



1. Background

- Policy Aims: To achieve and maintain compliance with Part 2 of the Independent School Standard Regulations (ISSR14) and any subsequent modification to the legislative requirements. Part 2 is shown in its entirety below. In Sept 2019 the DfE's guidance documents concerning SMSC were withdrawn and replaced with their overall guidance to the ISSRs¹.
- The purpose of this Part of the Regulations is to ensure that pupils' non-academic development will enable them to play a confident, informed role in society, have a fully developed value system, and be able to interact with other people in a positive way.
- In summary the regulations state that to meet the standard for the Spiritual, Moral, Social and Cultural (SMSC) development of pupils, the proprietor must firstly **actively** promote the so-called Fundamental British Values² (Acronym: **FBV**):
 - Democracy: Respect for democracy and support for participation in the democratic process
 - Individual liberty: Support and respect for the liberties of all within the law
 - the Rule of law: Respect for the basis on which the law is made and applies in England
 - Mutual respect and Tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs. (Acronym: **DIRT**)
- Secondly, proprietors must also **actively** promote principles which help to develop seven 'Respects': (Acronym: **SOLIDOL**)
 - Self
 - Others (particularly the Protected characteristics)
 - Locality (or Society)
 - Public Institutions
 - Democracy
 - Cultures (own and Others)
 - Law
- Thirdly, proprietors must also preclude the promotion of partisan political views in teaching and ensure balanced presentation of opposing political views. This requirement has been strengthened by recent guidance from the DfE on political impartiality in schools³.

2. The DfE's non-statutory advice⁴ for improving SMSC development has information on expectations for pupils. This explains 'the kinds of understanding and knowledge that can be expected in pupils' as a result of schools meeting the standard to respect FBV. These include:

- a. An understanding of how citizens can influence decision-making through the democratic process
- b. An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy.
- c. An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government.
- d. An understanding that the freedom to hold other faiths and beliefs is protected in law.
- e. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and respected and not be the cause of prejudicial or discriminatory behaviour.

3. How do we actively promote FBV at WHIS? We aim to be a multicultural community within which we celebrate students and cultures from all over the world. Alongside this, the school has a strategy to support all students in learning about and deepening their understanding of British values, culture and systems. British Values are promoted

1 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards-Guidance_070519.pdf

2 These are as defined by the Government in the Prevent strategy document (2011). They have not been subjected to parliamentary debate nor accepted in any formal way by the British population. Original source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

3 <https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools>

4 Advice originally published in November 2014 but now (April 2019) subsumed into this document: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards-Guidance_070519.pdf

to students via the curriculum, assemblies, school visits and enrichment opportunities. For example there are visits to iconic British buildings and locations as well as buildings from other faiths.

a. Democracy

- Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Assemblies, speaker events and curriculum programmes & PSHE
- Use the student voice/round table and other elected committees to teach pupils how they can influence decision making through democratic process
- Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the PSHE, Individuals and Societies and English Curricula at MYP 1-5.
- Encourage students to be aware of injustice, perceived or real, and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns.
- Use Assemblies to explore themes relating to democracy in this country and around the world.

b. Rule of Law

- Ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school.
- Help pupils to distinguish right from wrong through discussion and modelling positive behaviour
- Police visits are used to build links between and understanding of the local constabulary and their work to support the local community.
- Help pupils to understand that the law and living under the rule of law is intended to protect individuals. Use opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups.
- Help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules.
- Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

c. Individual Liberty

- Support all pupils to develop positive self-esteem, self-confidence and self-knowledge.
- Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school.
- Work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated
- Deliver a diverse speaker programme to expose pupils to people from a wide range of backgrounds and belief systems. Speakers will include local MPs, journalists, lawyers, human rights workers, war veterans and former prison offenders: all of whom provide alternative views on British Values and encourage pupils to take an open and interested approach to the world around them.

d. Mutual Respect and Tolerance

- Promote respect for individual differences
- Use curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these.
- Use curricular opportunities: PSHE and Humanities to encourage critical thinking and deeper understanding of difference and beliefs. This is especially important when discussing political issues.
- Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.
- Ensure thorough familiarity and understanding of the nine protected characteristics set out in the Equality Act 2010: Disability, Race, Sex, Gender reassignment, Religion, Age, Marriage, Pregnancy, Sexual orientation (Acronym: **Dr S Gramps**)

4. **Summary:** All staff and students at WHIS are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist it will be rooted out, and democracy and the rights of individuals will take centre stage.

5. **UNICEF.** We have applied to become a UNICEF Rights Respecting School⁵. The first step of this is to apply for the Bronze Award: Rights Committed. Unicef say:

“The United Nations Convention on the Rights of the Child is the basis of all Unicef’s work and its principles lie at the heart of the Rights Respecting Schools Award. Using the UN Convention on the Rights of the Child (CRC) as our guide, we are working with more UK schools than almost any other organisation. Over 1.7 million children in the UK go to a Rights Respecting School and more than 5000 schools up and down the country are working towards the award. The CRC sets out the human rights of every person under the age of 18 and is the most complete statement on children’s rights treaty in history. It was adopted by the UN General Assembly in 1989 and is the most widely adopted international human rights treaty in history. The UK ratified the CRC in 1991.”

6. Legislation: Independent School Standards 2014

PART 2 Spiritual, moral, social and cultural development of pupils	
5.	The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
(a)	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;
(b)	ensures that principles are actively promoted which—
	(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
	(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
	(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
	(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
	(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
	(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
	(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
(c)	precludes the promotion of partisan political views in the teaching of any subject in the school; and
(d)	takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views:
	(i) while they are in attendance at the school,
	(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
	(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

Revision Control Table	
Drawn up by	Nick Shaw
Date	22/09/17
Review schedule	Annual
Reviewed & revised	01/06/18 by DS; 01/06/19 by DS (and further revisions 01/10/19); 01/06/20 by DS; 10/06/21 by DS; 5/09/22 by DS; 10/09/23 by DS; 20/11/24 by DS
Next review	01/12/25

5 <https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/about-the-rrsa/>