

## FUNDAMENTAL BRITISH VALUES

Maiden Erlegh Trust, and all its schools, strive endlessly to ensure that its students develop the strongest foundation of values upon which to make positive relationships, build a successful life and go on to make a positive and fulfilling contribution to society. We encourage them to explore their own personal and family values and to understand and embrace Fundamental British Values.

Maiden Erlegh Trust's motto is "***schools for the community, schools as a community***". As such, are committed to serving our communities in all their rich diversity. Respect and tolerance are fundamental to our ethos, and all staff understand that discrimination or harassment for any reason are unacceptable, especially if linked to protected characteristics such as sex, race, disability, religion and belief, sexual orientation, gender reassignment, pregnancy or maternity, age or being married or in a civil partnership. Similarly, no group or individual should suffer intimidation by those wishing to unduly or illegally influence them.

As a community of schools and educators, we are committed in fulfilling our duty to "*promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils*" (Prevent Duty Guidance: for England and Wales 2015 and updated in 2019).

We understand that positively promoting British Values will enable us to reduce as far as possible the risks of violent and non-violent extremism\*.

Maiden Erlegh Trust schools are also committed to equipping students with the tools they need to keep themselves safe outside school and preparing our students for adult life.

The government defined British values in the 2011 Prevent Strategy and the Prevent Duty Guidance from 2015:

1. Democracy
2. The rule of law
3. Individual liberty
4. Mutual respect
5. Tolerance of those of different faiths and beliefs

Staff take every opportunity to reinforce these British Values and to model them in what they say and do. We also use current affairs stories and events (such as elections) as vehicles for discussing Fundamental British Values in action.

They are, however, embedded within our wider curriculum aims and underpinned by our secondary Personal, Spiritual, Moral, Social and Cultural (PSMSC) programme or primary Personal, Social, Health and Education (PSHE) programme, both of which include taught sessions, assemblies and theme days or events.

Here are some examples:

### **Democracy**

- Students are given opportunities to participate in student democratic structures such as Year Group and School Councils.
- PSMSC/PSHE explores various aspects of democracy and uses events as a vehicle to do this in practice (eg: elections).
- History teaches about the history of democracy in Britain but also how people have fought to preserve it.
- Other subjects also teach aspects and impacts of democracy (eg: geography, business studies, religion and philosophy etc).
- Students contribute to the strategic direction of the school through surveys and focus groups.

### **The Rule of Law**

- Across the curriculum, students are taught the value of, and reasons behind, laws: that they govern and protect us, that they come with responsibilities for us and that they involve consequences when rules are broken.
- The importance of rules to the safety and success of our community is reinforced on a daily basis: in tutor periods, assemblies, lesson routines etc, and in the way we behave towards each other and our community and environment.
- In the way we uphold our expectations and policies, we also show students that we enforce rules fairly and expect students to take responsibility for their mistakes.
- Students are taught about specific laws in a range of subjects eg: in Relationships and Sex, and Drugs Education, in Religion and Philosophy or Religious Studies, in ICT or in the Technologies.
- They learn about the risks of extremism and radicalisation in Religion and Philosophy or Religious Studies and PSMSC/PSHE.

### **Individual Liberty**

- Students are actively encouraged to make reasoned choices and take responsibility for their decisions, knowing that they are in a safe and supportive environment with clear boundaries.
- Students are given opportunities to discuss and understand their rights and personal freedoms and given advice on how to exercise these appropriately and safely eg: through esafety sessions, through PSMSC/PSHE and assemblies.
- We provide a range of opportunities for students to develop themselves eg: through trying new activities, volunteering in school or in the wider community, participating in clubs and trips or taking on leadership roles in school. We are proud of how many choose to spend their time constructively.

## Mutual Respect

- Equality and respect for others are core to the values and ethos of Maiden Erlegh Trust schools.
- We reinforce this through our policies and how they are implemented in classrooms and corridors.
- We benchmark our equality work against national standards (eg: EQuality Award, Stonewall Award, RE Gold Quality Mark etc).
- We revisit key messages throughout the year through assemblies and PSMSC/PSHE sessions and through our bulletins and newsletters.
- We ask students and parents regularly about how levels of respect and safety in school – and score very highly in these areas.
- We encourage students to participate in actions to support those from protected groups (examples from schools: leading assemblies in Black History Month, helping with prayer rooms during Ramadan, running a LGBTQ+ “Safe Space”).

### ***\*From Prevent Duty Guidance: for England and Wales 2015:***

*Extremism is defined 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. We also include in our definition of extremism calls for the death of members of our armed forces”. Non-violent extremism, “can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit”.*

## Tolerance of those of different faiths and beliefs

This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Students benefit from a number of international visitors, including students from other continents and cultures. Additionally, students are actively encouraged to share their faith and beliefs within the school and celebrate festivals throughout the calendar year. The Religion and Philosophy/Religious Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures, and themes of religion, faith and culture are also explored in other areas of the curriculum (eg: art, drama and literature, history, languages etc).