



Fundamental British Values (FBV) Policy Whole School (inc. EYFS)

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1 Aims

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

2 Introduction

- 2.1 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. NLGS 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.

3 What is 'Britishness'?

- 3.1 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

4 Government advice to guide school policy

- 4.1 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.
- 4.2 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.
- 4.3 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

5 British values: expectations for pupils

- 5.1 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.
- 5.2 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:
 - (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 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 North London Grammar School?

Democracy

- (a) Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Assemblies, speaker events and curriculum programmes: PSHE
- (b) Use the Student Council and other elected committees 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 PSHE, History, Geography, RS, and English Curriculum at KS3 /4.



- (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 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 modelling positive behaviour
- (h) Police 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, modelled 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
- (p) Deliver a diverse speaker programme to expose pupils to people from a wide range of backgrounds and belief systems.

Mutual Respect and Tolerance

- (q) Promote respect for individual differences
- (r) 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.
- (s) Use curricular opportunities: PSHE and RS, 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.



7 Summary

- 7.1 All staff and students at NLGS 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.
- 7.2 Examples of opportunities and activities to promote British Values at NLGS include:
- (a) British Values are promoted to students via the curriculum, school visits and enrichment opportunities. For example, there are visits to iconic British buildings and locations as well as buildings from other faiths
 - (b) Speakers might include local MPs, journalists, lawyers, human rights workers, war veterans and former prison offenders: all of whom provide alternative views on British Values and encourage pupils to take an open and interested approach to the world around them.
 - (c) In lessons all students are encouraged to debate and discuss ideas, sharing and defending their beliefs in a way that is collaborative and supportive.
 - (d) Teachers model positive behaviour and democratic values in their interactions with colleagues and students.
 - (e) Assemblies are frequently used as vehicles through which tutor groups present to the wider community, examples of key moments, people or ideas from British history.
 - (f) 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. As a multicultural school 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. All academic departments have Fundamental British Values clearly identified in their schemes of work.



Appendix: How does North London Grammar School promote British Values?

- 8.1 The document below can be used by teachers and tutors to demonstrate how they promote British values. The questions have been adapted from the DfE document 'Promoting fundamental British values as part of SMSC in schools'. Checklist for departments and tutor teams to review and note opportunities for promoting British Values within their schemes of work.

Questionnaire Evidence	
How do we promote the values of democracy in lessons and wider school life?	
How do we promote the importance of identifying and combatting 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 and appreciation of their own and other cultures?	
Do students understand the difference between the executive and judiciary systems?	
Are students 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?	