Mayfield House School

British Values Policy

Date policy last reviewed: 26 September 2026

Signed by:

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Statement of intent

Mayfield House School understands the importance of supporting pupils to develop the skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

This policy sets out the framework in which the school will ensure that it actively promotes the fundamental British values of:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect and tolerance of those with different faiths and beliefs.

These values are officially taught throughout the curriculum; however, the school recognises the importance of integrating the teaching of these values throughout all aspects of pupils' educational life, including through:

- Assemblies.
- Extra-curricular activities.
- Wider opportunities, e.g. educational visits and work experience.
- Literature available at the school.
- The promotion of spiritual, moral, social and cultural (SMSC) understanding

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Education (Independent School Standards) Regulations 2014
- Ofsted – Independent school inspection: toolkit, operating guides and information (current version)
- DfE – Independent School Standards Guidance (current version)
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality, Equity, Diversity and Inclusion Policy
- Disciplinary Policy and Procedure
- Prevent Duty Policy

This policy supports the school's compliance with the Education (Independent School Standards) Regulations 2014, including the requirements within Part 1 relating to curriculum and teaching and Part 2 relating to pupils' spiritual, moral, social and cultural (SMSC) development.

2. Roles and responsibilities

The Proprietors (Directors) are responsible for:

- The overall implementation of this policy.
- Ensuring that the British values are upheld throughout the school.
- Holding executive leaders to account for their performance regarding British values.
- Monitoring the effectiveness of this policy and ensuring that leaders actively promote the fundamental British values through regular reports, self-evaluation and review of school practice.

The headteacher is responsible for:

- Ensuring that all staff are aware of the requirement to uphold British values through the methods outlined in this policy.
- Ensure that the appropriate procedures are in place to carry out these methods. Disciplining staff who do not uphold British values, in line with the Disciplinary Policy and Procedure.

Staff are responsible for:

- Modelling behaviour that respects and adheres to the fundamental British values.
- Ensuring that pupils feel as though their views count and supporting them to develop positive self-esteem.
- Implementing and enforcing this policy and other policies and procedures that reinforce the British values, e.g. the Behaviour Policy.

Teaching staff are responsible for:

- Ensuring that their lessons are inclusive of, and sensitive to, the fundamental British values.
- Ensuring that teaching methods are designed to bolster pupils' self-esteem and that all pupils are given the opportunity to speak and offer their views.
- Ensuring that lessons discuss, pull examples from and are respectful of a diverse array of cultures.

Pupils are responsible for:

- Treating each other and staff with respect, in line with the school's Behaviour Policy.

3. Aims and objectives

Through our policy and procedures, we aim to ensure that our pupils have:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies, such as the police and the army, can be held to account through Parliament, others, such as the courts, maintain independence.
- A broad general knowledge of, and respect for, public institutions and services in England and an understanding of the roles they play in society.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

The school ensures that partisan political views are not promoted in the teaching of any subject. Where political issues are brought to pupils' attention, whether during lessons or through extra-curricular activities, the school takes reasonably practicable steps to ensure that pupils are offered a balanced presentation of opposing views. Teaching will support pupils to develop critical thinking and reach their own informed conclusions.

4. Democracy

Pupils will be taught, in an age-appropriate way, the advantages and disadvantages of democracy, as well as how democracy works in the UK.

Staff will ensure that pupils feel as though their views and opinions matter, and will be given opportunities to talk about their feelings, e.g. through pastoral support, and the RSHE and PSHE curriculums.

Pupils will also have numerous opportunities to have their views about the school and their education heard, including through:

- Pupil questionnaires.
- The school council.

Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

5. The rule of law

The school has a high regard for the laws that govern and protect the school, the responsibilities that this involves, and the consequences when laws are broken. Pupils will be taught these values and the reasons behind laws that are essential for their wellbeing and safety. The school will organise visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.

Pupils will also be taught to understand the importance of their own behaviour, the impact that their behaviour has on others, and the consequences of their behaviour, through the implementation and enforcement of the school Behaviour Policy.

All pupils will be involved in the creation of school rules to inspire them with this understanding. Pupils will be allowed healthy debate in class on the matter to encourage recognition of the importance of the law.

6. Individual liberty

A safe and supportive environment will be fostered throughout the school, where pupils are actively encouraged to make choices, e.g. regarding their extra-curricular opportunities. Pupils will always have the freedom to base their choices on their interests.

Pupils will be taught about their rights, personal freedoms and personal autonomy, and are encouraged and advised on how to exercise these safely, for instance through teaching on online safety, RSHE and PSHE.

7. Mutual respect and tolerance of those of different faiths and beliefs

The school will ensure that respect for all individuals, regardless of their protected characteristics and/or backgrounds, is promoted throughout the school. Pupils will be taught about the importance of diversity in British society, and will learn about different cultures, beliefs and backgrounds throughout the curriculum and extra-curricular activities.

Staff members will ensure that they always treat everyone, with respect, and will ensure that pupils learn to treat each other and all members of staff with respect as well.

This is reinforced through the school's Behaviour Policy which will sanction disrespectful behaviour and reinforce positive and respectful behaviour.

The school acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally-diverse society and the opportunity for pupils to experience such diversity.

Throughout the year, assemblies will be held focussing on bullying, with reference to prejudice-based bullying, and discussion with pupils will be encouraged.

The school will encourage pupils of all faiths and religions to share their knowledge and experiences with their peers, as freely as they feel comfortable to, to enhance their learning.

8. Challenging views that go against British values

The school openly challenges opinions and behaviour, demonstrated by both staff and pupils, that goes against British values.

Discriminatory or prejudicial behaviour will be challenged and addressed promptly in accordance with the Behaviour Policy, taking account of the pupil's age, SEND, individual needs and the context of the behaviour. Appropriate education, support, restorative work and proportionate consequences will be used as appropriate.

Concerns that a pupil may be susceptible to radicalisation will be managed as a safeguarding concern in accordance with the Child Protection and Safeguarding Policy and Prevent Duty Policy. Where appropriate, the DSL will consider referral through the local Prevent arrangements and/or other safeguarding services.

All staff receive Prevent Duty training as part of safeguarding induction and annual refreshers. Training equips staff to recognise indicators of radicalisation or extremist influence and to take prompt, appropriate action in line with the school's safeguarding procedures.

9. Staff training

Members of staff are made aware of their responsibilities in terms of British values during their induction and through additional training.

Staff will be offered the opportunity for further training on upholding the values in this policy.

10. Monitoring and review

This policy will be reviewed at least every two years by the Headteacher and Proprietors (Directors), and earlier where there are changes to legislation, statutory guidance, the Independent School Standards, Prevent requirements or relevant school practice.

Evidence from pupil voice, curriculum audits, lesson observations, and assembly evaluations informs each review to demonstrate the impact of British values in practice

Next scheduled review date: September 2028.