



British Values Policy



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British Values Policy

1. Policy Statement

Tower Learning Centre Independent School is committed to serve its community. Staff and pupils recognise the multi-cultural, multi-faith and ever changing nature of the United Kingdom. We also understand our role in ensuring groups of individuals are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

This school accepts admissions from all those entitle to an education under British law, including pupils of all faiths or none. We promote equal opportunities and do not discriminate against any individual or group, regardless of faith ethnicity, gender, sexuality, political vies or financial status.

2. What are the British values?

The Government emphasises that schools are required to ensure that key ‘British Values’ are taught in all UK schools, setting out its definition of British Values in the ‘Prevent Strategy’:

- Democracy
- The Rule of Law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

These values are part of our culture and underpin the curriculum and extra-curricular activities of our School

Ofsted now takes the work of all schools in this area into account during inspections. When publishing the guidance for schools Lord Nash said: “A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. We want every school to promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs. This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain.”

3. Actively promoting British values

We recognise that actively promoting the values means challenging opinions or behaviours at the Centre that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide spiritual, moral, social and cultural (SMSC).

Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through our provision of SMSC we aim 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 to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for 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 processes, including respect for the basis on which the law is made and applied in England.

4. Impact on pupils

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for our School to promote discrimination against people or groups on the basis of their belief, opinion or background.

5. Examples of actions that can be taken

Tower Learning Centre Independent School Independent School will publish a statement on their website detailing how they embed British values with their pupils. The following are generic examples in which ways British values will be promoted as appropriate for the age of pupils:

- Thread into suitable parts of the curriculum.
- Ensure that all pupils within the school have a voice that is listened to and have the opportunity to learn how to argue and defend points of view;
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Provide suitable extra-curricular activities
- Regular collective assemblies
- Involvement in key local, national and international events
- Using democratic processes within the school where possible
- Teach pupils, with appropriate reinforcement, the rules and expectations of the Centre.
- Promote opportunities for pupils to express their views in a safe environment.
- Invite a range of visitors from outside agencies/organisations to reinforce the British values messages
- External trips and extended activities

6. Statement of Policy Review

The proprietor has agreed that this policy will be reviewed on a two yearly basis. Any review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be July 2026