



**THE
WHITE
HOUSE
SCHOOL**

Promoting the Fundamental British Values Policy

Author of policy and position of responsibility: Elle Vinall, Headteacher	Date policy finalised: September 2024
Approved by: Dave Farley, COO	Date of approval: September 2024
Due to be reviewed: September 2025	Date of review:

Contents:	Page Number:
1. Context	2
2. Aims	3
3. Ethos	3
4. Background	3
5. Definitions	3
6. The Protected Characteristics	4
7. References and Opportunities for Learning about the British Values and Protected Characteristics	5
8. Monitoring Arrangements	6
9. Links with other policies	6
Appendix 1: Classroom Posters	7
Appendix 2: Citizenship Curriculum Overview	9

1. Context

The White House School is an Independent Specialist school. We are part of an ethical and progressive organisation that believes it can achieve real change for pupils and their families.

The White House School is situated within BCP local authority and offers a specialist learning provision which emphasises the development of core academic understanding, encourages creativity, celebrates outdoor learning and promotes the growth of essential life skills. We aim to establish a safe, creative and vibrant environment where children feel challenged and supported in their learning, achieving high levels of wellbeing and academic success. We aim to nurture and develop mutual respect, tolerance, teamwork, perseverance, kindness and good manners.

We adhere to the values of ARC:

- Ambition
- Resilience
- Community

The White House School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal and Links:

Structure	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
Positive (approaches and expectations)	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
Empathy	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
Low arousal	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
Links	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

2. Aims

This policy sets out the ways in which The White House School encourages pupils to develop their understanding of the five key areas defined by DfE as British Values, through the curriculum, extracurricular and other opportunities. (See <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>)

3. Ethos

At The White House School we ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Senior Leadership team also ensures that this ethos is reflected and implemented effectively through school policy and practice and that there are safeguarding policies in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone in our school has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

4. Background

In November 2014, the government published guidance on promoting British Values in schools to ensure young people leave school prepared for life in modern Britain. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British Values.

5. Definitions

Fundamental British Values are defined by the DfE as:

- **Democracy:** Respect for democracy and support for participation in the democratic process
- **The Rule of Law:** Respect for the basis on which the law is made and applies in England
- **Individual Liberty:** Support and respect for the liberties of all within the law

- **Mutual Respect and Tolerance:** Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

Below are examples of some of the ways in which we actively promote the British Values at The White House School:

Democracy:

- Elect class representatives for our school council.
- Allow the children's voice to be heard by encouraging free speech.
- Discuss democracy within assemblies and within relevant classroom-based learning opportunities.

The Rule of Law:

- Have a robust positive behaviour policy which is consistently applied throughout the school.
- Support pupils to understand that rules and laws help them to stay safe.
- Create opportunity for discussions around issues of law during SMSC and Citizenship lessons, in other curricular areas and through whole-school assemblies, as and when appropriate.

Individual Liberty:

- Pupils are given important roles in school, such as School Council Representatives.
- Pupils are encouraged to understand responsibility in school in terms of their behaviour and commitment to protecting our school community.
- Equality, justice and fairness are key principles within our school.

Mutual Respect:

At The White House School, pupils learn respect through;

- The emphasis we place on positive behaviour and attitudes towards others
- The way the staff model this through their relationships with each other and the pupils
- The celebration of success via a respectful positive rewards system
- Celebrating religious occasions, holidays and events

Tolerance:

- Our aims and values
- The SMSC curriculum.
- Using world events as opportunities to inform pupils of and positively reinforce life and culture in other countries.

6. The Protected Characteristics

In the 2010 Equality Act, the government set out nine areas in which people can be expected to be protected from discrimination. These are known as the 'Protected Characteristics' and are as follows:

- age
- disability
- gender reassignment
- marriage and civil partnership

- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

It is our intention to develop in our pupils a sense of respect and tolerance towards those who demonstrate a protected characteristic. Our anti-bullying policy identifies a commitment to eliminating bullying in relation to a protected characteristic.

