



**SB Skills Solutions  
Code of Practice S2  
Fundamental British Values**

This Policy should be read in conjunction with other Safeguarding Governance Policies and related Codes of Practice (CoPs) including:

**Safeguarding Policy  
Code of Practice S1 Prevent  
Code of Practice S2 British Values**

Designated Safeguarding Lead: **Stephen Maddocks**

## **Code of Practice Fundamental British Values**

### **Background**

In 2014, the Department of Education published guidance on promoting British Values in schools and educational institutions to ensure young people leave school and college prepared for life in modern Britain. These values were first set out in the 'Prevent' strategy in 2011. These new regulations sit alongside the requirements of Equalities Act (2010)

### **The Five aspects of British Values are as follows:**

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths and beliefs

### **Aims and Objectives**

- Empower our staff to promote British values within day to day delivery and environment.
- Celebrate difference and promote diversity.
- Encourage an understanding of the difficulty's other cultures face where such values are not respected.
- Help students to become valuable and rounded members of society who treat others with respect and tolerance, regardless of background.

### **Approach**

Embed the discussion of British Values and specifically the 5 aspects denoted above into training scenarios and project work for all learners e.g. workshops, role plays and simulations, professional discussions, presentation practice, research projects and portfolio work etc.

### **Basic Principles of Application**

- Discuss career and educational opportunities to explore individual freedom.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely e.g. volunteering, work-experience.
- Support staff to develop critical thinking approaches to all their teaching.  
Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Identify and embed British values into teaching material.
- Enable students to distinguish legal right from wrong and to respect the civil and criminal law of England.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- Ensure all our students have a voice that is listened to and valued to demonstrate how democracy works.  
Encourage students to feedback to us through student surveys and student forum.

- 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
- Use opportunities as group discussion in the class to promote British Values and help students argue and defend different points of view.
- Encourage student participation in working with wider community and commemorating key events such as Holocaust Memorial Day and Armistice Day to gain an understanding of how British Values have evolved.
- An understanding of how citizens can influence decision-making through the democratic process and support students to acquire a broad general knowledge of and respect for public institutions and services in England e.g. local elections
- Encourage students to become responsible learners and to actively participate in their own learning and development.
- Rules of effective classroom behaviour which demonstrate tolerance and mutual respect for faiths and beliefs.
- Prevent and Diversity/Equal Opportunities training for all our staff and learners. Understanding the importance of identifying and combatting discrimination.
- Support learners to understand British Values e.g. mutual respect and tolerance are relevant to their workplace.

### **Assessing Effectiveness of Policy**

- Review lesson plans, scheme of work and action plans.
- Observation of teaching and learning.
- Self-Assessment Report (SARS)
- Through work with local community organisations.
- Staff and learner surveys.
- Learner performance and support 1-1 reviews.
- Staff appraisals and training.
- Team and standardisation meetings.

### **Review, Induction and Training**

- All Safeguarding Policies and Codes of Practice are reviewed and up-date annually or as a result of the application of new regulations or guidelines and are signed-off for publication, application and training at Board level.
- All Staff must evidence their reading and comprehension of all relevant Policies and CoPs as denoted in their Policy Review and Awareness training at induction and yearly thereafter.
- Completion of standard quarterly refresher/clarification training relating to these policies and CoPs is mandatory for all staff.
- Specific training for all staff and managers to ensure they are fully aware of their particular Safeguarding responsibilities and duties forms an integral part of the regular in-house monthly training schedule for staff at all levels.



Should you have any queries, questions, or have knowledge of any incidents or suspected violations of safeguarding or prevent polices please speak to your Head of Department, or a member of the Senior Management Team, or contact:

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**Version History Version/Status**

**Comments**

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1.2/Approved	January 2019	Approved by Board of Directors
1.3/Approved	January 2020	Approved by Board of Directors
1.4/Approved	January 2021	Approved by Board of Directors

Next Review January 2022