

British Values Policy

Nisai is committed to actively promoting the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and respect and tolerance of different faiths and beliefs. These values are embedded throughout our curriculum, teaching practice, mentoring, and wider school culture. As an online learning institution with supplementary face-to-face mentoring and support, Nisai ensures these values are promoted consistently in virtual classrooms, learning materials, mentoring sessions, and all interactions between staff and learners.

This policy applies to all Nisai staff, learners, and others working on behalf of Nisai across both online and face-to-face mentoring provision. It sets out expectations for promoting Fundamental British Values (FBV) and provides a consistent approach to embedding these values within the curriculum, teaching and learning, mentoring, and the wider school community. Through this policy, Nisai aims 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 within an inclusive environment that values diversity and promotes equality.
- 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.

The promotion of Fundamental British Values is closely aligned with Nisai's duties under the Equality Act 2010. We actively promote equality, diversity, inclusion, and respect for all protected characteristics.

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 importance of rules, rights, responsibilities, and legal frameworks in society, while also complying with Nisai's expectations and digital behaviour guidelines for online learning.

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 respectful communication by modelling positive behaviour, encouraging collaboration, and promoting peer support across all online interactions.

1.5 Respect and Tolerance of Different Faiths and Beliefs

We promote respect and 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.
- Promoting respect for people with protected characteristics as defined by the Equality Act 2010.

1.6 Embedding Fundamental British Values Across the Curriculum

Fundamental British Values are embedded across the curriculum where they arise naturally and meaningfully within subject content, teaching activities, discussion, and wider learning opportunities. Teachers should identify appropriate opportunities to enable learners to explore these values in ways that are relevant to the subject, age-appropriate, and appropriate to learners' needs.

Examples may include:

- English: exploring different perspectives, debating ideas respectfully, examining themes of equality, freedom, identity, and justice, and developing reasoned arguments.
- Mathematics: using data to explore social issues, developing critical thinking, and considering how statistics and information can be interpreted and presented responsibly.
- Science: considering ethical issues, evaluating evidence, respecting differing viewpoints, and understanding the role of evidence in informed decision-making.
- Humanities: exploring democracy, government, law, rights and responsibilities, historical and contemporary societies, cultures, religions, and different beliefs and worldviews.
- Computing and Digital Learning: promoting responsible digital citizenship, online safety, respectful online communication, critical evaluation of information and sources, and awareness of misinformation and harmful online content.
- Personal Development and Enrichment: developing understanding of rights and responsibilities, healthy relationships, equality and diversity, personal choice, respectful disagreement, and participation in the wider community.

Opportunities to promote Fundamental British Values should be purposeful and relevant. Teachers are not expected to make artificial links to FBV in every lesson; instead, these values should be evident across curriculum planning, teaching practice, and the wider learning experience.

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:

- Ensure students are not steered towards a particular viewpoint.
- Support learners to explore ideas safely, critically, and respectfully through balanced discussion and mutual respect.
- Intervene where discussions become discriminatory, disrespectful, or unsafe, seeking guidance from senior leaders where necessary.

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 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 needed 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 through age-appropriate examples, case studies, discussions, and learning resources, including Prevent-related learning where appropriate.
- Demonstrate respect, tolerance, fairness, and professionalism in all online interactions with students, colleagues, and parents.
- Encourage students to express opinions respectfully, participate in debate and student voice activities, and contribute confidently within an inclusive environment where diversity is valued and stereotypes are challenged.
- 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.
- 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.

Nisai recognises its duty under the Prevent Duty to safeguard learners from radicalisation and extremism. Staff receive training to identify vulnerable learners and follow safeguarding procedures where concerns arise.

2.2 Customer & Student Support (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 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 and professionally with students, parents, and colleagues, ensuring all digital communication promotes courtesy, tolerance, and inclusion.
- Treat all enquiries, conflicts, and concerns fairly, impartially, and without bias.
- Support democratic processes, including surveys, elections, student voice activities, and other opportunities for students to be heard.
- Reinforce behaviour expectations, restorative approaches, and students' rights to express themselves safely while respecting others.
- Promote understanding of different backgrounds, needs, faiths, beliefs, and protected characteristics, challenging stereotypes and discriminatory attitudes.

