

Education And Children's Services: Local Procedure

Local Procedure Title	British Values Local Procedure
Site	Sketchley School: Sketchley Hall, Forest House and Progression House
ECS Local procedure number and title	
Local Procedure template reference	
Local Procedure date	Sept 2025
Local Procedure review date	Sept 2026
Local Procedure Author(s)	Megan Elliott
Local Procedure Ratification	

1. Aim

Education And Children's Services: Local Procedure

At Sketchley School, we are dedicated to promoting British Values and providing a safe and inclusive environment for all our students. We believe that upholding these values is essential for their personal development and preparation for life in modern Britain. This local procedure outlines our commitment to promoting the fundamental British values and the strategies we employ to embed them in our school ethos, curriculum, and daily practices.

Sketchley School is an inclusive school which is committed to equal opportunities for all as outlined in the Equality Act 2010. Every pupil is entitled to be treated equally, and all staff are expected to commit to this ethos. The school recognises its duty to make reasonable adjustments for pupils who have additional needs as outlined in the Special Educational Needs and Disabilities (SEND) local procedure. This local procedure is intended to support the delivery of British values for all students.

An aim of our local procedure is to prevent a child from being drawn into terrorism by being radicalised or support extremism in later years. We hope that by teaching children these British values from a young age they will grow into adults who are tolerant and accepting. We recognise that the United Kingdom is a multi-cultural and multi faith diverse society and we teach the children that it is possible to live together peacefully and that each person is a valuable part of our multi-cultural world. Promoting British values is about encouraging the children to share a set of values that promote tolerance, respect and community cohesion. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Our objectives are to:

- To ensure that all develop an understanding of the values which underpin life in 21st Century Britain.
- To teach pupils to have a mutual respect and tolerance for, and an understanding of the various faiths and beliefs represented in the United Kingdom.
- To actively encourage all learners to uphold the rule of law and support freedom, justice and equality.
- To help all learners understand and value the rich diversity that other citizens from different cultures, religions and backgrounds bring to our communities and wider society.
- To value people's differences and respect them. This includes those of different sexual orientation, those with different forms of SEND and those of different religious, racial or cultural backgrounds.
- To develop learners' awareness and tolerance of community groups which may be different – or identify differently - to their own.

Education And Children's Services: Local Procedure

- To value democracy and to stand up for right against wrong.
- To care for, respect and value the most vulnerable members of our society.
- To ensure all learners are encouraged and proud to develop a self-identity which is true to themselves.

2. Statutory British Values

All schools must show a clear strategy for embedding the following four core British values, as defined by the Department for Education:

1. Democracy: Promoting respect for the democratic process, fostering the understanding of the rights and responsibilities of individuals, and encouraging active participation in democratic decision-making.
2. The Rule of Law: Instilling respect for the rule of law, understanding the importance of laws, and demonstrating the consequences of breaking them.
3. Individual Liberty: Promoting individual freedom within the boundaries of the law, fostering a culture of mutual respect, and encouraging students to exercise their rights and personal choices.
4. Mutual Respect and Tolerance: Encouraging understanding, acceptance, and appreciation of different cultures, religions, and lifestyles, promoting respect for others and combating discrimination or prejudice.

Part 2 of The Education (Independent School Standards) Regulations 2014 states that:

'The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—

(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

(b) ensures that principles are actively promoted which—

(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;

(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

(iii) 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;

Education And Children's Services: Local Procedure

(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

(vii) 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;

(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and

(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—

(i) while they are in attendance at the school,

(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or

(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views'.

The most recent framework by Ofsted outlines the following expectations for schools:

- Schools should actively promote British values, ensuring they are embedded in the school's ethos and culture.
- The curriculum should provide opportunities for students to learn about and discuss British values and their importance.
- Leaders and staff should demonstrate a clear commitment to promoting and upholding British values.
- Schools should promote mutual respect and tolerance, challenging any form of discrimination or prejudice.
- Safeguarding procedures should be in place to protect students and promote their well-being, including online safety.
- Extra-curricular activities and school events should contribute to students' understanding and appreciation of British values.

