



HOPE HOUSE SCHOOL

**Policy for
The Promotion of
Fundamental British Values**

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1 Introduction

This policy was produced by Garrie-John Barnes (Headteacher) in consultation with Su Wood (Principal), staff and the Governing Body (GB) of Hope House School (HHS). It has been ratified by the GB and will be reviewed annually.

HHS is aware that as of September 29th 2014, the DfE requires all schools to actively 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.

HHS is keen to support all students in learning about and deepening their understanding of British values, culture and systems. We also aim to provide opportunities for pupils to learn about a diversity of other cultures from around the world. By doing so the school aims to foster and deepen pupils' respect for and tolerance of cultures different to their own. We welcome pupils from a diverse range of cultures, religions and ethnic backgrounds which serves to enrich our learning community.

HHS acknowledges its responsibility to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance, and as such seeks to develop its students' knowledge, understanding and application of these values in the light of national policy and DfE guidelines.

This policy sets out the four key areas within which fundamental British values have been defined, and the ways in which Hope House School (HHS) pupils learn, develop and apply these areas, both through the curriculum and extracurricular opportunities.

2 Hope House School values

Fundamental British values are well aligned with the values of HHS and are advocated and endorsed by school policies and practices. At HHS our values are inspired by our faith in Christ and our understanding of his teachings in the New Testament. We value, esteem and prioritise many ideals and principles. The following have been identified by staff and governors through our inset training programme:

- Our distinctive Christian ethos, biblical principles and attitudes enhanced by the centrality and place of prayer within the life of the school
- The primacy of God's love and truth in conjunction with characteristics that are marks of maturity such as patience, perseverance, a willingness to share with others out of a caring heart thus exhibiting the character of Christ
- A holistic approach to education in pursuit of both academic excellence and character development
- Maximising potential and gaining wisdom through a determination to work hard and achieve our personal best
- A willingness to listen to one another and respect one another's ideas and opinions
- Longstanding loyalty and commitment in personal, working and professional relationships

- A worshipping community built on a strong sense of belonging to God's family enhanced by strong friendships
- Quality time being given time to individuals, hospitality being shown and an acceptance of one another's imperfections
- Professionalism, balance, integrity, honesty, compassion, discipline, discernment and obedience

4 What is 'Britishness'?

Fundamental British Values are defined by the DfE as:

- (a) **Democracy:** Respect for democracy and support for participation in the democratic process
- (b) **The rule of law:** Respect for the basis on which the law is made and applies in England
- (c) **Individual liberty:** Support and respect for the liberties of all within the law
- (d) **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

The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard came into force on 29 September 2014.

The regulations state that to meet the standard for the SMSC development of pupils, the proprietor (in this case Hope House School Trust) of the independent school must:

- a) Actively promote the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- b) Prevent the promotion of partisan political views in the teaching of any subject in the school.
- c) Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

HHS is aware that the balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere.

We ensure that principles are actively promoted that:

- (a) Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- (b) Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- (c) 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
- (d) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- (e) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- (f) Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- (g) 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

5 British values: expectations for pupils

The DfE's non-statutory advice for improving the SMSC development in independent schools, academies and free schools, linked to above, has information on expectations for pupils.

It 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:

- (a) An understanding as to how citizens can influence decision-making through the democratic process
- (b) An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy
- (c) An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
- (d) An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

6 How do we actively promote British Values at HHS?

Democracy

- a) We provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Assemblies, speaker events, residential educational visits and curriculum programmes e.g. PSHEE, RE, History and English.
- b) We use the Pupil Council to teach pupils how they can influence decision making through democratic process
- c) We include information about the advantages and disadvantages of democracy and how it works in Britain and abroad mainly through PSHEE, History and English.
- d) We 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.
- e) We use assemblies to explore themes relating to democracy in this country and around the world.

Rule of Law

- a) We 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. Our school rules have been produced in consultation with pupils in assemblies through a comprehensive study over many years of 'rights and responsibilities' with particular reference to the UN charter for the rights of the child.
- b) We help pupils to distinguish right from wrong through discussion and modelling positive behaviour
- c) We ensure Police visits are used to build links between and understanding of the local constabulary and their work to support the local community. Our local town centre Community Support Officer is Leanne Cooper-Goodhall. Leanne has worked closely with the school over many years, visiting our primary and senior pupils on a number of occasions to cover a range of topics from road safety to anti-social behaviour.
- d) We help pupils to understand that the law and living under the rule of law is intended to protect individuals. We use opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups.
- e) We help pupils to understand that the law is to be respected through upholding and adhering to it as a community as well as to our own school rules.
- f) We use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

