

Fundamental British Values Policy

This Policy is designed to ensure that Priory School actively promotes Fundamental British Values (FBV) in accordance with its statutory obligations under the Education (Independent School Standards Regulations, 2014). This policy also applies to the EYFS.

The Secretary of State for Education makes the following Regulation in exercise of the powers conferred by sections 157(1) and 210(7) of the Education Act 2002(a):

The standard about the spiritual, moral, social and cultural development of pupils at the School is met if the proprietor...actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The implementation of this at Priory School is carried out in three major ways:

1. In its ethos, which, being Christian, corresponds to the historical origin of these values
2. In its teaching, in particular of History, RS and Civics, but not exclusively
3. In its procedures, which embed and reinforce these values in School practice

Every School is a “Civic Society”. The way in which it operates and carries out its daily functions embodies and embeds its ethos. In recognising that these values (FBV) can be reinforced at every level, the School subscribes to them without hesitation through its daily policies and practices on:

- Teaching
- Discipline
- Behaviour
- The resolution of differences
- The nature of authority
- The place and purpose of the ‘pupil voice’
- Rights and responsibilities

1. Ethos

Priory School has a Christian ethos, based on the view that each person is a child of God, and therefore of unique and irreplaceable worth. It is not denominational, and accepts, as its Admissions Policy makes clear, those from all faiths and none.

The proper job of a place of education is to ‘draw out’ the abilities, gifts and talents of every individual based on this view of their innate worth; the School rules, built on a requirement for each pupil to respect the worth and equality of each other, reflect this, without any requirement to subscribe to the beliefs that underpin it.

Priory School actively promotes Fundamental British Values as defined in the Regulation, and understands them to be derived from the Judaeo-Christian view of men and women that has formed English society and its laws, with specific reference to the DfE Guidance of November 2013, which states that:

Pupils should understand how public services have evolved – especially if their role is best understood in a historical context.

2. Teaching

The School’s policy is and has been to promote this ethos in its narrative approach to History teaching, which is compulsory for all pupils prior to GCSE, clarifying the way major historical developments have both shaped and embedded Fundamental British Values: examples include the developments of the rule of law through Magna Carta, of parliamentary democracy through the Civil War, Suffragettes, of individual liberty through the abolition of the Slave Trade, of human rights through the First and Second World Wars, the Atlantic Charter, the UN Declaration of Human Rights 1948, and the role and importance of the monarchy, specifically as a non-political head of state.

Civics teaching carries this out in detail, as noted in the December 2012 Ofsted Inspection Report:

...pupils... learn about democracy and parliament in civics lessons...

The course combines citizenship, constitutional history and the operation of public institutions. Pupils have visited the Houses of Parliament, engaging in inter-School debates there, and enjoyed visits from the local MP, local councillors, the High Sheriff and the Lord Lieutenant. The School occupies the site and buildings of the School founded by Prince Albert and built by Queen Victoria and is therefore proud to recognise its Victorian & Royal heritage which itself reinforces these values. A highlight of this was a visit by HRH the Princess Beatrice to the School in 2014 to celebrate the 150th anniversary of its opening.

Specific attention is paid to the history of the right to vote and its current use and nature. For example, hustings were held at the time of the 2015 General Election; a major all-School debate was held at the time of the Brexit referendum in 2016; the system of 'Tuesday Talks' cover major issues of the day, for example the rise and fall of ISIS and the civil war in Syria, and its relation to British rights and freedoms.

Every two years there is a trip to Poland including Krakow and its royal palaces, Oskar Schindler's Factory and Auschwitz. This is always preceded by full "Tuesday Talks" on the Holocaust and Human Rights and dignity, drawing on outside speakers.

Each year, the School enters the local inter-Schools Mock Legal Trial competition, winning it jointly in 2014 and outright in 2015. This involved learning about all aspects of court procedure, pleading and witnessing, receiving advice, visits and talks from members of the legal profession, and rehearsal and performance in the Crown Court.

The separation of powers between the executive, legislative and judicial parts of government, as well as the role of the Civil Service, is also developed. Advice on entry into the Civil Service, with assistance from current Civil Servants, is also part of the package of advice given to Sixth-Formers.

Knowledge of different faiths and beliefs is developed by visits to mosques, synagogues and a variety of denominational churches, and in the teaching of RS, also compulsory to the end of KS3/Y9. The School embraces Jews, Muslims, Hindus and people of other faiths in its present and past pupil body. Visiting speakers have spoken of Jewish festivals, Ramadan, Quakers and monastic life, inter alia. The Blessing of the School in 2012 after the move to its current site in Whippingham included ministers of the above faiths and denominations. New classrooms to cope with increased admissions were ceremonially blessed in 2019.

3. Procedures

Various regular and frequent meetings are held as part of the School's life, including Prefects' meetings, a School's Council and an Eco-Council. Pupils are encouraged to chair meetings and take minutes.

School assemblies are also designed to encourage pupils to report on their activities and achievements and thus develop their ability to speak in public and articulate their views. The Ofsted Inspection report of December 2012 noted:

Pupils are keen to contribute to the life of the School. Many enthusiastically engage with staff in decision making and ideas to improve the School. Pupils relish becoming prefects and house captains.

This engagement of the pupil body is also deliberately a training in democratic processes and procedures.

House debates are also held – there are four houses – and houses often run their own assemblies.

The School's discipline procedure is specified in a separate Policy document. It is based on the English legal system, with an interview process, and where no sanction is imposed without corroborative witness. This involves patient interviewing that in itself teaches pupils the nature of evidence, bearing witness and the role of proof. The procedure is designed to show pupils that the 'rule of law' entails not only being accountable for one's actions but also being

protected by it. It underpins the idea that views expressed cannot affect the rights or dignity of the person expressing them. This is upheld at every point in the School's practice and reflects the DfE Guidance of November 2014:

Pupils must be encouraged to regard people of all faiths, races, cultures with respect and tolerance

Priory School seeks to embed Fundamental British Values in all of its work and life. In so doing, it is best able to equip each of its pupils with the means to sustain the fabric of law, liberty and right in modern Britain. As the Ofsted inspection of 2018 testifies,

“(pupils) develop empathy and understand what it is like to live in modern Britain.”

Authorised by the Principal, Mr David EJJ Lloyd

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