Extremism is defined in the 2011 'Prevent strategy' as vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Education And Children's Services: Local Procedure

We will actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance (for those with different faiths and beliefs) across the setting and they are included within The United Nations Convention of the rights of the child 1989. (UNCRC)

Under section 78 of the Education Act 2002 and the Academies Act 2010, our curriculum must

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

3. Safeguarding and responsibilities

A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time);
- Keep to time;
- Challenge the statement - not the individual making it;
- The 'right' not to answer questions;
- No personal questions to be asked by pupils or teachers;
- If giving an example, make it anonymous;
- Everyone has a right to his or her own space;
- Right to Privacy.

4. Equality

The British Values local procedure at Sketchley School promotes respect and value for every individual. The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect."

At Sketchley School, we respect the right of pupils, their families and our staff to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of what we teach within British values. This is detailed in our Equality and Inclusion local procedure.

5. Assessing

As with any learning, the assessment of learners' understanding of British values is important as it enables the teacher to gauge progress and it also informs the development of lessons and associated planning. Learners do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning

Education And Children's Services: Local Procedure

experience, set goals, and record their understanding in a range of ways; such as posters, leaflets, reflective diaries and mini-projects.

Progress is also monitored during class discussions, group work, engagement with guest speakers, questionnaires/surveys and peer assessment. Student voice through class discussions and the student council is also used to adapt and amend material and ensure it is relevant and effective to both our learners and wider community. Whilst there is no specific means of formal summative assessment for British values, it is expected that teachers do record some evidence via Evidence for Learning.

The delivery of British values is monitored by Senior Leadership Team through: Planning scrutinies, learning walks, etc.

6. Responsibilities

Governance

The British Values local procedure will be approved by Sketchley School governance and they will hold the Headteacher to account for its implementation.

Head Teacher

It is the responsibility of the Headteacher to ensure that all teachers and staff are aware of the requirement to uphold British values, and will ensure that the appropriate procedures are in place to carry this out

Deputy Headteachers

It is the responsibility of the Deputy Headteachers to ensure that British values are taught consistently across the school.

Teaching & Support Staff

The staff across Sketchley School are responsible for:

- The delivery of British values in a sensitive way;
- Modelling positive attitudes to British values
- Monitoring progress;
- Responding to the needs of individual pupils;
- Ensure they are up to date with school local procedure and curriculum requirements
- Provide regular feedback to the senior leadership team on their experience of teaching British values
- Ensuring that if any concern is raised of a safeguarding nature, they will report this to a designated safeguarding lead
- Challenge negative attitudes and stereotypes
- To be alert to potential risks from radicalisation and extremism.

Students

Education And Children's Services: Local Procedure

There is an expectation that all learners across Sketchley School fully engage in learning about British values and follow the ground rules (as specified above); thus ensuring they treat others with respect, dignity and sensitivity.

6. Right to Withdraw

Parents do not have the right to withdraw their children from the study of British values. Parents can withdraw their children from Religious Education and collective worship.

7. Visitors

As part of the British values educational package, outside visitors may be invited to deliver appropriate sessions to learners on a range of topics.

All visitors are subject to our Child Protection and Safeguarding policies and procedures and the credentials of visiting organisations and any visitors linked to external agencies are always checked. The school also ensures that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age- and stage-appropriate and accessible for all learners. All content planned to be taught or delivered is approved by the school in advance of delivery.

Sketchley School will ensure that guest speakers/visitors are aware of the confidentiality and safeguarding local procedure. Any matters reported by visitors to the lead teacher for the lesson/session will be dealt with in line with the school's Safeguarding Local procedure

8. Curriculum design

Education And Children's Services: Local Procedure

Ethos and Leadership

- Our school leadership team is committed to upholding and promoting British values throughout the school community.
- Staff members act as role models, demonstrating these values in their conduct and interactions with students.
- We actively involve students in decision-making processes, providing opportunities for them to voice their opinions and ideas.
- The school promotes equality of opportunity and challenges any form of discrimination or prejudice.

