



Fundamental British Values Policy

Policy date:	March 2023
Date of next review:	March 2024
Owner:	Deputy Head (Academic)
SLT committee responsible:	-
Intended audience:	All pupils, parents and staff
Location:	School Portal and Website

1. Introduction

1.1 As a British boarding school all of our pupils are required to receive an education that actively promotes the Fundamental British Values of:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect and tolerance of those with different faiths and beliefs.

1.2 These values are embedded within the School's ethos and aims, and the School's curriculum.

1.3 Several key principles are actively promoted:

- enabling pupils to develop their self-knowledge, self-esteem and self-confidence;
- enabling pupils to distinguish right from wrong and to respect British law ;
- encouraging 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;
- enabling pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain;
- promoting tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encouraging respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- encouraging respect for democracy and support for participation in the democratic process.

1.4 These values are taught through various parts of the school curriculum in both a generic and age-specific form. The active pursuit of the above aims is evident in activities encompassing academic, co-curricular and pastoral aspects of the School and relationships between staff and pupils.

1.5 Opportunities offered to pupils within both the academic curriculum and co-curricular sphere take account of the diversity of our society and emphasise the importance of respect, tolerance and understanding of one another. The broad range of teaching styles and approaches adopted by staff encourage all pupils to participate in the classroom and discourage the domination of lessons by any particular group or individual.

2. Raising awareness and active promotion of fundamental British values

2.1 Fundamental British values are implicitly rooted within the day-to-day functioning of the School. Fundamental British values are promoted through the School's curriculum and through its Wellbeing (PHSE and RSE) Programme. Further information can be found in the Curriculum Policy, and in the School's PSHE and RSE policies.

2.2 Teaching approaches support fundamental British values in a number of ways, for example by encouraging everyone to feel confident in expressing their ideas and opinions in class discussions; by encouraging reflection and celebrating pupil success; by holding pupils to

account for their behaviour and actions; or encouraging pupils to develop their independent learning skills to take control of their learning.

2.3 The School also promotes fundamental British values through its co-curricular activities, for example:

2.3.1. **The School Senate**

All pupils have a voice and are listened to. The democratic process is promoted via the School Senate, a forum through which pupil representatives from different year groups and Houses present the views of their peers before various staff and SLT. Senate is chaired by the Heads and Deputy Heads of School.

2.3.2. **Activities**

All pupils in Year 10 upwards are offered the opportunity to take part in the Combined Cadet Force (coordinated by the British Armed Forces) or an Adventure Skills programme. These provide the opportunity for all pupils to become involved in individual leadership roles within a safe and supportive environment whilst allowing them to undertake challenges, demonstrate initiative and be given additional responsibilities.

In the Sixth Form the Community Action programme, Charity Committee, Sustainability Committee and Amnesty Group teach the value of service to others and an appreciation of an individual's place in the community and wider society.

The Model United Nations (MUN) programme is open to all pupils and facilitates debates on current world issues, in the style of the United Nations.

There are a range of societies which allow pupils to express their own, and to learn about other faiths and cultures, such as the Islamic Society.

2.3.3. **Lectures and workshops**

Visiting speakers increase the exposure pupils have to people from a diverse range of cultural backgrounds with contrasting views, opinions and experiences. This broadens pupils' appreciation and understanding of the world around them whilst allowing them the opportunity to ask questions and challenge what they hear.

2.3.4. **The International Society**

The International Society consists of pupil representatives from each House as well as pupils from Lower School to Sixth Form. They meet every week and discuss forthcoming events and any issues pertaining to the international students. Its aim is to celebrate the rich diversity that the international students bring to the Haileybury community.

2.3.5. **Pupil-led initiatives**

Pupil-led initiatives including charitable events teach pupils how to act in a more socially responsible way and raise awareness of different cultures and traditions. Each year pupils are encouraged to suggest local and national charities and the Charities Committee (comprising members who are democratically elected by their Houses)

votes on which the School should support. Through the activity of Haileybury Youth Trust in Uganda, British and Ugandan young people work alongside each other improving lives and livelihoods in some of Africa's most challenging circumstances. Cultural experiences are shared and through the work of the Trust, promoting a deeper mutual understanding and appreciation of cultures. This understanding is further enhanced with visits to Uganda, in assemblies and lessons at Haileybury.

2.3.6. School life

Within each House the mix of pupils of different ages, religions, cultures and socio-economic backgrounds provides pupils with the opportunity to gain and develop knowledge and respect for others.

Pupil involvement and initiatives both within Houses and around school more generally, including meals, celebrations and events such as the Indian festival of Holi and Chinese New Year, foster an awareness of and promote tolerance and appreciation of different cultures, views and customs.

2.3.7. The Chapel

Haileybury is a Church of England school. As such, the Chapel plays a central role within school and the wider community. Daily Chapel services are based on tolerance, respect and inclusion and the Chaplain welcomes those of all faiths and those of no faith. The School also has a multi-faith prayer space.

2.3.8. Assemblies and Lists

Pupil achievements and experiences are celebrated in Lists. Presentations on trips, for example to the Hague Model United Nations or to visit Haileybury's charity at work in Uganda are given in assemblies. Members of staff or pupils also have the opportunity to give presentations on current affairs or global or community issues.

3. Non-partisan views and teaching

- 3.1 In accordance with its regulatory obligations, the School precludes the promotion of partisan political views in the teaching of any subject at School, and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils while they are in attendance at school or taking part in school activities, they are presented in a balanced way with opposing views.

Version history		
Date	Reviewed by	Notes
April 2018	LAJ	Reviewed
June 2018	ERLB SLT	Reviewed Approved
June 2019	ERLB	Reviewed
February 2022	CM / AEC/ SLT	Reviewed, updated and approved
March 2023	SLT	Reviewed, updated and approved