

Greenwich House Independent School, Kindergarten and Creche

British Values Policy

This policy refers to and quotes from the following guidance which afterwards and throughout this policy is referred to as “the Guidance”:-

- Department for Education “The Independent School Standards - Guidance for Independent Schools - April 2019
- DfE - The Prevent Duty - Departmental advice for schools and childcare providers - June 2015
- DfE Statutory framework for the early years foundation stage - Setting the standards for learning, development and care for children from birth to five - Published: 3 March 2017 Effective: 3 April 2017
- <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Greenwich House Independent School, Kindergarten and Creche (“Greenwich House”) recognises its duties to “actively promote” fundamental British Values within its setting. Greenwich House recognises that these values have underpinned its ethos and informed its curriculum. It is fully supportive of and engaged with its duty to 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. Greenwich House also recognises that these values are shared by and aspired to by individuals and communities across the world as “human values” from which all people may define their civic rights and responsibilities. Greenwich House recognises that these values have inspired the foundation of internationally recognised declarations of human rights and values. Greenwich House’s other policies including its Prevent policy and Equal opportunities policy should be read in conjunction with this policy.

In school, the Guidance sets out that “SMSC can be developed through virtually all parts of the curriculum by being infused within the day to day operation of a school, e.g. in its behaviours and ethos, although some subjects and activities are likely to be more relevant than others. The school’s approach should be adjusted for the age and ability of pupils, including those with special needs.”

The Guidance also explains that “Actively promoting the values also means challenging opinions or behaviours in school that are contrary to fundamental British values.” It also says that “Promoting views that undermine the fundamental British values would be at odds with this standard.” These principles are also echoed by the Guidance in relation to early years settings and it is made clear that the promotion of fundamental British Values is embedded in the Statutory Framework for the early years foundation stage.

Greenwich House will continue to actively promote the fundamental British values both within its curriculum but also in the running of all aspects of its setting. It will continue to support pupils understanding of the democratic process in school (among other ways) by promoting the engagement of its pupils in the election of class representatives and by consulting them where appropriate on aspects of the management of the setting. In the early years setting age appropriate ways of engaging pupils in decision making will be delivered. It will promote the rule of law in its application of the rules which apply to pupils attending its setting. It will, where appropriate, arrange talks or visits to foster pupils’ understanding of the role played by public bodies in the administration of the law. It will foster an understanding of religious freedom by providing the

opportunity to study different faiths and religions and promote non-discrimination in all aspects of school life in accordance with Greenwich House's Equal Opportunities Policy. The examples quoted should not be considered exhaustive and Greenwich House will explore and take appropriate opportunities to enhance the promotion of fundamental British values within its settings.

This policy will be supported by a British values - Prevent strategy detailing the approach to implementing the agenda detailed in this policy and the approach to implementing it across Greenwich House's setting including details of proposed activities and an action plan to ensure that implementation is embedded in the delivery of Greenwich House's ethos and curriculum.

Signed by Head teacher
J M Brindle

Created June 2017
Reviewed September 2018
Reviewed November 2019
Reviewed September 2020

British Values - Prevent Strategy and Action Plan

Greenwich House's approach to supporting British values, as part of its commitment to implementing Prevent, includes the following:-

- taking into account British Values and Prevent in drafting and reviewing its policies, including, but not limited to, its Child Protection (Safeguarding) Policies;
- providing training to its staff in relation to British values and Prevent including:-
 - circulation to staff of its policies when they are updated;
 - providing access to appropriate courses (Greenwich House provides courses to staff as appropriate including Child Protection Company courses, E-safety Support courses and those accredited by the Lincolnshire Safeguarding Children Partnership);
 - circulating updates to statutory guidance issued by the DfE, guidance issued by the Lincolnshire Safeguarding Children Partnership and guidance issued by other relevant agencies as appropriate; and,
 - discussion in staff meetings in respect of issues and cases of concern.
- providing appropriate information, including access to relevant policies to parents;
- taking into account and promoting British Values in the planning and delivery of its curriculum including, but not limited to, PSICHE.

These are already in place and form part of an ongoing action plan to deliver the British values - Prevent Strategy.

All staff are made aware of their responsibilities in relation to the promotion of British values and the Prevent duty in carrying out their duties including in respect of the design and delivery of the curriculum. The Head Teacher and Director of School Development have responsibility to oversee the implementation of this strategy.