



British Values Policy

Reviewed by:	Henrietta Jordan, Schools Director
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Approved by:	Tracey Storey, CEO

Statement of Intent

This policy sets out the framework in which Melrose Education and its subsidiaries (its schools) 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 all of 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
- PSHE Policy
- RSE Policy
- Nonpartisan Policy

Roles and Responsibilities

The Directors are responsible for the overall implementation of this policy and for ensuring that 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 taking action, where necessary, with staff who fail to uphold British values, or fail to adhere to this 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:

- Asking learners for feedback using questionnaires/surveys, and suggestion boxes.
- Giving our learners a voice during tutor times.
- Ensuring we include a specific British values topic where learners are encouraged to have input into what, and how, they learn to instil an understanding of democracy for their future.
- Electing representatives to share learners' views (School Council).
- Voting informally on issues within tutor times and lessons.
- Attending their person-centred EHCP review meetings, where their opinions are shared in the most appropriate and meaningful way.
- Considering democracy within PSHE lessons.
- Exploring principles of democracy in the wider curriculum e.g., turn taking, sharing and collaboration, as well as during enrichment and special projects.
- Celebrating achievements, both in lessons and in our weekly celebration time and rewards – these are embedded into our schools' culture and ethos.
- Promoting an environment in our schools where questions are valued and encouraged.
- Highlighting key moments in the democracy of the nation by holding mock Elections.
- Recognising and marking national events, such as Remembrance Day, through the school's cultural calendar.

The Rule of Law

Our schools promote the rule of law in the following ways:

- Having a high regard for the laws that govern and protect, the responsibilities that this involves, and the consequences when laws are broken.
- Recognising 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.
- Organising visits from authorities throughout the academic year to reinforce the reality and importance of this message e.g., knife crime, fire safety.
- Understanding the importance of promoting British Values through a comprehensive and unprejudiced curriculum.
- Promoting and encouraging respect and helping learners to distinguish right from wrong.
- Ensuring 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 through our membership of the Anti-Bullying

Alliance which organises events such as National Anti-Bullying Week and Internet Safety Day.

Individual Liberty

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

- Fostering a safe and supportive environment where learners are actively encouraged to make choice - whether it is choosing a challenging task or an extra-curricular club, learners have the freedom to base their choices on their interests.
- Teaching learners about their rights and personal freedoms and encouraging and advising them on how to exercise these safely, for instance, through teaching online safety and PSHE lessons.
- Building a school culture and ethos with respect, tolerance, and resilience.
- Building a robust anti-bullying culture (refer to anti-bullying policy and behaviour policy).
- Nurturing an environment that promotes independence and individual communication - our aim is to work towards learners having full independence.
- Promoting learners' self-esteem and positive sense of self throughout the school day and in the wider community.
- Encouraging our learners, throughout all year groups, to take responsibility for their behaviour.
- Supporting learners to make safe choices that enable them to grow as individuals and reach their own potential in all aspects of their learning.
- Supporting learners to understand their rights and personal freedoms.
- Advising learners appropriately to enable them to make independent decisions.
- Supporting vulnerable learners to make appropriate decisions which are in their best interests.

Mutual Respect

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

- Treating learners with respect.
- Teaching learners to try to treat each other and all members of staff with respect.
- Ensuring our learners know and understand that it is expected that respect is shown to everyone.
- Reinforcing mutual respect through our schools' behaviour policy.
- Focusing on bullying, with reference to prejudice-based bullying, and encouraging discussion.
- Ensuring that enrichment times address what respect means and how it is shown.
- Promoting respect for others through our class and school rules, as well as our behaviour policy.
- Encouraging learners to acquire an understanding of, and respect for, their own and other opinions, cultures, and ways of life.
- Encouraging staff and learners 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:

- Acknowledging that tolerance is achieved through learners' understanding of their place in a culturally diverse society and their opportunity to experience such diversity.
- Delivering and encouraging, through the PSHE curriculum, enrichment and 1:1's, opportunities to discuss differences between people, such as faith, ethnicity, disability, gender or sexuality, and differences of family situations.
- Encouraging members of different faiths or religions to share their knowledge to enhance learning within classes and school e.g., a discussion of fasting during Ramadan.
- Discussing prejudices and prejudice-based bullying in tutor time.

- Recognising and discussing religious celebrations in lessons, tutor times and enrichment.
- Organising links and visits with local faith communities and places of worship e.g., a local church, Hindu temple.
- During PSHE and assemblies', giving learners the opportunity to explore all the protective characteristics.

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 addressed 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.