

Promoting Fundamental British Values Policy



MOUNT
BARLBOROUGH HALL
EDUCATING MEN AND WOMEN FOR OTHERS SINCE 1842

ISI Regulatory Code – 5a

Policy written by – SLT

Policy Date – September 2024

This Policy is for Barlborough Hall School

Linked Policies – PHSEE, RE, Safeguarding, Prevent,
Radicalisation

Review date September 2025

MISSION STATEMENT

‘Men and Women for Others

A common spirit underpins teaching and learning, the broad curriculum and the entirety of school life. Our mission, which is inspired by the Jesuit vision and Ignatian characteristics of education is to produce well rounded, well- educated and mature men and women of conscience, compassion and competence who are committed to follow the example of Christ living their lives as “Men and Women for Others”.

Therefore, we commit ourselves in all areas of school life to the following:

The Magis; The pursuit of excellence.

This is a core concept in Jesuit education. We expect the best from everyone and we aim for the higher standards in all things. We set ambitious targets for our students and carefully monitor their academic performance. We seek excellence in Music, in Sport and in every subject, hobby, pastime, project and co-curricular activity that our students engage in both inside and outside the classroom.

Cura Personalis; The care of each individual.

In our schools we insist on respect for the dignity and potential of everyone because we all are God’s creation. We believe that all life is precious, that all are persons of value whatever our different talents or role in the school may be. We value everyone. We are ambitious for everyone. We seek out their talents and we develop them.

Maturity; The Growth of our students in freedom and responsibility.

From the time the students first join us even at age 3 we focus our attention on their growth and on their journey towards greater freedom and responsibility. At every stage of the process we challenge our students to grow through a broad academic curriculum with wide subject choices and a diverse programme of extra-curricular activities, numerous sports and hobbies.

Holistic Education; The development of the whole person.

We recognise that each life is unique and that every part of us needs to be nourished. We challenge our students to help them grow holistically. To develop the whole we offer a broad curriculum and devote time to exercises that nourish the spiritual, intellectual, emotional, artistic, and physical dimensions of the person.

Sharing Joy in Community

Jesuit schools are places that celebrate successes and achievement. Because we keep our class sizes small we can reach out to each student individually. We want our students to love coming to school. Both the boarders and the day students are surrounded by a supportive community.

The Spirit of Gratitude

We want to develop an appreciation for life and a gratitude for the many gifts and talents given to us. When we meet regularly at assemblies and liturgies we make a point of giving thanks and celebrating all that is good in our school life

The Presumption of Positive Intent

In the spiritual exercises St Ignatius encourages us to be, “more ready to put a good interpretation on another’s statement than to condemn it as false” (Spiritual Exercises 22). We encourage our students and staff to turn away from cynicism and to be positive about life and in their working together. Without being naïve we encourage them to always look to the positive assuming that everyone who works, lives and studies here wants what is best for the school and the whole community.

OUR VISION

As a Jesuit School we aim to follow Jesus and care for others.

We want to:

1. Develop our talents knowing each one of us is special in God’s eyes.
2. Understand that God is always with us in good and bad times.
3. Love Truth.
4. Know ourselves so that we can understand others better.
5. Become more responsible for ourselves and for others.
6. Be fair and help those in need.
7. Be the person that God wants us to be in all we do.

Aims

This policy has been drawn up following full discussion between staff. This policy sets out the four key areas within which the DfE has defined British values, and the ways in which pupils at Barlborough Hall School learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

Independent schools are required to encourage pupils to respect the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs, as outlined in the Independent Schools Standards definition (January 2013). Independent Schools set their own curriculum, but must comply with the Independent Schools Standards, which include an explicit requirement to promote British values as part of broader requirements relating to the quality of education and promoting spiritual, moral, social and cultural development of pupils. The DfE requirements will strengthen this standard further.