Individual Liberty

- a) We support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge. This is achieved in part through our whole school approach to praising pupils and acknowledging their efforts to achieve their personal best e.g. the annual Child of Promise award, whole school commendations and reward system, primary achievement assemblies and end of term whole school commendations assemblies to which all parents are invited and regularly attend. Photographs of all these events are posted on the school Facebook page to celebrate pupils' achievements with all parents and friends of the school who are not able to attend.
- b) We actively encourage our pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others. The school's golden rule, "Treat others in the way that you would like to be treated" exemplifies the approach we take and is displayed in all classrooms as part of the senior code of conduct. This principle plays a key role in delivering our policy for the Promotion of Good Behaviour.
- c) We challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school. We achieve this through the appointment of older senior pupils to positions of responsibility i.e. Head boy, Head girl and House captains as well as inviting applications from other older pupils to become prefects. Pupils also have opportunities to set positive examples when representing their year group on the pupil council.
- d) We work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated. This is achieved through specific areas of the curriculum e.g. PSHEE anti-bullying project each September, RE and assemblies where the values and expectations for behaviour and forming positive relationships are regularly reinforced.
- e) We deliver a diverse speaker programme to expose pupils to people from a wide range of backgrounds and belief systems. Pupils' learning is enriched as their horizons are broadened.

Respect and Tolerance

- a) We promote respect for individual differences
- b) We use curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths. We encourage and support pupils in growing their understanding and appreciation of these cultures. The annual celebration of the 'European Day of Languages' each September helps us to achieve this.
- c) We use assemblies, PSHEE and RE lessons to encourage pupils to explore the Christian faith for themselves and to draw their own conclusions with respect to the person and teachings of Jesus Christ as expressed in the Bible. We also actively encourage pupils to embrace and accept that different people view the world in

different ways and have different perspectives on matters of faith and of having no faith. Pupils are encouraged to make up their own minds in their own time about these issues and are taught to respect and listen carefully to the views and opinions of others.

- d) We use curricular opportunities e.g. PSHEE, RE, History, English to encourage critical thinking and deeper understanding of difference and beliefs.
- e) We discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.

In summary

All staff and students at HHS are expected to behave with integrity, respect, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in this process. Where unfairness or bullying is found to exist it will be dealt with and quickly resolved, involving parents in this process as appropriate.

All senior pupils currently have a file in which work related to SMSC so their development in this area can be tracked throughout the senior department.

Examples of opportunities and activities to promote British Values at HHS include:

Visits and educational residential trips: democracy workshops for pupils led by education officers during our visit the Houses of Parliament as part of the residential London trip. Other iconic British buildings and cultural locations are visited as part of the tour such as Buckingham Palace, Westminster Abbey, The Globe Theatre, National Science Museum, Natural History Museum and The Tate Modern. These locations are visited, often with accompanying workshops, as part of the residential London trip every four years. Students are given plenty of additional information about the buildings and what they represent in terms of British culture, historical and social significance as well as research and preparation lessons through the PSHEE curriculum prior to the trip.

Visitors: these have included local MPs, doctors, local councillors, pet owners, Olympic torch bearers, missionaries, church ministers, professional musicians; classical orchestras, police community support officers, Yorkshire ambulance service, fire officers, youth workers, Foodbank organisers, student actors, theatre companies, photographers, work experience tutors, Commonwealth Badminton medallist, professional hockey players and army chaplains: all of whom provide alternative views on British values and encourage pupils to take an open and interested approach to the world around them.

In lessons: all students are encouraged to debate and discuss ideas, sharing and defending their beliefs in a way that is collaborative and supportive. Lessons are used as and when appropriate to provide forums in which students can learn more about

and question the notions of liberty, justice, democracy, law, governance, faith and belief systems e.g. English Literature, History, Geography, Religious Studies and PSHEE. We take care to ensure that students feel safe, secure and able to be open about their own and each other's backgrounds, beliefs and cultural practices.

Teachers: staff model positive behaviour and democratic values in their interactions with colleagues and students.

Assemblies, tutor times and thoughts for the day: school gatherings of all types are used to foster positive attitudes and respect for and towards all people of all cultures, traditions and beliefs.

‘Treat other people as you would like to be treated’

is a key principle and golden rule at the heart of school life and is often referred to.
(Luke 6 verse 31)

Appendix: How does HHS promote British Values?

The form below can be used to demonstrate how fundamental British values are promoted in their lessons and beyond. The questions have been adapted from the DfE document ‘Promoting fundamental British values as part of SMSC in schools’. It serves as a useful checklist for departments, class teachers, form tutors, senior leadership and governors to review and note opportunities for promoting fundamental British Values within their schemes of work.



HOPE HOUSE SCHOOL AUDIT OF FUNDAMENTAL BRITISH VALUES

How do we promote the values of democracy in lessons and wider school life?	Democracy
	The rule of law
	Individual liberty
	Mutual respect and tolerance
How do we promote the importance of identifying and combating discrimination?	
Do students understand that the freedom to choose and hold other faiths and beliefs is protected in law?	
How do we promote tolerance between different cultural traditions by enabling students to acquire an appreciation of their own and other cultures?	
Do students understand the difference between executive and judiciary systems?	
Are pupils made aware of the difference between the law of the land and religious law?	
How do we challenge opinions or behaviours that are contrary to fundamental British values?	
Date:	
Signed:	
Department / subject:	

REFERENCES AND SOURCE MATERIAL

The Prevent strategy, 2011

Teachers Standards, 2012

SMSC guidelines, November 2014

Prevent duty guidance, 2015