



Castle Hill School
Innovating, Communicating, Empowering

BRITISH VALUES POLICY

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| Policy Created | 2015 |
| Committee | LGB |
| Signed off | |
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General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

Aims

This policy sets out the four key areas within which the DfE has defined British values, and the ways in which Castle Hill students learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values. Castle Hill School is a multicultural community within which we celebrate students and cultures from all over the world. Alongside this, the school is keen to support all students in learning about and deepening their understanding of British values, culture and systems.

What is 'Britishness'?

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made and applies in England
- Individual liberty: Support and respect for the liberties of all within the law
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

Government Advice to guide school policy

Departmental guidance for independent schools, academies and free schools for 'Improving the spiritual, moral, social and cultural (SMSC) development of pupils' was released in November 2013. This is non-statutory, and was produced to help independent schools (including academies and free schools) understand their obligations under the standard for the Spiritual, Moral, Social and Cultural (SMSC) development of pupils contained in the Education (Independent School Standards) (England) Regulations 2010.

The school also recognises the importance of the Prevent duty (Government advice published in June 2015); that of having “due regard to the need to prevent people from being drawn into terrorism”. This advice from the Department for Education gives advice on protecting children from the risk of radicalisation and how to access support. If there is concern of risk, then reports should be made using the school’s Safeguarding hierarchy.

Fundamental British values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This can help schools demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools’ duty to provide SMSC. The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

UNICEF & the UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child set out a series of ‘Articles’ that list the child’s rights. We respect all of these rights. These Articles and rights are aligned with our fundamental British values. During each month the following Articles are a focus for class groups to reflect upon, many of which have relevance for the active promotion of British Values:

- September – Article 31 (leisure, play and culture) – The right to relax, play and take part in cultural and artistic activities
- October – Article 29 (goals of education) – education must develop every child’s personality, talents and abilities to the full
- November – Article 14 (freedom of thought and belief) – The right to think and believe what they choose and also to practice their religion
- December – Article 13 (freedom of expression) – Every child must be free to express their thoughts and opinions
- January – Article 24 (health) – The right to the best possible health
- February – Article 19 (safeguarding) – Protection from all forms of violence, abuse, neglect and bad treatment
- March – Article 15 (freedom of association) – The right to meet other children and join groups and associations
- April – Article 30 (minority groups) – The right to learn and use the language, customs and religion of their family
- May – Article 12 (respect for views) – The right to express their views, feelings and wishes in all matters affecting them

- June – Article 3 (best interests) – The best interests of the child must be a top priority in all actions and decisions that affect children

The teaching of British Values is linked to further fundamental rights of the child, not limited to, but including:

- Article 2 (non-discrimination) – The convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 23 (children with a disability) – A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- Article 30 (minority or indigenous groups) – Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.
- Article 42 (knowledge of rights) – Governments must actively work to make sure children and adults know about the Convention.

Responsibilities for the school

Schools must also ensure they actively promote principles that:

- 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 understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, 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 cultures
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

Expectations of pupils

The DfE's advice for improving the SMSC development in maintained schools, mentioned above, has information on expectations for pupils.

The document sets out 'the kinds of understanding and knowledge that can be expected in pupils' as a result of schools meeting the standard to respect 'fundamental British values'. These include:

- 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 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

How do we actively promote British Values at Castle Hill?

The following is not designed to be exhaustive, but provides a list of some of the different actions that classes within Castle Hill can take.

Democracy

- provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, assemblies, speaker events and curriculum programmes
- use the Student Council and other elected committees to teach pupils how they can influence decision making through democratic process
- encourage students to be aware of injustice, perceived or real, and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns
- use assemblies and shared time to explore themes relating to democracy in this country and around the world

Rule of Law

- ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school
- help pupils to distinguish right from wrong through discussion and modelling positive behaviour
- Police visits are used to build links between and understanding of the local constabulary and their work to support the local community
- help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules

Individual Liberty

- support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge
- encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others
- challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school
- work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated

Respect and Tolerance

- promote respect for individual differences
- use curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these
- use assemblies and shared time as a vehicle to embrace and accept different ways of worship and different perspectives on faith
- discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or Children Looked After ensuring that pupils can understand these different elements within British society

Resources

[Improving the spiritual, moral, social and cultural \(SMSC\) development of pupils](#)

[Promoting fundamental British values as part of SMSC in schools](#)

[The Prevent Duty](#)

Written: Sept 2015

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