Introduction

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. This document was updated in 2019 with all schools having a duty to **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. Actively promoting also means challenging pupils, staff or parents expressing opinions contrary to fundamental British values. These values were first set out in the 'Prevent' strategy in 2011 (latest guidance updated March 2024). The aim for the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. All schools must now have a clear strategy for embedding these British values and show how their work with pupils has been effective in doing so. Barlborough Hall School is a Jesuit 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.

Definition

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 Schools

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 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

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.

4.4 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

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.

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:

- (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
- (e) An understanding of the importance of identifying and combating discrimination

How do we actively promote British Values at Barlborough Hall School?

- (a) Include in the curriculum the advantages and disadvantages of democracy
- (b) Ensure all pupils in the school have a voice that is listened to
- (c) Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide opportunities for pupils to argue and defend points of view
- (d) Consider the role of extra-curricular activities in promoting British values.

Early Years Requirements (EYFS 2014)

The Prevent Strategy and Early Years

Statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies (“specified authorities” listed in Schedule 6 to the Act), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This guidance is issued under section 29 of the Act.

Under this Act all early years are required to have ‘due regard’ in the exercise of its functions, to the need to prevent people from being drawn into terrorism’ and other forms of

extremism. The term 'due regard' as used in the CTSA 2015 means that the authorities should place an appropriate amount of weight on the need to prevent people from becoming terrorists or supporting terrorism when they consider all the other factors relevant to how they carry out their usual functions.

The Government has created a new definition of extremism in March 2024 as: Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

Early Years settings are required to adhere to the Equality Act 2010 and must by law deliver the EYFS, which promotes rights and equalities, including the 'spiritual, moral, social and cultural development of children'.

Early Years settings have the responsibility to:

- (a) Provide staff with training to recognise vulnerability and how to respond
- (b) Keep children safe, promote their welfare and keep them from harm
- (c) Be alert to any safeguarding and child protection issues and know who to refer to if further action as required (CPO)
- (d) Focus on the child's personal, social and emotional development
- (e) Ensure children learn right from wrong, mix and share with other children and value others' viewpoints
- (f) Ensure children know about similarities and differences between themselves and others and challenge negative attitudes and stereotypes.

Practitioners will:

- (a) Listen to children
- (b) Share appropriate information with parents
- (c) Listen to parents
- (d) Report concerns
- (e) Challenge negative behaviour
- (f) Focus on the child's needs

Examples of how Barlborough Hall School can promote British Values

Democracy

- (a) Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Assemblies, guest speakers and the curriculum
- (b) Use the Student Council to teach pupils how they can influence decision making through democratic process
- (c) Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the areas of the curriculum such as PSHE, History, Geography and RE
- (d) 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) Use Assemblies, Mass and Liturgy to explore themes relating to democracy in this country and around the world.

Rule of Law

- (f) 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.
- (g) Help pupils to distinguish right from wrong through discussion and modeling positive behaviour
- (h) Police and Fire visits are used to build links between and understanding of the local constabulary and their work to support the local community
- (i) 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.
- (j) 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.
- (k) Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

Individual Liberty

- (l) Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- (m) Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- (n) Challenge stereotypes and promote individuality at every opportunity, modeled by staff and older students to set positive examples through the school.
- (o) Work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated

Respect and Tolerance

- (p) Promote respect for individual differences

(q) 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.

(r) Use Mass and Liturgy as a vehicle to embrace and accept different ways of worship and different perspectives on faith.

(s) Use curricular opportunities to encourage critical thinking and deeper understanding of difference and beliefs.

(t) 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.

