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## Promoting British Values

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Please see [Brighton College Dubai Policies and Guidelines](#)

### 1. Introduction

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The idea of “fundamental British values” was introduced by the UK in 2011 as part of the Prevent strategy. It was introduced into the Independent School Standards in 1 January 2013 and this was supported by non-statutory advice dated November 2013. The Prevent duty was incorporated into the statutory duties placed on all educational institutions in June 2015 and can be found [here](#):

Brighton College Dubai was opened in 2018 and has used the examples and advice from BCUK to support the development of this policy.

The Independent School Standards reference ‘fundamental British values’ in standards concerning a school’s curriculum, teaching and spiritual, moral, social and cultural development of pupils. These values are defined by the DoFE as “democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

### 2. Promoting Fundamental British Values at Brighton College

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A review of the government requirements in relation to the existing Spiritual, Moral, Social, Cultural development of pupils at Brighton College revealed that an enormous amount of what takes place in the school already supports not only the principles but also much of the detail of government direction. This can be seen in the **Appendix A** which includes two columns, one outlining what already takes place, and one which considers how this provision can be further enhanced.



**The aims of Brighton College** underline the school's commitment to a values-based education:

Brighton College seeks to impart or provide:

- a love of learning for its own sake;
- a foundation of knowledge and body of skills with which to understand and question the world we live in and to prepare us, through an innovative approach to education, for the world we are likely to inhabit in the future;
- an awareness of, and appreciation of, the spiritual dimension in our lives;
- an enthusiasm for the world beyond the classroom - in particular, sport, music and the performing arts;
- a respect for difference in others and a recognition that the efforts and achievements of every individual in our community are valued equally.

**The core pastoral values of Brighton College** also demonstrate a firm commitment to providing pupils with a clear framework for the present and future challenges which face them.

1. The school as a safe and supportive environment in which pupils can flourish and be happy in themselves.
2. The Houses as places to belong: to know others and to be known ('communities within the school community').
3. The Pupils to be outward-looking, with a strong belief that they can make a difference now, not just when they are older within the school community and far beyond.

### **3. Fundamental Values at the heart of a Brighton College education**

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Brighton College prides itself on being a kind, tolerant and open community in which differences are appreciated and where judgemental or discriminatory behaviour of any sort is not accepted. We see this, in particular, in:

- The strong and positive relationships between pupils (of all ages) and between pupils and staff
- The strong and supportive atmosphere fostered in the House system
- The focus on the Pelican Pathways and Senior Excellences which are a commitment to celebrate each type of pupil, to reward our school values and promote our school ethos
- Regular encouragement and expectation from all the Senior Leadership Team for pupils to be 'a first-class version of themselves not a second-class version of someone else.'



- The behaviour and disciplinary system sanction heavily on any form of unkindness or bullying towards another. The induction process for new pupils emphasizes the open, generous and supportive community they have joined.
- A very significant emphasis is placed on respect for others, in everyday school life.
- Charitable work and community volunteering is a regular part of our College life, so that pupils understand that they not only have a responsibility to contribute something to those around them but also globally.
- Considerable work is done through the Moral Social and Cultural Education provision on citizenship and on helping pupils understand their position in the world.
- Democratic processes are a regular part of meetings of different Pupil Councils and House meetings.
- Pupils are already playing a strong role in taking responsibility for important aspects of the school (e.g. the Head Boy/Girl and House Captains lead prospective parent tours, public speaking, meet inspectors, engage in College promotion events, lead in assemblies). Other pupils lead activities like, Prep Pupil Council, Eco Council, UAE ambassadors, and there are groups of pupils that work to promote and support curriculum areas (art monitors, computing monitors and sports monitors).

#### 4. Brighton College Partnerships

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Brighton College has partnered with Dubai Cares for a number of events, this is a registered charity in a UAE-based global philanthropic organisation that advocates for children's rights. It was founded on September 19, 2007 by Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai. Examples would be the annual 'Wishing Tree', the 'Winter Wonderland' day and the 'Spring Fling' day.

#### 5. Brighton College 'Weeks'

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Democracy Week takes place every May to coincide with when elections are often held. It contains a mixture of lectures, debates, mock elections and discussion. Law Week takes place in early October each year and will contain a combination of career advice, seminars and lectures, as well as mock trials, visiting speakers and discussion.