- Identify and report concerns relating to radicalisation, extremist views, discrimination, or safeguarding in line with Nisai procedures.
- Support vulnerable students to feel included, heard, and valued, including through equal access and reasonable adjustments.

2.3 Mentors

Mentors promote Fundamental British Values during online and face-to-face sessions by modelling positive relationships, supporting responsible choices, encouraging respectful discussion, and reinforcing Nisai's expectations for behaviour, inclusion, and personal responsibility.

- Encourage students to listen to others' viewpoints, communicate respectfully, work collaboratively, and resolve disagreements constructively.
- Promote respect, diversity, inclusion and tolerance while helping students understand and appreciate different perspectives.
- Support students to make safe, independent and responsible choices that reflect individual liberty and consideration for others.
- Encourage participation in student voice, school and community activities where appropriate.
- Maintain professional boundaries during face-to-face mentoring and report any safeguarding, Prevent, behaviour or wellbeing concerns in line with Nisai procedures.

2.4 Nisai Technical Departments

Development 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.

- 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.
- Support equitable access to the NVA and other relevant digital platforms wherever reasonably practicable.

2.5 Leadership Team

The Leadership Team is responsible for embedding British values across the online school and face-to-face provision by creating a culture in which democracy, the rule of law, individual liberty, mutual respect, and respect and tolerance of different faiths and beliefs are consistently modelled, reinforced, and monitored.

- Ensure staff receive training on British values and Prevent Duty.
- Monitor implementation through lesson observations, mentoring reviews, planning checks, student feedback, and quality assurance activities.
- 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.
- Ensure that all statutory responsibilities, including Prevent Duty, safeguarding, and equality obligations, are fully met.

2.6 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. Students are provided with opportunities to influence aspects of school life through student voice forums, surveys, feedback mechanisms, and representation activities where appropriate.

- Engage respectfully with peers, staff, and the wider school community, contributing positively to a safe, inclusive environment and avoiding discriminatory, prejudiced, or offensive language.
- Uphold the school's online behaviour expectations.
- Contribute to student voice initiatives, surveys, polls, or other opportunities to influence decisions within Nisai.
- 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 Monitoring and Evaluation

Nisai will monitor the promotion of Fundamental British Values to ensure that they are embedded consistently, meaningfully, and appropriately across the curriculum and wider school provision. Monitoring will focus not only on the opportunities provided to promote FBV, but also on the quality of practice and its impact on learners' understanding, attitudes, participation, and behaviour.

Evidence may be gathered through:

- Curriculum planning, schemes of work, and teaching and learning resources.
- Lesson observations and reviews of recorded online lessons.
- Mentoring records and reviews.
- Student voice activities, surveys, and other feedback mechanisms.
- Behaviour, safeguarding, and relevant Prevent records and trends.
- Participation in enrichment, NVA, and wider school activities.
- Staff training and professional development records.
- Quality assurance activities and feedback from staff, learners, and other relevant stakeholders.

Findings from monitoring will be used to evaluate the effectiveness of Nisai's approach to promoting Fundamental British Values, including learners' ability to demonstrate respect for others, engage appropriately with different viewpoints, understand their rights and responsibilities, make informed and responsible choices, and participate positively in the Nisai community. Monitoring outcomes will be used to identify effective practice, areas for development, and any additional training, resources, or support required, and will inform curriculum development, staff professional development, safeguarding practice, and wider school improvement activities.

This policy will be reviewed annually, or sooner if required, in response to changes in legislation, statutory guidance, safeguarding or Prevent concerns, developments in Nisai's provision or use of technology, or findings arising from monitoring, quality assurance, student voice, or other evaluation activities.

Key Responsibility for Policy

Head of Teaching and Learning

Supporting Roles

CaSST Manager

Related Policies and Documents

- Live Lesson Procedure
- SOW Planning Procedure
- Safeguarding Policy
- Staff Code of Conduct
- Curriculum Policy
- Behaviour Policy
- Anti-Bullying Policy

Review Date: July 2027