

British Values Policy

Nisai is committed to promoting the fundamental British values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of Those with Different Faiths and Beliefs. These values are embedded throughout our curriculum, teaching practices, and wider school culture. As an online learning institution, we ensure these values are actively promoted in virtual classrooms, learning materials, and all online interactions.

This policy outlines the expectations for staff and learners, and the strategies used to integrate British values into lessons.

Through this policy we aim to:

- Ensure British values are consistently and meaningfully embedded across all subjects.
- Equip students with the knowledge, skills, and attitudes to become responsible, respectful and active citizens.
- Foster an inclusive online environment in which diversity is valued and protected.
- Support teachers to confidently embed British values in lesson planning and delivery.
- Safeguard students against radicalisation and extremist influences in line with the Prevent Duty.

1.0 The Fundamental British Values:

1.1 Democracy

We promote democracy by:

- Encouraging students to express opinions respectfully during live lessons and discussions.
- Providing structured opportunities for debate, collaborative tasks, and student voice activities.
- Using online polls, surveys, and class votes to model democratic processes.

1.2 The Rule of Law

We promote the rule of law by:

- Ensuring students understand the expectations, rules, and digital behaviour guidelines for online learning.
- Teaching the importance of rules in society, including legal frameworks, rights, and responsibilities.

1.3 Individual Liberty

We promote individual liberty by:

- Supporting students to develop confidence, independence, and critical thinking.
- Providing safe opportunities for students to make choices about their learning pathways and contributions.
- Encouraging students to reflect on consequences and take responsibility for their actions online

1.4 Mutual Respect

We promote mutual respect by:

- Establishing a culture of courteous communication in all live sessions and written interactions.
- Modelling respectful behaviour among staff and students in virtual spaces.
- Encouraging collaborative group work and peer support.

1.5 Tolerance of Those with Different Faiths and Beliefs

We promote tolerance by:

- Ensuring the curriculum reflects a broad range of cultures, religions, and worldviews.
- Encouraging open-minded discussion and challenging stereotypes or discriminatory language.
- Celebrating cultural diversity through themed events via the NVA.

2.0 Implementation Roles and Responsibilities

All Nisai staff must recognise their influence as role models and avoid expressing political views or personal beliefs in ways that could undermine British values. Staff are expected to maintain professional neutrality at all times, particularly when supervising or contributing to discussions involving sensitive, controversial, or potentially divisive topics.

This includes:

- Ensuring students are not steered towards a particular viewpoint.
- Supporting students to explore ideas safely, respectfully, and critically.
- Encouraging balanced discussion and promoting mutual respect.
- Intervening if conversations become discriminatory, disrespectful, or unsafe.
- Seeking guidance from senior leaders when unsure, to ensure interactions uphold democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

2.1 Teachers

Teachers play a central role in embedding Fundamental British Values (FBV) throughout the curriculum and in everyday online interactions. Beyond delivering academic content, teachers model and reinforce the principles of democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. They are responsible for creating a safe, inclusive, and respectful online learning environment where students can develop the knowledge, skills, and attitudes necessary to participate as active, responsible citizens.

Legal and Professional Framework:

In England, the requirement to promote Fundamental British Values (FBV) sits within the Teachers' Standards (2012); Part Two – Personal and Professional Conduct:

Teachers must *"not undermine fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs."*

Further Related Teaching Standards:

Standard 1: Set high expectations and promote good progress (includes culture of respect).

Standard 7: Manage behaviour effectively (links to rule of law, respect).

Standard 8: Fulfil wider professional responsibilities (including contributing to whole-school ethos).

- Integrate FBV meaningfully across all subjects and activities, using age-appropriate examples, case studies, discussions, and online resources ensuring that British Values or Prevent learning objectives, are used where relevant.
- Demonstrate respect, tolerance, fairness, and professionalism in all online interactions with students, colleagues, and parents.
- Encourage students to express opinions respectfully, take part in debates, and engage in student voice initiatives, polls, and surveys.
- Ensure students understand online behaviour expectations, school rules, and broader societal laws, applying rules fairly and consistently.
- Provide students with opportunities to make safe, responsible choices, reflect on consequences, and take ownership of their learning.
- Create an inclusive online environment where diversity is valued, stereotypes are challenged, and all students feel safe to participate.
- Be vigilant to signs of radicalisation, extremism, bullying, or discrimination, and report concerns following the school's safeguarding procedures.
- Keep up-to-date with statutory guidance, educational resources, and best practice for embedding British values in online learning.
- Work collaboratively with other staff to share strategies, monitor engagement, and ensure a consistent approach to promoting FBV across the school.

Through these responsibilities, teachers ensure that British values are actively embedded in both the curriculum and the wider online school environment, helping students develop into informed, responsible, and respectful citizens.