## Appendix A: British Values:

Through their provision of SMSC, schools should:

DfE Requirement	Currently fulfilled by	To further enhance provisions
1. Enable students to develop their self-knowledge, self-esteem, self-confidence	<p><b>Curriculum</b> (lessons, public speaking)  <b>House system and Pelican Pathway</b> (support, opportunities to participate in events and to lead assemblies)  <b>Co-curriculum</b> (sport, music, drama, dance, service)  <b>Awards, assemblies, exhibitions</b> (e.g.art)                      recognition and celebration of character/qualities, not just achievements  <b>Pupil-led societies</b>  <b>Speakers Society</b></p>	Encourage even more pupil-led societies
2. Enable pupils to distinguish right from wrong and to respect the civil and criminal law in England	<p>Culture of school                      high expectations of behaviour  <b>Curriculum:</b> MSC                      Education; EAL (study and discussion of crime, punishment, the legal system); MFL (crime and punishment at A-level); politics; economics (normative economics); classics (study of myths, morals and implications); geography (development and conflict).                      Assemblies on <a href="#">Democracy</a>  <a href="#">Law</a>, Freedom (Individual Liberty),  <a href="#">Mutual Respect</a>, <a href="#">Tolerance</a></p>	Specific work in the MSCE <b>curriculum</b> on civil and criminal law.
3. Encourage pupils 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	<p>Culture of school; pastoral core values                      House and Pupil Council organised charity work – initiated and led by pupils                      Community Service, Service groups, Make A Difference Day, Dragon’s Den                      Environmental groups, Eco Council activities, Earth Day</p>	Encourage even more <b>pupil-led/pupil initiated societies</b> and groups Assistant Head (Pastoral) to provide log of all societies/groups which have pupil leadership Include a service residential trip to Sri Lanka in the KS3 offering



<p>society more widely.</p>		
<p>4. Enable pupils to acquire a broad knowledge of the respect for public institutions and services in England and around the world.</p>	<p><b>Curriculum:</b> MSCE; EAL and English literature (e.g. background to texts studied looks at NHS, trades union, welfare benefits) EAL (health care, education, role of government v. individual as common topics); business studies (private v. public sector); history (GCSE course role of key institutions e.g. NHS, parliament) <b>Assemblies</b> led by pupils</p>	<p>Greater detail in Moral Social and Cultural Education <b>Curriculum</b> Consider ‘public institutions and services’ Law Week, Mock trial society, Democracy week  More pupil-led assemblies</p>
<p>5. Further tolerance and harmony between difference cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.</p>	<p>UAE National Day and International Day, Black History Week Assemblies led by pupils (e.g. Omani pupils) St George’s Day Performing Arts Productions/lectures (respect for cultures) <b>Curriculum:</b> IPC where each unit has a focus on host county, home country and where appropriate heritage and adopted countries, music, art, EAL, modern and classical languages; politics; business studies (globalization, employment law, company culture at MNCs) Catering in Dining Hall: special occasions marked (e.g. Chinese NY/St George’s Day)</p>	<p>Additional pupil-led assemblies in Houses Celebration of difference and individuality to be further emphasised. Diversity, equality and inclusion curriculum review (with new staff appointment) Sri Lanka trip for service Home and heritage countries celebrated more widely.</p>
<p>6. Encourage respect for other people</p>	<p>Culture of school Random Acts of Kindness (bracelets and fill someone’s bucket and Kindness Bingo) Behaviour policy/Pupil Code of conduct Online Safety Code of Conduct developed by pupils – respect on-line Assemblies (including some led by pupils andvisiting speakers)  <b>Curriculum:</b> MSC Education, art (appreciating that all ideas and views are valid e.g. in critiques, group discussions and debates); English and</p>	<p>Build on Community service opportunities and volunteering.</p>



	EAL (literature discussions as gateway to exploration of different faiths and beliefs, racism, sexism, gender identity, gender equality, homophobia, disability); respect for “otherness” through study of modern and classical languages and their literature/societies; Biology (artificial reproductive technologies; gender v. biologically determined sex); politics (Equality Act and recent social reforms e.g. marriage/civil partnership); economics (wage discrimination); business studies (corporate culture, globalisation, MNCs)	
7. Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England	<p><b>Curriculum:</b> PSHEE, Story of our Land and Our Island Story, History (Cold War at GCSE, protest, agitation and reform at A-level – development of parliamentary democracy); EAL (e.g. course books, IELTS essays); Politics, MFL (political systems at A-level; Spanish dictatorships and democracies; class debates); classics (history and origins of democracy; examples of tyrants &amp; dictators); geography (e.g. global governance at A-level)</p> <p><b>Co-curriculum:</b> mock general election, plus many other mock elections/ mock referenda (e.g. Scottish referendum, Brexit) School councils</p>	Mock Elections Pupil council elections Law Week, Democracy Week

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values:

DofE Requirement	Currently fulfilled by	To further enhance provision
1. An understanding of how citizens can influence decision-making through the	<p><b>Curriculum:</b> PSHEE, Story of Our Land; OHS (Our Human Story), Politics, History, Economics, Chemistry (Fritz Haber and history of WWI and WWII; mock trial defending fossil fuels v. alternative fuels); art &amp; photography (pupils voting for favourite/most successful work during group</p>	School council profile could be raised further Democracy Week



