Beachborough School

Fundamental British Values Policy

Updated: September 2026

Date of next Review: September 2027

Policy Lead: Ms SJ Lapper (Deputy Head Pastoral - DSL)

Reviewed by: Mrs S Mitchell (Head)

Introduction and Background:

The Department for Education (DfE) requires all schools to actively promote the Fundamental British Values as part of their duty to provide for the spiritual, moral, social and cultural (SMSC) development of pupils. These values were highlighted within the 2011 Prevent Strategy and reinforced through subsequent Department for Education guidance on promoting Fundamental British Values.

This policy sits alongside our obligations under:

- Equality Act 2010
- Independent School Standards Regulations (2014)
- Independent School Standards Guidance (2026)
- Prevent Duty Guidance for England and Wales
- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)
- Early Years Foundation Stage Statutory Framework (2026)

Fundamental British Values and SMSC Development

Beachborough School recognises that the active promotion of Fundamental British Values forms an integral part of pupils' Spiritual, Moral, Social and Cultural (SMSC) development. Through teaching, pastoral provision, enrichment opportunities and positive relationships, pupils are encouraged to:

- develop self-knowledge and self-confidence;
- distinguish right from wrong and respect civil and criminal law;
- accept responsibility for their behaviour;
- contribute positively to the lives of others;
- gain an understanding and appreciation of different cultures, beliefs and ways of life;
- show respect for democracy and public institutions.

Pupils are prepared for life in modern Britain through opportunities to engage with contemporary social, moral, cultural and civic issues in an age-appropriate manner.

Definition of British Values:

At Beachborough School, we are committed to upholding and promoting the five key British values as defined by the Department for Education:

1. **Democracy**
2. **The Rule of Law**
3. **Individual Liberty**
4. **Mutual Respect**
5. **Tolerance of those of Different Faiths and Beliefs**

These values are interwoven into our ethos, curriculum, pastoral care and wider school culture.

British Values and Safeguarding:

Beachborough School recognises that the promotion of Fundamental British Values forms part of our wider safeguarding responsibilities. Through our curriculum, pastoral provision, PSHE/RSHE programme, assemblies, online safety education and staff training, we seek to develop pupils' resilience to extremism, radicalisation and other forms of harmful influence.

Concerns regarding radicalisation or extremism will be managed in line with the School Safeguarding and Child Protection Policy. The Designated Safeguarding Lead (DSL) will respond appropriately, including seeking advice from external agencies and making referrals where necessary.
Staff receive safeguarding and Prevent training appropriate to their role and understand their responsibilities in identifying children who may be vulnerable to radicalisation. Concerns will be managed through the school's safeguarding procedures and, where appropriate, through multi-agency safeguarding arrangements.

Definitions:

Extremism is the vocal or active opposition to the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, including calls for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Embedding British Values at Beachborough:

Democracy:

We value the voice of every pupil. Opportunities to experience democratic processes include:

- Election of school council members and pupil leadership roles.
- Pupil consultations on curriculum design, school policies and enrichment opportunities.
- Involvement in clubs which develop communication skills and sharing of their ideas and opinions.

These practices prepare our pupils to engage in democratic processes as active citizens.

The Rule of Law:

We consistently reinforce the importance of laws and rules:

- Clear classroom and whole-school behaviour policies promote a strong understanding of fairness, responsibility and justice.
- Regular assemblies explore legal and moral themes, including age-appropriate topics such as online safety, anti-bullying, and justice.
- Engagement with law enforcement and local community representatives supports real-world understanding of law in society.

Pupils are involved in shaping aspects of school governance, including the selection of prefects, helping them understand both authority and accountability.

Individual Liberty:

We nurture a safe, supportive environment where pupils are empowered to make choices:

- Pupils choose from a wide variety of extracurricular clubs and enrichment activities that reflect their interests.
- Within lessons, they are encouraged to take ownership of their learning by selecting tasks that match their level of challenge.
- Our digital safety curriculum and PSHE programme guide pupils on understanding their rights, responsibilities and personal freedoms in modern Britain. Pupils are also taught how to evaluate information critically, identify misinformation, recognise online manipulation (including manipulation through artificial intelligence, deepfakes, algorithm-driven content and other emerging technologies) and understand the risks associated with harmful or extremist online content.

Individual liberty is encouraged within a framework that ensures safety, respect and consideration for others.

Mutual Respect:

Respect is a core principle that underpins all aspects of school life:

- Our school Code of Conduct promotes respectful relationships between pupils, staff, and the wider community.
- Pupils are expected to show respect in all contexts—during lessons, assemblies, sports fixtures, trips, and everyday interactions.
- Regular celebration of achievements, collaborative projects and restorative approaches to conflict reinforce mutual respect.

Respect is modelled by staff and reinforced through mentoring and pastoral care.

Beachborough School promotes respect for all individuals and actively fosters an inclusive environment where diversity is celebrated. The school does not tolerate discrimination and promotes understanding, respect and inclusion in relation to the protected characteristics identified within the Equality Act 2010 and actively challenges discrimination, prejudice and stereotyping.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs:

Our culturally inclusive curriculum fosters awareness, understanding and appreciation of diversity:

- All major world religions are studied in Religious Education lessons.
- We follow the Sacred SOW from Northampton Council which focuses on all religions and faiths.
- Assemblies, and visits to places of worship promote interfaith understanding.
- We mark significant cultural and religious festivals, encouraging reflection, discussion and curiosity.

Through these experiences, pupils learn to value diversity, challenge prejudice, and develop a sense of global citizenship.

At Beachborough School, Fundamental British Values are not taught in isolation; they are embedded throughout our curriculum, pastoral systems, enrichment programme and daily school life. Through the active promotion of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, we aim to develop pupils who are responsible, respectful and active citizens.

Pupils are encouraged to develop informed opinions whilst understanding that views which discriminate against, demean or seek to undermine the rights, freedoms or dignity of others are inconsistent with the school's values and the Fundamental British Values.

The school is committed to preparing pupils for life in modern Britain by promoting inclusivity, respect, critical thinking and resilience to discrimination, extremism and radicalisation.

British Values in the Early Years Foundation Stage

In the Early Years Foundation Stage, Fundamental British Values are promoted through age-appropriate experiences including:

- taking turns and sharing;
- making choices and expressing preferences;
- understanding rules and routines;
- developing respect for others;
- celebrating similarities and differences;
- learning about the wider community through stories, visitors, celebrations and play experiences.

These opportunities support children's personal, social and emotional development and lay the foundations for responsible citizenship.

Monitoring and Review:

The implementation and effectiveness of this policy will be monitored through curriculum review, pupil voice activities, School Council feedback, learning walks, lesson observations, behaviour monitoring, safeguarding monitoring and the evaluation of assemblies and enrichment activities.

Feedback from pupils, parents and staff will be used to inform future developments and strengthen the school's promotion of Fundamental British Values.

This policy will be reviewed annually, or sooner in response to changes in legislation, statutory guidance or school circumstances.

The Governing Body, Head and Senior Leadership Team will oversee implementation and compliance, using evidence from curriculum monitoring, safeguarding reviews, pupil voice, behaviour records, equality monitoring, staff training records and inspection preparation activities to ensure that the school fulfils its obligations under the Independent School Standards, Equality Act 2010, Prevent Duty and safeguarding legislation.

Related Policies:

This policy should be read alongside the following school policies and procedures: *Safeguarding and Child Protection Policy; Prevent Risk Assessment; Online Safety Policy; Behaviour Policy; Anti-Bullying Policy; Equality, Diversity and Inclusion Policy; RSHE Policy; Staff Code of Conduct.*