**Promoting Fundamental British Values at Wetherby Kensington**

The government set out its definition of British values in the 2011 Prevent strategy and these were revised in June 2015. On 27th November 2015, the Department for Education published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. All independent schools have a duty to ‘actively promote’ the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Upon publishing the guidance, 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.’*

At Wetherby, we teach a broad and balanced curriculum that encompasses elements of democracy, civic responsibility, rules and laws, the monarchy, equality, value and virtues, environmental awareness and understanding of other faiths.

It is also our duty, in actively promoting British Values, to promote a sense of tolerance and respect amongst pupils, parents and staff and to challenge any opinions that are contrary to those values. We aim to create a climate of tolerance, respect and acceptance where pupils feel safe, secure and enabled to reach their full potential. Pupil voice plays an important part in driving the school forward and varying levels of school rules provide the foundation upon which this can be achieved.

At Wetherby, we promote the basic British values of:

**Democracy**

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

* We have a school council that changes termly and meet half-termly, where elected representatives from each class put forward their peers’ suggestions as to how the school could be improved. These ideas are then discussed amongst pupils and staff, with most practicable ideas being implemented. Furthermore, targets are set for the school to achieve before the next meeting. The school council genuinely affects change within the school.
* Pupil questionnaires are issued annually, where pupils are asked to provide feedback on their experiences of teaching, learning and pastoral aspects of school life.
* The Ancient Greeks (and foundations of democracy) unit is a key component of topic work in Year 3.
* In election years, “mock elections” are held to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
* In the EYFS, boys are encouraged to give their opinions and know that their opinions are valued. They are also encouraged to understand and accept each other’s values and talk about their feelings. Sometimes boys will help to make decisions within Reception (PSED: self-confidence and self-awareness.)

**The Rule of Law**

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices.

At the start of the school year, each class discusses our school rules – "At Wetherby we… and the importance of them. These rules are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. We also have “Golden Rules” that are consistent throughout the school, Wetherby Ambassador behaviour codes and safety rules. The boys are also taught the value of and reason behind the rules, how they protect us, the responsibilities that they involve and the consequences when rules are broken. Visits from the authorities help to reinforce this message.

Pupils are taught that, while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law. They are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways during:

* Visits from authorities such as the police and fire service
* Religious Education, when rules for particular faiths are thought about and the difference between religious and state law is explained;
* Other school subjects, where there is respect and appreciation for different rules – in a PE lesson, for example.

In the EYFS/Reception, teachers discuss a code of behaviour and ensure that all boys understand these rules and that they apply to everyone. They are also taught to understand their own behaviour, the consequences of their behaviour and the affect that this can have on others. They are taught to distinguish right from wrong (PSED: managing feelings and behaviour.

**Individual liberty**

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and education, we provide boundaries for our pupils to make choices safely. For example:

* Choices about what learning challenge or activity
* Choices about how they record their learning
* Choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our ICT and Learning for Life lessons.

At Wetherby, boys are encouraged to make choices, knowing that they are in a safe and supportive environment. We enable our boys to make informed choices within clear boundaries through a safe and empowering education. Boys are encouraged to know, understand and exercise their rights and personal freedoms and advised on how to exercise these freely, for example through our Learning for Life (PSHEE) lessons.

In Reception/EYFS, boys are encouraged to develop a positive sense of themselves. Teachers provide opportunities for boys to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. The boys are also taught to explore the language of feelings and responsibility, reflect on their differences and understand that they are free to have differing opinions (PSED: self-confidence and self-awareness, KUW: people and communities.)

**Mutual respect**

Wetherby Kensington has a culturally diverse intake of pupils and their families, and we are proud to promote and celebrate our different backgrounds and beliefs. Mutual respect is a big part of our Aims and Values. All members of the school community treat each other with respect.

* Our pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have, and to everything, whether it is a school resource, a religious belief or anything else. Boys learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with tolerance and respect.
* The Wetherby “Golden Rules” are based on core values such as respect, these are part of pupils’ discussions, lessons and assemblies. The first of our Golden Rules reads: *“I will be respectful and polite.”*
* Posters in classrooms promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.
* We actively promote respect for our environment and have “Eco Warriors” who meet to discuss ways to improve our school and local environment.

In Reception/EYFS there is an ethos of inclusivity and tolerance where each view, faith, culture and race is valued. Boys are taught about different cultures and the similarities and differences between themselves and others. They are encouraged to share and respect others’ opinions. Teachers also celebrate diversity and challenge stereotypes, for example through sharing stories that reflect and value the variety of children’s experiences and by providing resources and activities that challenge gender, cultural racial stereotypes (PSED: managing feelings and behaviour and making relationships, KUW: people and communities.)

**Tolerance of those of different faiths and beliefs**

Wetherby boys come from a wide range of backgrounds and we seek to embrace this diversity, to help them to understand their place in a culturally diverse society and to give them opportunities to experience and understand the backgrounds of others.

Examples of how this is achieved are:

* Assemblies and Learning for Life lessons introducing the boys to a range of different celebrations such as Chinese New Year, Christmas, Easter, Diwali, Eid etc.
* Members of different faiths or religions are encouraged to share their knowledge and to enhance learning within the school.
* Learning about other faiths, as well as prejudice and tolerance of others is taught in RE and Learning for Life lessons.
* On a general level, assemblies and Learning for Life lessons promote the traditional values of respect for others, empathy, tolerance and understanding.
* Visits to different places of worship.
* Visits from people of different faiths to individual classes and assemblies.