7. References and Opportunities for Learning about the British Values and Protected Characteristics

Posters which celebrate and raise awareness of the British Values and Protected Characteristics, can be found in every classroom (see Appendix 1).

Within our Citizenship curriculum for our Curiosity classes, a half term per academic year is dedicated to studying one of the British values (see Appendix 2).

Each scheme of work demonstrates how The White House School cultivates our pupils' sense of respect and tolerance towards those who demonstrate a protected characteristic, within their learning. Tick boxes are used to identify where opportunities for discussion around the British Values or Protected Characteristics, can be found within the scheme of work (see examples below).

Fundamental British Values:	Tick if opportunities to develop understanding of these are within this scheme of work:
Democracy	
Rule of Law	
Individual Liberty	✓ Learning about free speech related to journalism.
Mutual Respect	✓ Listening to peers share their work and ideas.
Tolerance	
Protected Characteristics:	Tick if opportunities to develop respect and understanding of these are within this scheme of work:
Age	
Race	✓ Learning how race and religious beliefs are often linked
Disability	
Sexual Orientation	
Marriage and Civil Partnership	
Gender Reassignment	
Pregnancy and Maternity	
Religion and Belief	✓ Learning about different religious beliefs
Sex Equality	

8. Monitoring arrangements

This policy and information report will be reviewed every two years by the Headteacher. It will also be updated if any changes to the information are made during the year.

At every review, it will be sent to the School Board for approval.

9. Links with other policies and documents

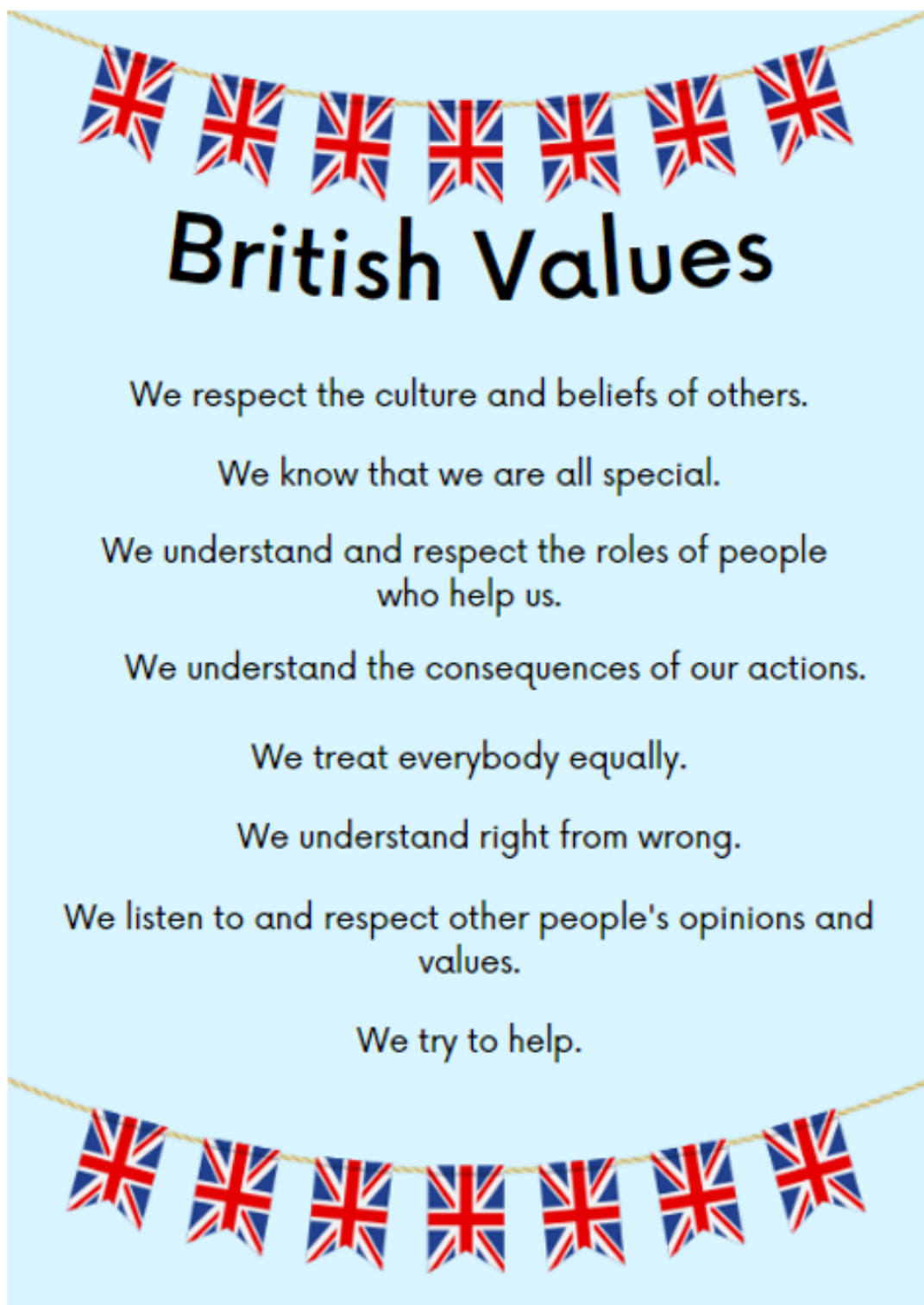
This policy links to the following documents:

