

2023
V3

Promoting Fundamental British Values Policy

Introduction

This policy sets out the four key areas within which Debut has defined British values, and the ways in which our learners learn and develop understanding of these areas, both through the curriculum, extra-curricular 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 providers are required to ensure that the curriculum actively promotes these fundamental British values. Debut is a multicultural community within which we celebrate learners and cultures from all over the world. Alongside this, the Academy is keen to support all learners 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:

- (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 Educators 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 learners, the proprietor of the provider 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 training centre
- (c) Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of learners they are offered a balanced presentation of opposing views.

The balanced presentation of opposing views applies while learners are in attendance at training centre, while they are taking part in extra-curricular activities provided by, or on behalf of, the Academy, and in the promotion of those extra-curricular activities, whether they are taking place at the centre or elsewhere.

Providers must also ensure they actively promote principles that:

- (a) Enable learners to develop their self-knowledge, self-esteem and self-confidence
- (b) Enable learners to distinguish right from wrong and to respect the civil and criminal law of England
- (c) Encourage learners 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 training provider is situated, and to society more widely
- (d) Enable learners 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 learners

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 learners.

Paragraph 13 of the document sets out 'the kinds of understanding and knowledge that can be expected in learners' as a result of providers 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.

How do we actively promote British Values at Debut?

Democracy

- (a) Provide learners with a broad general knowledge of and promote respect for public institutions and services through lessons, discussions, and curriculum programmes
- (b) Use the Student Council and other elected committees to teach learners 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 various workshops, embedding through the curriculum and Business Plan Workbooks.
- (d) Encourage learners to be aware of injustice, perceived or real and think about ways in which this can be challenged through day to day processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns.

Rule of Law

- (e) Ensure Academy 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 training centre
- (f) Help learners to distinguish right from wrong through discussion and modelling positive behaviour
- (g) Help learners 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.
- (h) Help learners to understand that the law is to be respected through upholding and adhering to it as a community and to our own Academy rules.

Individual Liberty

- (i) Support all learners to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- (j) Encourage learners to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- (k) Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older learners to set positive examples through the Academy.
- (l) Work tirelessly to establish and maintain a climate in which all learners feel safe and bullying is not tolerated
- (m) Deliver a diverse programme to expose learners to people from a wide range of backgrounds and belief systems.

Respect and Tolerance

(n) Promote respect for individual differences

(o) Use Curricular and extracurricular opportunities to expose learners to British and other cultures, their ways of life and faiths, encourage and support learners in growing their understanding and appreciation of these. E.g. we ensure that learners are aware of how treatments should be adapted for different cultures or faiths.

(p) Use the curriculum to embrace and accept different ways of worship and different perspectives on faith.

(q) Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that learners can understand these different elements within British society.

Summary

All staff and students at Debut are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all learners 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 provider. Where unfairness or bullying is found to exist it will be routed out, and democracy and the rights of individuals will take centre stage.

Debut will ensure:

- They include activities on democracy (advantages, disadvantages and how the law works in Britain in contrast to other forms of Government in other countries). This is provided by focus topics, discussion during themed days or “lets get switched on” activities.
- All learners have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes. This is provided by school council representatives whose members are voted for by learners.
- Include a wide variety of faiths in the learning programme to help learners understand them.

Responsibility and Authority

The organisation has ultimate responsibility for promoting understanding and learner awareness of this subject and will ensure that these are effective, robust and reviewed on a regular basis. As such three senior members of staff have been designated duties to oversee and moderate it:

The designated personnel are:

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Please refer to Debut's linked policies below for additional information regarding Promoting Fundamental British Values:

- Anti-Harassment & Anti-Bullying Policy
- Apprentice Expectation Policy
- Assessor Off-Site Tutoring Policy
- Counselling Policy
- Communications Policy
- Code of Conduct – Staff Policy
- Code of Conduct – Learners Policy
- Confidentiality & Disclosure Policy
- Data Protection Policy
- Disciplinary Policy
- Equal Opportunities & Inclusion Policy
- Employer (Work-based) Support & Expectation Policy
- Freedom of Information Policy
- Guidance Policy
- Induction Procedure – Staff Policy
- Induction Procedure – Learner Policy
- Internet & Appropriate Use Policy
- IAG Policy
- Learner Support & Super Group Policy
- Learner Charter Policy
- Learner Contribution & Learner Voice Policy
- Learner Positive Behaviour & Management Policy
- Learner Safeguarding & Safeguarding Vulnerable Adults Policy

- Meetings Policy
- Mentoring – Staff Policy
- Mentoring – Learner Policy
- Observation of Teaching, Learning & Assessment Policy
- Off-site Educational Trip & In Workplace Tutoring Policy
- Prevent Policy
- Quality Assurance Policy
- Right to Search Policy
- Review & Appraisal – Learner Policy
- Review & Appraisal – Staff Policy
- Staff CPD/Personal Development Training Policy
- Teaching & Learning Policy
- Whistle Blowing Policy

Policy Revision

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