadan.
- Discussions about prejudices and prejudice-based bullying in tutor time.
- Recognition and discussion of religious celebrations in lessons, tutor times and enrichment.
- Links and visits are promoted with local faith communities and places of worship e.g., a local church, Hindu temple.

Challenging Views that go against British Values

Our schools openly challenge opinions and behaviour, demonstrated by both staff and learners, which go against British Values. Our schools adopt a zero-tolerance approach towards discriminatory and prejudicial behaviour. Any learners displaying this behaviour will be disciplined in line with the behaviour policy. Referrals regarding learners that may be at risk of radicalisation will be made in accordance with the school's prevent duty policy.

Staff Training

Members of staff are made aware of their responsibilities in terms of British Values during their induction and through additional training. Staff will be offered the opportunity for further training on upholding the values in this policy as necessary.