Curriculum Design and Delivery

- British values are explicitly addressed and integrated into the curriculum across all subjects and year groups.
- Opportunities are provided for students to learn about and discuss the importance of British values.
- Lessons on democracy, the rule of law, individual liberty, and mutual respect and tolerance are planned and delivered at an age-appropriate level.
- We actively encourage critical thinking and respectful debates, allowing students to develop their own opinions while respecting others' perspectives.

Collective Worship

- We respect and celebrate the diversity of religions and beliefs within our school community.

Safeguarding and E-Safety

- We have robust safeguarding procedures in place to ensure the safety and well-being of our students. This includes regular training for staff and promoting open communication channels for reporting concerns.
- Internet safety is taught across the school, equipping students with the knowledge and skills to navigate the online world responsibly and safely.

Extra-Curricular Activities and School Events

- Culture days and other school events such as assemblies provide opportunities to celebrate and learn about British values, traditions, and cultural diversity.
- We actively promote engagement with local communities and develop partnerships with external organisations to enhance students' understanding of British values

Multi-disciplinary Collaboration

- Working closely with other professionals, such as speech therapists, occupational therapists, and school counsellors, to support students' specific needs and provide a coordinated approach to their development.

Education And Children's Services: Local Procedure

External Agencies

- Collaborating with external agencies, including local authorities, health services, and charities, to provide students with comprehensive and up-to-date support and resources.

British values are integrated into the curriculum in numerous ways. There is an assembly at least once per half term based around British values at Sketchley hall. British values are embedded within the curriculum, is also incorporated into PSHE, SMSC and our half termly culture days. Our curriculum is set out in a structure designed to meet the needs of each class, but we/individual teachers may need to adapt it as and when necessary.

VotesforSchools

VotesforSchools is a platform designed to engage students in discussions about current issues, helping them develop critical thinking, communication skills, and an understanding of democracy. It provides weekly resources that allow students to debate topical questions in a structured way, giving them a voice on issues that matter while promoting British values such as democracy, individual liberty, and mutual respect.

Key Features of VotesforSchools:

- **Weekly Topics:** Each week, a new topical question is presented, often linked to social, political, or ethical issues. For example, questions might explore themes like online safety, climate change, or social justice.
- **Age-Appropriate Resources:** Materials are tailored for different age groups, from Key Stage 1 through to Key Stage 5, ensuring accessibility and relevance to our students across all 3 sites,
- **Debate and Discussion:** Lessons encourage students to express their views, listen to others, and develop reasoning skills.
- **Student Voice:** Schools submit their votes each week, and the national results are shared, allowing students to see how their views compare to peers across the country.
- **Curriculum Links:** Resources are designed to align with PSHE and SMSC (Spiritual, Moral, Social, and Cultural) development.

We use VotesForSchools to:

- Building students' confidence in expressing opinions.
- Developing communication and social interaction skills.
- Exploring topics that support life skills and employability, such as workplace behaviours, relationships, and social responsibility.

Education And Children’s Services: Local Procedure

- Providing structured opportunities for students to engage in meaningful discussions in a safe and supportive environment.

9. References

The British values local procedure at Sketchley School is informed by the following DfE guidance:

- Keeping Children Safe in Education;
- Respectful School Communities;
- Behaviour and Discipline in Schools;
- Equalities Act 2010;
- SEND code of practice: 0 to 25 years;
- Mental Health and Behaviour in Schools;
- Preventing and Tackling Bullying, including cyberbullying;
- The Equality and Human Rights Commission Advice and Guidance;
- Promoting Fundamental British Values as part of SMSC in schools.
- The Education (Independent School Standards) (England) (Amendment) Regulations 2014
- Improving the Spiritual, Moral, Social and Cultural (SMSC) development of pupils: supplementary information (DfE, November 2014)
- School Inspection Handbook (Ofsted, August 2015)

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
22/01/2024	Megan Elliott	Local procedure created
08/01/2025	Megan Surrige (nee Elliott)	Policy reviewed and updated
27/03/2025	Megan Surrige (nee Elliott)	Policy reviewed and updated
23/09/2025	Daniel Showler	Policy reviewed and updated

Education And Children's Services: Local Procedure