WHITE HOUSE SCHOOL

Promoting the Fundamental British Values Policy

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CAVENDISH EDUCATION

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Appendix 1: Classroom Posters

1. Context

The White House School is an independent specialist school for children and young people with additional and complex needs. We are part of Cavendish Education and are committed to transforming lives through highly personalised education, therapeutic support and ambitious teaching.

Our vision is **"Making Learning Possible Again."** We create a school where pupils feel safe, belong, achieve and thrive. Through removing barriers to learning, rebuilding confidence and fostering positive relationships, we empower every pupil to realise their potential and prepare for successful and fulfilling lives beyond school.

Our mission is to provide a nurturing, ambitious and mindful education that supports both academic progress and personal growth. Guided by our whole-school ethos of **Healthy Minds, Happy Hearts**, we create the conditions for every pupil to become **Ready to Learn and Prepared for Life**.

Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

We believe that pupils thrive when they feel safe, understood and valued. Our culture is built upon strong relationships, high expectations and a commitment to seeing the strengths and potential in every child. We are deeply nurturing without lowering expectations and remain unashamedly ambitious for every pupil.

Our practice is informed by the National Autistic Society's **SPELL Framework**, which promotes:

- Structure and predictability;
- Positive approaches and expectations;
- Empathy and understanding;
- Low arousal environments;
- Strong links between school, home and professionals.

Alongside this, we adopt a trauma-informed, relational and therapeutic approach across all aspects of school life. We recognise that behaviour is a form of communication and believe that pupils do well when they can. Our role is to understand the barriers they face and provide the support, strategies and relationships that enable them to succeed.

At The White House School:

- Every interaction is viewed as an intervention.
- Every adult is an emotionally available adult.
- Relationships come first.
- Emotional readiness is the foundation for learning.

We support pupils to develop emotional regulation, communication, independence and social understanding through consistent relational practice, personalised support and integrated therapeutic approaches. Emotional regulation is explicitly taught through co-regulation, sensory support, movement opportunities and personalised regulation strategies. Pupils are encouraged to understand themselves, develop resilience and build the skills needed to navigate life successfully.

Safeguarding is at the heart of everything we do. We recognise the additional vulnerabilities that many pupils with special educational needs may experience and maintain a culture of vigilance, care and advocacy. We place the child at the centre of decision-making, listen to pupil voice in all its forms and work closely with families and external agencies to promote safety, wellbeing and positive outcomes.

Through ambitious and adapted teaching, meaningful relationships, therapeutic support and a culture of belonging, we help pupils feel safe, build confidence, achieve success and thrive both in school and beyond.

2. Aims

This policy aims to:

- Promote understanding and respect for democracy and the rule of law within the school community.
- Encourage individual liberty, ensuring students understand their rights and responsibilities.
- Foster mutual respect and tolerance of those with different faiths, beliefs, and cultures, promoting an inclusive environment.
- Equip students with the ability to challenge discrimination, prejudice, and extremist views in a safe and constructive manner.
- Develop students' critical thinking skills, enabling them to make informed choices and understand different perspectives.
- Encourage active participation in school and local community life, promoting social responsibility and engagement.
- Support students in understanding the importance of tolerance, cohesion, and harmony in modern British society.
- Embed FBV principles into curriculum planning, pastoral care, and enrichment activities to ensure consistent promotion across all aspects of school life.

3. Legislation and Guidance

This policy is based on the following guidance:

- Promoting Fundamental British Values as Part of SMSC in Schools

- Keeping children safe in education 2026 (comes into force from 1 September 2026)
- Prevent duty guidance: England and Wales (2023) - GOV.UK
- Independent School Standards

4. 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

5. Promoting the Fundamental British Values

At The White House School, we actively promote Fundamental British Values through a range of opportunities and practices:

Democracy

- Elect class representatives for the School Council.
- Encourage pupils' voices to be heard through structured opportunities for free speech.
- Discuss democracy in assemblies and relevant classroom-based learning activities.

The Rule of Law

- Implement a robust positive behaviour policy, applied consistently across the school.
- Support pupils in understanding that rules and laws help keep them safe.
- Provide opportunities to discuss legal and ethical issues during SMSC, Citizenship lessons, curriculum activities, and assemblies.

Individual Liberty

- Offer pupils important roles in school, such as School Council Representatives and Eco-Ambassadors.
- Encourage pupils to take responsibility for their behaviour and contribute positively to the school community.
- Promote key principles of equality, justice, and fairness throughout school life.

Mutual Respect

- Foster positive behaviour and attitudes towards others.
- Model respectful relationships consistently through staff-pupil and staff-staff interactions.
- Celebrate pupils' achievements through a positive rewards system.
- Recognise and celebrate religious occasions, holidays, and cultural events.