British Values Curriculum map and termly theme

Autumn 1 democracy <ul style="list-style-type: none"> • respect for democracy and support for participation in the democratic process 	Spring 1 individual liberty and responsibility <ul style="list-style-type: none"> • support and respect for the liberties of all within the law 	Summer 1 and Summer 2 Tolerance of those of different faiths and beliefs and equality of opportunity <ul style="list-style-type: none"> • support for equality of opportunity for all
Autumn 2 the rule of law <ul style="list-style-type: none"> • respect for the basis on which the law is made and applies in England 	Spring 2 mutual respect and tolerance <ul style="list-style-type: none"> • respect for and tolerance of different faiths and religions and other beliefs 	

Examples of opportunities and activities to promote British Values at Barlborough Hall School include:

British Value – Statement from Document	How Statement is addressed at Barlborough
Ensuring SMSC development = actively promoting British values – challenging opinions or behaviours in school that are contrary to fundamental British Values	Collective Worship A strong school ethos Effective relationships throughout school Relevant activities beyond the classroom Pastoral Lessons
Different people hold different views about right and wrong, all people in England are subject to its law. Schools should not teach anything that undermines civil and criminal law. Schools should promote democracy, individual liberty, mutual respect and tolerance of those with different faiths and beliefs	Ongoing – daily (ethos) PHSE Units Living in a Wider World – Diverse Britain The Golden Rules and School behaviour ladder The Religious Education Directory – To Know you More Clearly- Scheme of Work Assembly Rewards System House System

	<p>Teams</p> <p>Praise Assembly</p> <p>Jesuit Pupil Profile</p>
<p>Collective Worship</p> <p>A strong school ethos</p> <p>Effective relationships throughout school</p> <p>Relevant activities beyond the classroom</p>	<p>Mass and Celebration of The Word</p> <p>Men and Women for others</p> <p>Charities (Houses)</p> <p>Buddy system</p> <p>Joint peer and campus activities</p> <p>Team activities</p>
<p>Teachers Standards expect teachers to uphold public trust in the profession and maintain high standards in ethics and behaviour within and outside school. This includes not undermining fundamental British values.</p>	<p>High expectations</p> <p>Following Jesuit Ethos</p> <p>Being Fair</p>
<p>SMSC – develop pupils’ self-knowledge, self-esteem and self confidence</p> <p>Distinguish right from wrong</p>	<p>Ethos and Pupil profile</p> <p>Daily teaching and learning</p> <p>EYFS role play/sharing</p> <p>Examen</p>
<p>SMSC – pupils’ to accept responsibility for their behaviour, show initiative, contribute positively to the lives of those living and working in the locality of the school and more widely.</p>	<p>School Council</p> <p>House Charities</p> <p>Good Shepherd</p>
<p>SMSC – develop a broad general knowledge and respect for public institutions and services in England</p>	<p>Els III Summer Term - British Monarchy up to the Industrial Revolution</p> <p>Els II Spring Term - The Tudors</p>
<p>SMSC – tolerance, harmony and a respect for their own and others cultures</p>	<p>The Religious Education Directory – To Know you More Clearly- Scheme of Work – range of faiths</p> <p>Assembly</p> <p>Elements II – Summer Term World at War</p> <p>Elements I – Early Islamic Civilisation</p>
<p>SMSC – encourage respect for democracy and the democratic processes.</p>	<p>School Council – ensure pupils have a voice</p> <p>Voting of House Captains</p> <p>Debating Hobby – how to argue different points of view</p> <p>How democracy works in our country – how is this different in other countries?</p> <p>Advantages and disadvantages of democracy</p>
<p>Knowledge expected of pupils as a result of school promoting British values = how we can influence decision making through democratic process, laws protect individuals and are essential for well-being and safety. Understand that the freedom to choose and hold other faiths and beliefs is protected by law.</p>	<p>Assembly</p> <p>Mass</p> <p>The Religious Education Directory – To Know you More Clearly- Scheme of Work</p>

<p>An acceptance that other people having different faiths or beliefs to oneself should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.</p> <p>An understanding of the importance of identifying and combating discrimination</p>	
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Summary

All staff and pupils at Barlborough Hall School 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 be routed out, and democracy and the rights of individuals will take centre stage.

As a Jesuit School many of the values are outlined in our ethos and vision statement. The children 'live out' our motto 'men and women for others' and actively engage in the Barlborough Hall Community which promotes democracy, rules, liberty, fairness, respect and tolerance.