- Admissions Policy
- Anti-Bullying Policy
- Anti-Radicalisation Policy
- Curriculum Policy
- Exclusion Policy
- Positive Behaviour Policy
- PSHE Policy
- Relationships Education Policy
- SEN Policy
- SMSC Policy
- Subject Policies and Schemes of Work
- Teaching and Learning Policy

Appendix 1

The White House School

A Junior specialist SEN setting as part of the ARC Schools Group



British Values

We respect the culture and beliefs of others.

We know that we are all special.

We understand and respect the roles of people
who help us.

We understand the consequences of our actions.

We treat everybody equally.

We understand right from wrong.

We listen to and respect other people's opinions and
values.

We try to help.

Healthy Minds, Happy Hearts

We are Inclusive

Everyone deserves respect and kindness

Linking our learning with our thinking



Healthy Minds, Happy Hearts

Appendix 2

The White House School						
Citizenship Curriculum Overview 2024-25						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explorers	<p>Rules To begin to understand the importance of rules</p> <p>Caring for others: Animals. To understand that animals have different needs and how to care for them</p> <p>The needs of others To begin to understand the needs of babies and young children</p> <p>Similar, yet different To begin to recognise ways in which we are the same and different to other people</p> <p>Belonging To understand the range of groups people belong to</p> <p>Democratic decisions To begin to understand how democracy works</p>	<p>Economic Wellbeing</p> <p>Introduction to money To understand what money is and where it comes from</p> <p>Looking after money To understand how to keep cash safe</p> <p>Banks and building societies To understand the benefits of banks and building societies</p> <p>Saving and spending To begin to understand that people make different choices about spending and saving money</p> <p>Jobs in school To understand some of the jobs that exist in my school</p>	<p>Rules beyond school To understand the importance of rules</p> <p>Our school environment To understand ways to look after the school environment</p> <p>Our local environment To recognise the role people play in looking after the environment</p> <p>Job roles in our local community To begin to understand the roles people have in the community.</p> <p>Similar yet different – my local community To recognise similarities and differences between people in the local community</p> <p>School council To begin to understand how democracy works in school</p>	<p>Economic Wellbeing</p> <p>Where money comes from To understand where money comes from</p> <p>Needs and wants To begin to understand the difference between wants and needs</p> <p>Wants and needs To understand how saving can help us to buy the things we want</p> <p>Looking after money To understand that banks look after money and the benefits of bank accounts</p> <p>Jobs To understand that skills and interests will help someone decide what job to do</p>	<p>Democracy</p> <p>Describe some key points of the history of British democracy.</p> <p>Analyse at which points in time the biggest moves towards modern democracy were made</p> <p>Complete at least 3 challenge questions, evaluating whether democracy in Britain could be improved further today.</p>	<p style="text-align: center;">Respect</p> <p>Identify how we can reduce conflict, respect the views of others and disagree with people respectfully.</p> <p>Describe how we can react respectfully in different situations where we disagree with other people's viewpoints.</p> <p>Explain why it is so important to respect the views and opinions of other people, whether we agree with them or not.</p> <p style="text-align: center;">Fundamental British Values Study – Mutual Respect</p>
