



British Values Policy		Associated Policies
Last reviewed	January 2026	Curriculum
Next review	January 2029	Safeguarding and Child Protection
Gov. sub-committee	Education Sub-Committee	PSHE and RSE
Owner	Senior Lead for Teaching & Learning	Behaviour
		Anti-Bullying
		Equality

1. Purpose of this policy

Richmond House School is committed to actively promoting and embedding British Values throughout school life as part of our provision for pupils' spiritual, moral, social and cultural (SMSC) development. We recognise our responsibility to prepare pupils for life in modern Britain by fostering respect, tolerance, an understanding of democratic principles and an appreciation of diversity within society. This policy supports our ethos, reflects our PEAK values of participation, enjoyment, achievement and kindness, and underpins our aim to develop confident, responsible, and well-rounded young people.

This policy should be read alongside our Curriculum Policy, Safeguarding and Child Protection Policy; PSHE and RSE Policy; Behaviour Policy; Anti-Bullying Policy; Equality Policy; and our compliance with the Prevent Duty.

2. Regulatory framework

This policy has regard to the following:

- Independent School Standards Regulations (ISSRS) including:
 - Part 1 (Quality of Education provided)
 - Part 2 (Spiritual, moral, social and cultural development of pupils)
 - Part 3 (Welfare, health and safety of pupils).
- Department for Education (DfE) guidance: *Promoting fundamental British values as part of SMSC in schools. (Nov 2014)*
- DfE: *Improving the SMSC development of pupils: supplementary information (Independent Schools)* (Nov 2014)
- DfE: *Independent School Standards. Guidance for Independent Schools* (April 2019)
- Home Office: *Prevent Duty guidance for schools (2023)- England and Wales*

3. Definition of British Values

Richmond House School adopts the DfE definition of fundamental British Values:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

4. Aims of the policy

Our aims are to:

- ensure that pupils understand, articulate and demonstrate British Values in age-appropriate ways.
- embed British Values across our school curriculum, culture and the wider life of the school.
- enable pupils to develop a strong sense of right and wrong.
- encourage respect for the law and an understanding of personal and social responsibility.
- promote tolerance and respect for different faiths, cultures, and beliefs.
- foster pupils' self-confidence, self-esteem, and resilience.
- prepare pupils for life in modern Britain, developing character, resilience and respect for our diverse school community and the society in which we live.
- contribute to safeguarding by building resilience to radicalisation as part of our Prevent Duty compliance.

5. Implementation: how we promote British Values

British Values are promoted through the curriculum, pastoral care, assemblies, and the wider life of the school.

5.1 Democracy

Pupils are encouraged to understand the importance of having a voice and participating in decision-making. This is promoted through:

- School Council elections: representatives discuss and votes on initiatives such as charity choices, house events and playground equipment.
- Pupil Voice surveys and discussions.
- class discussions where pupils are encouraged to share opinions respectfully.
- curriculum links: PSHE (rights and responsibilities), English (persuasive writing and debate).

These promote a practical understanding of decision-making and civic participation.

5.2 Rule of Law

Pupils are taught the importance of rules and laws for the well-being and safety of everyone. This includes:

- clear school rules and expectations consistently applied.
- class charters agreed and displayed in classrooms.
- a Behaviour Policy based on a restorative approach, which is fair and transparent.
- age-appropriate discussion of laws and consequences.
- relevant visits or talks from approach agencies, e.g. Police and Fire Service, safety workshops in relation to, for example, road safety and online safety.

5.3 Individual Liberty

Pupils are supported to develop independence and confidence within a safe and supportive environment. This is achieved by:

- encouraging pupils to make choices in their learning and activities (e.g. reading for pleasure book selections, after-school clubs).
- supporting pupils to express their views and beliefs respectfully.
- teaching pupils about personal safety, including online safety.
- teaching pupils about rights and responsibilities.
- promoting self-esteem and resilience through positive relationships and pastoral care.
- supporting children with SEND and social or emotional needs to exercise their freedoms safely.
- clear anti-bullying procedures.

5.4 Mutual Respect

Respect is at the heart of Richmond House School and is central to all interactions. Pupils learn to:

- treat others with kindness and consideration.
- listen to and value the opinions of others.
- work cooperatively with peers and adults.
- understand the importance of respectful behaviour in school and beyond.
- celebrate each other's' achievements in our weekly Celebration Assemblies.
- mentor, coach and buddy the younger children during classroom activities, school visits and events, extra-curricular clubs and house events.
- develop sportsmanship in PE and games lessons, at sports fixtures and after-school clubs.

Parental engagement is developed through weekly newsletters, use of Class Dojo in every classroom, and through active collaboration with the Parents Association. Community links are developed through our programme of charitable activities led by the School Council.

5.5 Tolerance of those with different faiths and beliefs

We promote an understanding of, and respect for, a wide range of cultures, faiths, and beliefs. This includes:

- teaching about different religions and cultures through the Religious Education (RE) curriculum.
- celebrating cultural diversity and religious festivals within the school community (e.g. Diwali, Eid, Passover and Christmas) through assemblies and other events.
- encouraging pupils to ask questions and engage in thoughtful discussion.
- challenging stereotypes and prejudice in an age-appropriate manner.

6. Curriculum links

British Values are embedded throughout the curriculum and wider life of the school including:

- **PSHE and RSE** (e.g. rights and responsibilities; healthy relationships; respectful conversations; citizenship; keeping safe).
- **Religious Education:** exploration of the beliefs and practices of Christianity and other major world religions and non-religious worldviews.
- **Humanities:** institutions; democracy; legal systems including crime and punishment; diverse communities.
- **English:** through discussion, debate and a culturally diverse reading curriculum.
- **Computing:** online safety and the critical evaluation of information.
- **PE and the Arts:** teamwork, fair play, mutual respect, cultural heritage.

7. Safeguarding and the Prevent Duty

The promotion of British Values supports the school's safeguarding responsibilities and contributes to pupils' resilience against extremism and radicalisation.

- All relevant staff complete Prevent Duty training.
- Richmond House School follows safer recruitment policies and practices rigorously.
- Curriculum resilience: builds critical thinking, media literacy and respectful debate.
- IT filtering and monitoring: reduces exposure to radicalising and other inappropriate influences.

8. Staff responsibilities

All staff are expected to:

- act as positive role models for British Values.
- promote respectful behaviour and challenge discriminatory language or actions.
- embed British Values into teaching and daily interactions.
- be alert to safeguarding concerns and follow school procedures when they have any safeguarding concerns.

The Headteacher will lead implantation of the policy and ensure staff receive adequate training. The Senior Lead for Teaching and Learning will map curriculum coverage, oversee enrichment opportunities and ensure monitoring and evaluation through lesson observations and work scrutinies. The Pastoral team will coordinate the assembly programme and external visitors and ensure compliance with the schools' safeguarding procedures. Teachers are required to ensure teaching does not undermine fundamental British Values nor discriminate against pupils; political issues are presented with balanced views and opportunities for pupils to form their own opinions respectfully.

9. Monitoring and review

Senior leaders will evaluate the impact of this policy using:

- learning walks and lesson observations.
- work scrutiny, planning checks and curriculum mapping.
- pupil voice (surveys, School Council, and weekly meetings of the Head Pupils with the Headteacher).
- assembly logs and enrichment records (school trips, school visitors, charity events).
- safeguarding/Prevent records including IT filtering audits and risk assessments.
- staff training and personal development.

This policy is reviewed every three years.

Signed:

Headteacher

Chair of Governors