



AND **the Hammond**

**FUNDAMENTAL BRITISH VALUES AND  
PREVENT POLICY  
2023-24**

THE HAMMOND SCHOOL LTD., MANNINGS LANE, CHESTER, CH2 4ES

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The Hammond School Limited is registered in England and Wales Number 838325. Registered office is above. Charity Number 1022427 incorporating the Betty Hassall Foundation. The school is accredited by the I.S.A and C.D.E.T. and is a member of the B.S.A and I.S.I.

**Preamble:**

*Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.*

*Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.*

Department for Education, 2014

## PROMOTING FUNDAMENTAL BRITISH VALUES

The Hammond approaches the promotion of fundamental British values in line with the Government's PREVENT strategy. These British Values are: democracy; individual liberty; the rule of law; mutual respect; tolerance of those with different faiths and belief. Each is defined below and placed in a school context using examples. It is everyone's duty to ensure they do not undermine these fundamental British values as detailed in the current Teacher Standards Part Two: Personal and Professional Conduct.

### **DEMOCRACY**

*Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.*

**In school we promote the importance of democracy through such things as:**

- A programme of study is delivered to Key Stage 3, 4 and 5, with comprehensive coverage of the topics outlined in the PSCHE curriculum.
- The free and fair electoral process for student positions of responsibility, such as: Lower School and Senior School Prefects; Captain's Table; Boarding Council; School Council; Form Representatives. In 2020 this has been enlarged through the Hammond Parliament.
- Staff training is delivered to ensure all staff are impartial in their discussion of political and personal views.
- Students being encouraged to consider the role of democracy in lessons, with a special emphasis in History, RS, and PSCHE.
- Student Voice on key school decisions through whole school surveying.
- Students are encouraged to distinguish right from wrong and to respect the civil and criminal law of England through the PSCHE curriculum; year 10 students visit Chester Magistrates and Crown Court as part of the PSCHE programme of study.
- Students are encouraged 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 through involvement in charity fundraisers (including the democratic election of an annual school charity), litter picking activities, drama outreach workshops and other community events.

## INDIVIDUAL LIBERTY

*Individual liberty suggests the free exercise of rights generally seen as outside Government control.*

**In school we promote the importance of individual liberty through such things as:**

- The increasing liberty afforded to students as they move up through the years.
- Ensuring we abide by and activity promote the 2010 Equality Act.
- Senior students can leave the site at certain times and other older students are afforded further privileges in boarding situations.
- The opportunity for students to participate in extra-curricular events, such as the Duke of Edinburgh scheme
- Students are heavily involved in the process of appointing new members of staff, such as through the exercise of student panels.
- Students encouraged to voice views in lessons in a formative manner.
- Students offered autonomy over choices regarding academic pathways.
- Elements of choice in the school dining room within healthy boundaries.
- Learning about “healthy choices” in relation to diet, exercise, a healthy mind and positive lifestyle.
- Creation of the Equality Leaders.
- Learning about radicalisation and extremism through PSCHE activities.
- Giving young people the opportunity to express opinions and shape school policy through the Hammond Parliament.

## **RULE OF LAW**

*All people and institutions are subject to and accountable to law that is fairly applied and enforced.*

**In school we promote the importance of the rule of law through such things as:**

- There is a shared classroom code of practice.
- There is a shared boarding code of practice.
- Student handbooks and parent handbooks clearly outline expected behaviour.
- Behaviour for learning is promoted in every classroom.
- Mobile phone policy has been in changed with integral pupil involvement.
- Behaviour contracts appear, and are discussed, in the student planner.
- The school has a clear sanctions policy and actively rewards students for their achievements.
- Marking and feedback, as well as homework, policies set clear boundaries which are explained clearly to students.
- Accountability is stressed to all stakeholders including staff [teacher's standards], students [Student Code of Conduct], and Directors.
- Class Charts enables pastoral leaders to ensure equality and parity of merit and sanction.
- Teaching and Religious Studies and History make it clear the difference between state law and religious law.

## **MUTUAL RESPECT**

*The proper regard for an individual's dignity, which is reciprocated.*

**In school we promote the importance of mutual respect through such things as:**

- Classroom code of practice.
- School ethos and mission statement

- Clear guidance on good behaviour in areas such as the dining room.
- Assemblies including those focussed on other cultures, stereotypes, or prejudice, encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
- The publishing and enforcement of a smart dress code for students and staff [uniform].
- Wellbeing promotes mutual respect through the skills developed in sessions/ assemblies.
- Creation of a staff and student wellbeing charter.
- Students are encouraged to acquire a broad general knowledge of and respect for public institutions and services in England through attendance and participation in weekly assemblies; assemblies are themed to develop understanding and appreciation of British values.

#### **TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS**

*A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.*

**In school we promote the importance of tolerance of those with different faiths and beliefs through such things as:**

- Observance of all religious beliefs through the teaching of Religious Studies.
- Chester Schools Christian Work deliver regular assemblies to develop religious and moral understanding.
- Students participate in field visits to sites of religious importance, such as a Buddhist Temple, Jewish Museum, Muslim Mosque, and Chester Cathedral.
- The appointment of our Diversity and Inclusion Leader.
- Students are encouraged to develop their self-knowledge, self-esteem and self-confidence through wellbeing activities in registration and PSCHE activities; Year 10 and Year 11 students are encouraged to develop self-management skills through aspects of mindfulness.
- Year 12, 13, and 14 students are offered the choice of studying Pilates as a means of self-regulation and development.
- Save The Family and other charitable organisations deliver assemblies to students, and students are encouraged to develop links with such organisations.
- Holocaust Memorial Day is commemorated every year through registration and assembly presentations. Two senior students visit Auschwitz every year as part of the Lessons From Auschwitz programme, and deliver presentations to students.

- Further tolerance and harmony between different cultural traditions are encouraged by enabling pupils to acquire an appreciation of and respect for their own and other cultures through PSCE activities, schemes of work in Religious Studies and History lessons, and through presentation and activities during assemblies.

### **SMSC**

In order to develop the whole individual and genuinely prepare our students for an ever-changing world, we strive to nurture our young people's sense of citizenship and to promote their spiritual, moral, social and cultural (SMSC) development at every opportunity. Our school has a thriving enrichment programme as well as opportunities to participate in numerous trips and visits. In addition, all subjects across the curriculum offer the opportunity to discuss moral issues, personal experience and wonder and help students to develop their social skills. (For further information see SMSC Policy)

### **PREVENT DUTY**

At The Hammond we are aware of the Prevent Duty and have ensured that all staff understand their statutory duty. Throughout the academic year all staff receive Safeguarding Training including very specific training linked to the Prevent Duty. All staff understand that any concern about extremism or radicalisation of our young people is to be treated as a Safeguarding issue and thus should be treated in the same way. We have a robust procedure in place should we have any concerns. We ensure that through open discussion within classrooms we enable young people to test out their ideas in a safe and supportive environment where staff can challenge and broaden students' understanding of the wider world.

Fundamental British Values and the active promotion of them takes place in assemblies, form tutor registration periods, all lessons, and in all interactions with young people. Should a member of the school community feel a young person, or a member of staff displays signs that suggest any contrary views to FBV an alert should be made through CPOMS. This will then alert a member of the pastoral and SLT team, who will begin an investigation into the concern. The DSL holds responsibility for ensuring this takes place.

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