PUTNEY
HIGH SCHOOL
GDST
GIRLS' DAY SCHOOL TRUST

Fundamental British Values Policy

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Fundamental British Values Policy

Putney High School's Britishness Policy below should be read in conjunction with the school's policies on PSHE Education, British Values and Prevent Guidance, Relationships & Sex Education (RSE), Citizenship Education, Preventing Radicalisation, Drug Education and Spiritual, Moral, Social and Cultural Development (SMSC).

Promoting British Values

This policy applies to all pupils and staff of the school, including the Early Years Foundation Stage.

The school aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society.

In doing this, the school fulfils its statutory duty to promote the spiritual, moral, cultural, mental and physical development of all our pupils. In accordance with the Amendment to the Education (Independent School Standards) (England) Regulations 2010 Putney High School will 'actively promote' the fundamental British values of:

- Belief in personal and social responsibility
- Democracy
- Freedom
- Multiculturalism
- Respect for British institutions
- Respect for equal rights
- Respect for the rule of law
- Toleration

British values are promoted through the curriculum within the PSHE programme, assemblies and other activities (such as debating), and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of the school.

In promoting these values, the school will not promote the partisan teaching of any subject and where political issues are discussed the school will ensure that our pupils are offered a balanced presentation of opposing viewpoints.

The school's curriculum is designed to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- 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.

- enable pupils to acquire a broad general knowledge of and respect public institutions and services in England.
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- encourage respect for other people; and
- 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.

The examples below give a flavour of how the school seeks to embed these fundamental values.

Democracy

The principle of democracy is explored in subjects such as RS and History, in PSHE and in assemblies.

The practice is encountered by pupils in the process of electing peers to the school's council, and in the selection of prefects.

The Rule of Law

The school is governed by rules that pupils are made aware of through induction, assembly, and in documents such as the ICT Acceptable Use Agreement. All staff, parents and pupils, when they join the school, are made aware of the safeguarding policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken.

The rule of law is explored in the curriculum through the PSHE programme and the History and Politics syllabus.

Individual Liberty

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The school seeks to create the conditions within which pupils can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through e-safety and PSHE lessons.

Pupils are encouraged to develop, reflect on and articulate their own viewpoints. They are given the freedom to make choices in subject options and extracurricular programmes. In their teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively.

Mutual Respect

Respect is central to the ethos of the school and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. The School seeks to develop mutual respect throughout the curriculum, and the code of conduct promotes the values of respect and responsibility.

Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions.

Tolerance of those of different faiths and beliefs

Pupils are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

Assemblies allow pupils to appreciate different faiths and practices, and this is supported by the programmes of study in RS, History and PSHE. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways – including trips abroad.

The role of the school in the prevention of political indoctrination

This is implicit in the values described above.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views.

The school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

If any pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

Related policies

- British Values and Prevent Guidance
- Citizenship Education
- Drug Education
- Preventing Radicalisation
- PSHE Education
- Relationships & Sex Education (RSE)
- Spiritual, Moral, Social and Cultural Development (SMSC).