



Heath Mount School

Promoting Fundamental British Values Policy

Introduction

The DfE has set out four key areas within which it defines British values. This policy sets out the ways in which Heath Mount students learn and develop their understanding of these areas, through the curriculum, and through co-curricular and other opportunities.

Since September 2014, all schools have been required to promote the historical and current values that underpin the British national identity, ensuring that the curriculum actively promotes fundamental British values. Heath Mount is fundamentally committed to supporting all students in learning about and deepening their understanding of British values, culture and systems.

Fundamental British Values

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 applied 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 on School Policy

The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for and in particular for the for the new social, moral, spiritual and cultural (SMSC) standard.

The Regulations state that, to meet the standard for the SMSC development of pupils, the proprietor of an independent school must:

- (a) 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
- (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.

The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in co- or extra-curricular activities provided by, or on



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behalf of, the school, and in the promotion of those co- or extra-curricular activities, whether they are taking place at the school or elsewhere.

Schools must also ensure they actively promote principles 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.

Fundamental British values: expectations for pupils

The DfE's non-statutory advice for improving the SMSC development in independent schools has information on expectations for pupils.

Paragraph 13 of 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 as to how citizens can influence decision-making through the democratic process
- 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
- 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
- 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.



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How we actively promote fundamental British values at Heath Mount

In the Pre-Prep School

Democracy: making decisions together

As part of a focus on self-confidence and self-awareness, staff allow children to make decisions for themselves as well as collectively for a class or year group. For example, at the beginning of the year, all classes make up their own 'Class rules'.

As part of our restorative practice when dealing with incidents, children all have a voice and a part in 'what happens next'.

Circle times as part of planned lessons or as a consequence of an incident involve the children discussing their feelings, thoughts and ideas, with everybody respecting everyone else's point of view.

Children are asked their views on a range of subjects which may involve the raising of hands to share a view or cast a 'vote'.

Teachers support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds – topics are often started with topic webs, topics are about finding out.

Rule of law: understanding that rules matter

Teachers ensure that children understand their own and others' behaviour and its consequences and help them learn to distinguish right from wrong – class rules are made by children who collectively agree the rules help to ensure that all children understand that the rules apply to everyone.

Individual liberty: freedom for all

As soon as children start in the Nursery, they are encouraged to develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks either in Stumble Trip Wood, where they can explore fairly independently, or in the classroom, for example, when creating pictures, writing and so on. Children are encouraged to talk about their experiences and learning.

Staff plan for a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that we are free to have different opinions. Small groups, for example, may discuss what they feel about transferring into different year groups.



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Mutual respect and tolerance: treat others as you would like to be treated

We create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. We have a range of assemblies which celebrate different festivals, for example, Divali. Our RS lessons teach about different faiths. In Years 1 and 2, visitors or visits help the children to learn about different faiths. Where possible, parents or children talk about their personal experiences with regard to their own beliefs and traditions.

We encourage a tolerance and appreciation of and respect for children's own and other cultures; we teach/talk about diversity in terms of similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences in class assemblies, and in celebrations such as Harvest Festival and Chinese New Year.

Staff always emphasise the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

We have a range of resources that we buy to reflect diversity – a collection of books are available in the library and in book boxes in the classroom. We have a range of different skin-coloured dolls, and puzzles reflecting different cultures as well as women and men doing a range of jobs and people with disabilities, for example in wheel chairs. Our paints reflect different colour skins; we try to ensure our display pictures include a mix of girls, boys, and skin/hair colours. Our musical instruments are multicultural; sometimes the items in the role play areas reflect different lifestyles, for example, the woks in the play house. Many classrooms have a globe in them.

In the Prep School

Democracy

- Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, assemblies and the PSHEE curriculum programme
- The Student Council teaches pupils how they can influence decision-making through democratic processes
- Include information about the advantages and disadvantages of democracy and how it works and has worked in Britain and abroad through the PSHEE, history, RS, Latin and English curricula



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- Encourage students to be aware of injustice and think about ways in which this can be challenged through school processes or in the wider world, for example, through charity fundraising initiatives and awareness-raising campaigns, such as the support the School has provided and will continue to provide to the Dalit school in India
- Use assemblies to explore themes relating to democracy in the UK and around the world
- Run shadow general elections to mirror national elections, giving the children the chance to participate in the process as candidates, party members and/or voters.

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, the implementation of restorative practice and the modelling of positive behaviour
- Help pupils to understand that the law and living under the rule of law is intended to protect individuals. Use opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups
- 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
- Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies
- Explore the possibility of introducing police visits to build links between and understanding of the police force and its work to support local communities.

Individual Liberty

- Support all pupils to develop positive self-esteem, self-confidence, 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
- Educate pupils to understand that their rights and liberties entail correlative responsibilities towards others.



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Respect and Tolerance

- Promote respect for individual differences
- Use curricular and co-curricular opportunities to expose pupils to British and other cultures, their ways of life and faiths; encourage and support pupils in developing their understanding and appreciation of these, encouraging acceptance of different ways of worship and different perspectives on faith where these are not themselves in conflict with fundamental British values
- Use curricular opportunities in RS and history, for example, to encourage critical thinking and deeper understanding of difference and beliefs
- 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 Years 7 and 8, discuss current affairs and issues, including areas such as terrorism and radicalisation.



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Summary

All staff and students at Heath Mount are expected to behave with integrity, 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 enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist it will not be tolerated, and there will be an appropriate response that ensures the protection of the rights of individuals in the context of the promotion of fundamental British values.

Examples of opportunities and activities to promote fundamental British values at Heath Mount include:

- The promotion of British values to all students via Curriculum and Discovery Days. For example, there are visits to iconic British buildings and locations such as the Tower of London, St Paul's Cathedral, Southwark Cathedral and Warwick Castle; students are given additional information about each building, tailored to their age, to promote an appropriate understanding of what it represents in terms of British culture and its historical and social significance
- In lessons, all students are encouraged to debate and discuss ideas, sharing and defending their beliefs in a way that is collaborative and supportive
- Teachers model positive behaviour and democratic values in their interactions with colleagues and students
- Assemblies are frequently used as vehicles through which the children are presented with examples of key moments, people or ideas from British history. Recent examples have included: the national and global importance of Magna Carta and the roles played by Sir Edward Coke in reviving its importance as a defence against unbounded use of the royal prerogative in the historic seventeenth century conflict between King and Parliament, and by Eleanor Roosevelt in using it as inspiration for the Universal Declaration of Human Rights in 1948; an introduction to fundamental British values as a concept; and an assembly encouraging pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of everyone in the school and wider community.
- Lessons are exploited, when appropriate, to provide forums in which pupils can learn more about and question the notions of liberty, justice, democracy, law, governance, faith and belief systems. We take care to ensure that all pupils feel safe, secure and able to celebrate their own and each other's' backgrounds, beliefs and cultural practices.