Tolerance of Different Faiths and Beliefs

- Embed the school's aims and values within all aspects of school life.
- Deliver SMSC curriculum content that highlights cultural understanding and respect.
- Use world events and current affairs as opportunities to inform pupils about other cultures and reinforce tolerance.

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. 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).

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. When planning, teachers identify where

opportunities for discussion around the British Values or Protected Characteristics, can be found within the scheme of work, as shown in the example below:

Fundamental British Values	Learning Opportunities
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	**Learning Opportunities**
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

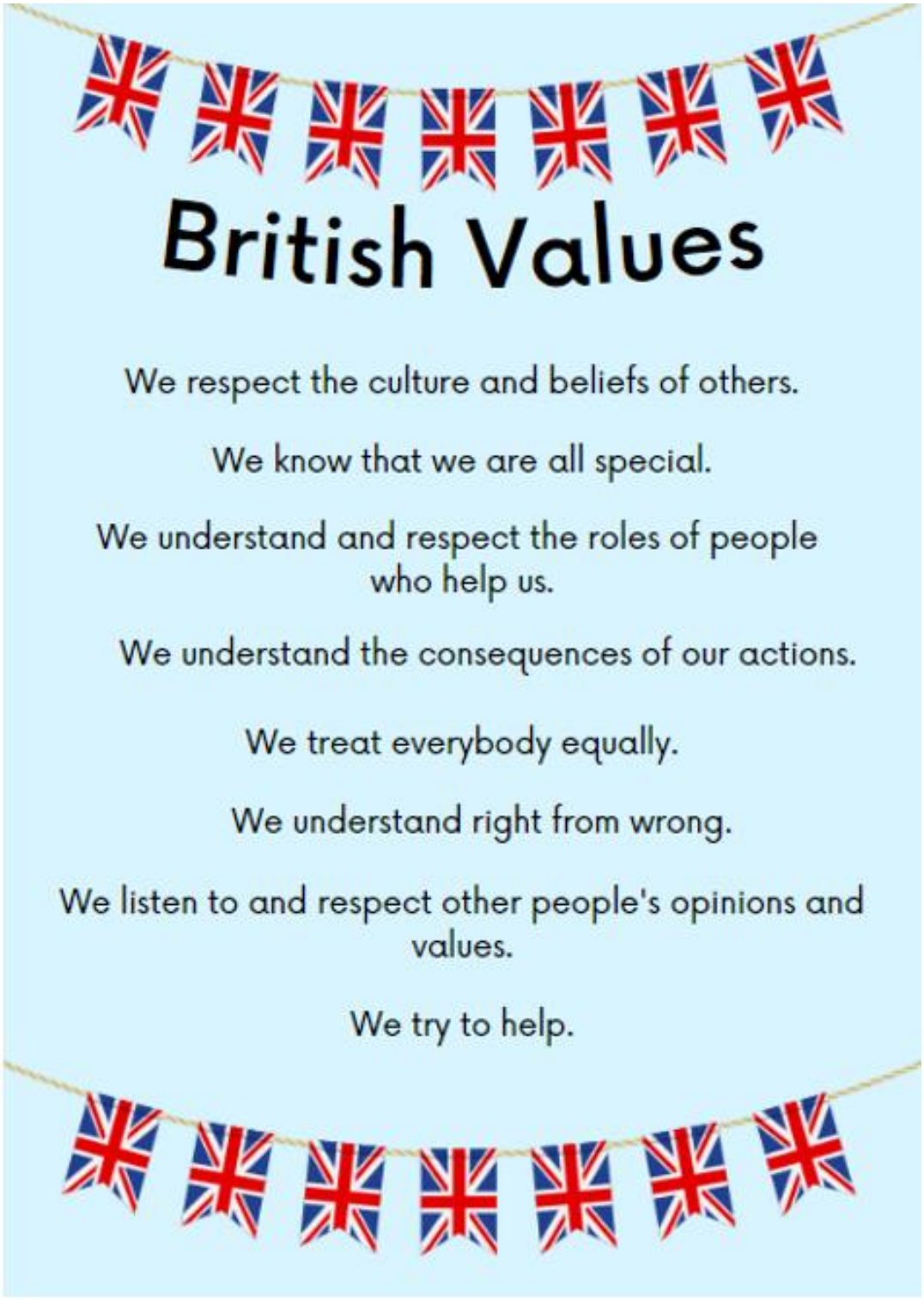
This policy will be reviewed and approved by Directors annually in consultation with the school board.

9. Links with Other Policies

This policy should be read in conjunction with:

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

Appendix 1: Classroom Posters



We are Inclusive

Everyone deserves respect and kindness

Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Sarah Moorcroft – Executive Headteacher
Storage Location	Online
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Next Review Date	July 2027

Revision History

Version	Change	Author	Date of Change
1	Updated policy for new academic year	Elle Vinall	July 2025
2	Updated format to match Cavendish Policies.	Elle Vinall	September 2026