Voyagers	<p>Rights of the child To begin to understand the UN convention on the rights of the child</p> <p>Rights and responsibilities To understand the responsibilities of both children and adults to help all children benefit from their rights</p> <p>Recycling To understand the environmental benefits of recycling</p> <p>Local community groups To understand the groups which make up the community</p> <p>Charity To understand that charities care for others and how people can support them</p> <p>Local democracy To begin to understand how democracy works in the local area</p>	<p>Economic Wellbeing</p> <p>Ways of paying To understand the different ways to pay for things and why people might choose them</p> <p>Budgeting To understand how to put together a budget</p> <p>How spending affects others To recognise that money has an impact on how we feel</p> <p>Impact of spending To begin to recognise how ethics can influence our spending decisions</p> <p>Jobs and career To understand that there are a range of jobs available and to think about what job they might want to do</p> <p>Gender and careers To understand that there are stereotypes in the workplace and these should not limit people's career aspirations.</p>	<p style="text-align: center;">Laws and Parliament</p> <p>Understand the three parts to the British Parliamentary system.</p> <p>Understand what the House of Lords and the House of Commons do.</p> <p>Understand why some people disagree with there being a House of Lords.</p>	<p style="text-align: center;">Freedom</p> <p>To understand what freedom is and how it affects us.</p> <p>Understand 5 different types of Freedom, including: Freedom of speech Freedom of movement Freedom to vote Freedom of religion Freedom of sexuality</p>	<p style="text-align: center;">Tolerance and Kindness</p> <p>To understand what tolerance is and why it is an important British value.</p> <p>To understand the term 'stereotype'.</p> <p>To understand what intolerance looks like.</p>	<p style="text-align: center;">Fundamental British Values Study – Democracy</p>
Astronauts	<p>What are human rights? To begin to understand the Human Rights convention</p> <p>Caring for the environment To understand how reusing items benefits the environment</p> <p>Community To understand the role of groups in the wider community</p> <p>Contributing To understand the contribution groups make to a community</p> <p>Diverse communities To understand the value of diversity in a community</p> <p>Local councillors To develop an understanding of the role of local government</p>	<p>Economic Wellbeing</p> <p>Spending choices To begin to understand what makes something good value for money</p> <p>Keeping track of money To begin to understand the importance of keeping track of money</p> <p>Looking after money To understand ways money can be lost and how this makes people feel</p> <p>Influences on career choices To understand that people's decisions about their careers can be influenced by a variety of things</p> <p>Changing job To understand that many people will have more than one job or career</p>	<p style="text-align: center;">Diversity</p> <p>Identify different ways we are a diverse community</p> <p>Describe the different types of diversity in the UK</p> <p>Explain the meanings of race, religion and nationality</p>	<p style="text-align: center;">Identity</p> <p>To understand what identity is.</p> <p>Identify our own different identities.</p> <p>Health and body image.</p> <p>Describe how our family history helps shape our identity</p> <p>Explain how we can have many identities and still be British</p>	<p style="text-align: center;">Multiculturalism</p> <p>To understand what multiculturalism is and what do we gain from it.</p> <p>To explore differing views regarding multiculturalism.</p>	<p style="text-align: center;">Fundamental British Values Study – Tolerance</p>