2.2 Non-Teaching Staff

Non-teaching staff play a vital role in supporting the promotion and embedding of Fundamental British Values (FBV) throughout the online school. While they may not deliver lessons, their daily interactions, professional conduct, and support functions significantly influence the school's culture, students' experiences, and the wider learning environment. All non-teaching staff are expected to actively model the principles of democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs in their work. Their responsibilities contribute to creating a safe, inclusive, and respectful learning space for all students.

- Modelling respectful, inclusive, and non-discriminatory behaviour.
- Challenging inappropriate comments, prejudice, discriminatory language, or behaviour.
- Maintaining high expectations of students in line with school behaviour policies.
- Supporting a safe, orderly environment that reflects the rule of law and mutual respect.
- Upholding school values in daily interactions.
- Following safeguarding and Prevent procedures and reporting any concerns promptly.

2.2.1 CaSST, Safeguarding, EHCP Teams

The CaSST, Safeguarding, and EHCP teams play a vital role in embedding Fundamental British Values (FBV) across the online school. Their work ensures that students are supported, safe, and included, and that the principles of democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs are actively reinforced in all interactions. These teams are key to creating an environment where all students can thrive and develop as responsible, respectful, and active citizens.

- Communicate respectfully with students, parents, and colleagues.
- Treat all enquiries fairly and without bias.
- Ensure digital communication promotes courtesy and tolerance.
- Support democratic processes, e.g., surveys, elections, student voice activities.
- Reinforce behaviour expectations and restorative approaches.
- Support students' rights to express themselves safely while respecting others.
- Address conflict fairly and impartially.
- Promote understanding of differences and challenge stereotypes.
- Identify and report concerns relating to radicalisation, extremist views, or discriminatory attitudes.
- Support vulnerable students to feel included, heard, and valued.
- Promote equal access and reasonable adjustments to protect individual liberty.
- Help students appreciate differences in backgrounds, needs, and beliefs.

2.2.2 Mentors

Mentors have a key role in supporting students' personal, social, and emotional development while promoting Fundamental British Values (FBV) throughout the online school. Through their guidance, encouragement, and daily interactions, mentors help students build respect, responsibility, and understanding of democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

They should reinforce Nisai's expectations regarding respect, tolerance, and behaviour.

- Encourage students to listen to others' viewpoints and work collaboratively.
- Celebrate diversity and challenge any intolerance within small-group or 1:1 settings.
- Help students make safe, independent choices that reflect individual liberty.

2.2.3 IT and Technical Support

IT and Technical Support staff play a vital role in maintaining a safe, secure, and inclusive online learning environment where Fundamental British Values (FBV) are actively upheld. Their work ensures that digital platforms, tools, and communications support respectful interactions, equality of access, and opportunities for students to engage safely with the curriculum and each other.

- Report any incidents of online abuse, bullying, extremism, or discriminatory behaviour.
- Support the school's online systems for polls, discussions, or democratic engagement.
- Work closely with safeguarding teams to ensure that IT systems support the school's safeguarding policies and Prevent Duty obligations.
- Provide guidance to teachers, mentors, and other staff on the safe and effective use of online tools in ways that embed British values.
- Ensure equal access to NVA and relevant digital platforms where possible.

2.2.4 Leadership Team

The leadership team plays a pivotal role in embedding British values across the online school. They are responsible for creating a culture in which democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs are consistently modelled, reinforced, and monitored. Leaders ensure

that all staff understand their role in promoting these values and that students experience a safe, inclusive, and respectful online learning environment.

- Ensure staff receive training on British values and Prevent Duty.
- Monitor implementation through lesson observations, planning checks, and feedback.
- Review and update the policy annually.
- Promote a positive culture by modelling exemplary behaviour and attitudes online, fostering mutual respect, tolerance, and collaboration across the school community.
- Ensuring that all statutory responsibilities, including Prevent Duty, safeguarding, and equality obligations, are fully met.

2.2.5 Students

Students play an active role in promoting and demonstrating Fundamental British Values (FBV) within Nisai. While the responsibility for teaching and modelling these values primarily rests with staff, students contribute to a positive school culture through their behaviour, engagement, and interactions with peers and staff.

- Engage respectfully with peers and staff.
- Uphold the school's online behaviour expectations.
- Contribute positively to a safe and inclusive learning environment.
- Contribute to student voice initiatives, surveys, polls, or other opportunities to influence decisions within Nisai.
- Treat peers, staff, and all members of the Nisai school community courteously, avoiding discriminatory, prejudiced, or offensive language
- Appreciate and respect cultural, religious, and personal differences among Nisai's community, and participate in activities that foster inclusion and understanding.
- Make safe, responsible choices in learning, collaboration, and online interactions, recognising the impact of their actions on themselves and others.

3.0 Policy Review

This policy will be reviewed annually or sooner if required due to legislative changes or updates to statutory guidance.

Key Responsibility for Policy	Related Policies
Head of Teaching and Learning CaSST Manager	Live Lesson Procedure SOW Planning Procedure

Review Date: November 2026