<p>democratic process</p>	<p>critique); music (choirs re-auditioned every year; open discussions in lessons with differing opinions encouraged); EAL (voting on prep selection; best dates for tests; topics to study); Business Studies (different economic systems/extent of government intervention in markets); geography (development; global governance)</p> <p>Sixth Form and Staff votes for Prefects Own clothes days: pupils pitch for particular charities</p> <p>Prep MSC Curriculum: Y3 - describe roles and responsibilities of leaders. Y5 – characteristics of political authorities/ distinguish between political, cultural and social changes in society/ explain how a constitution provides structure for the government. Y6 - compare and contrast major political systems such as democracy, dictatorship, monarchy.</p>	
<p>2. An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</p>	<p><b>Curriculum:</b> Our Island Story; Story Of our Land; importance of citing/referencing sources to avoid breaking copyright laws; the law in relation to hazardous chemicals and restriction of, including drugs in Chemistry; clear expectations and rules for safe use of equipment e.g. in science, sport, DT, music; in EAL discussion and comparison of UK legal system/different ages and that of other countries plus roleplays re crime and punishment; in RS authority, law, punishment and ethics; MFL (crime and punishment at A-level); politics (e.g. Supreme Court and relations between branches of government); economics (property rights); Business Studies (marketing laws; employment law); geography (development/conflict); maths (concept of “beyond reasonable doubt”)</p>	<p>More detail in PSHEE Curriculum Law Week Mock trial society More detail in OHS/SOOL</p>



	<p>School sanctions: clarity of system instils confidence in protecting possessions, safety and wellbeing; effective dealing with any bullying underlines how ‘rule of law’ protects the community</p> <p>MSC Curriculum: Y2 (Grade 1) - live basic classroom rules and explain how rules establish order and safety.</p>	
<p>3. An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence</p>	<p>Curriculum: Politics</p> <p>MSC Curriculum Year 6 (Grade 5) -</p> <ul style="list-style-type: none"> <li>• Compare and contrast major political systems, such as, monarchy, dictatorship, democracy, constitutional monarchy</li> <li>• Examine the origins and purposes of the UAE constitutional provisions</li> <li>• Explain the purpose, functions and structure of the UAE government</li> </ul> <p><b><i>When teaching about UAE politics/ constitution – comparison to the UK are made. 43% of our pupils are British so this is a key focus point.</i></b></p>	<p>More specific detail in PSHE Curriculum Visit to London: parliament/law courts Law Week to be developed beyond careers/debates to include more information (tutor time to be used?)</p>
<p>4. An understanding that the freedom to choose and hold other faiths and beliefs is protected in law</p>	<p>Freedom/tolerance central to school culture</p> <p><b>Curriculum:</b> Early Years Framework - is centered around choice – pupils from this early stage get to choose in the form of play. MSC Curriculum – culture of the UAE is taught – tolerance is a key component throughout the curriculum. Multicultural – city - BCD reflects this.</p>	<p>PSHE curriculum IPC Curriculum, increased focus on International Learning Goals.</p>



	IPC – Global perspective is a focus. International Learning Goals for each unit.	
5. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	As above School Aims Code of conduct Pupil assemblies to promote tolerance  <b>Curriculum:</b> Prep MSC Curriculum: Y2 - friends can have different backgrounds, opinions and interests/ discuss how to be accepting of people from various backgrounds/ demonstrate respect for different people. Y3 - explain why it is important to respect and accept people from different cultural, ethnic and religious backgrounds/ identify ways to be more understanding to others/ respect different peoples points of view. Y4 - explain what treating people equally means/ distinguish between cases of treating people equally or unfairly/ discuss some of the challenges of living in a multi-cultural society/ explain how Emirati culture is similar or different to other cultures around the world. Y5 (Grade 4) - explain and give examples of compassion, empathy, respect and tolerance.	Respect Week –faith as a day during this week
6. An understanding of the importance of Identifying and combatting discrimination	<b>Curriculum:</b> PSHE; Chemistry (discussion of chemical hazards such as teratogens; thalidomide researched during U6 chirality topic); EAL and English literature (e.g. female suffrage, minorities, immigrants); MFL (racial discrimination, immigration, minorities; alternatives to marriage; religion and belief); politics (global, universal human rights; Equality Act and recent social reforms	



	<p>e.g. marriage/civil partnership); economics (wage/gender/age discrimination; trade union activism); business studies (employment law, non-discrimination acts); classics (extension tasks on gender/sexual orientation in the Classical world/art/literature)</p> <p>School culture Race discussion group Respect Week, Black History Week Assemblies</p> <p>See MSC curriculum statements from previous box – these also link to combatting discrimination.</p>	
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The following provides a list of different actions that school can take, such as:

DfE Requirement	Currently fulfilled by	To further enhance provision
<p>1. Include in suitable parts of the curriculum, as appropriate for the ages of the pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries</p>	<p>Curriculum: Story of our Land, OHS, History, politics, economics. EAL, BusinessStudies (ethical business, corporate law)</p> <p>Democracy Week</p>	<p>Any amendments to PSHEE curriculum</p> <p>Plan to use “Zig Zag” FBV lesson materials intutor time 2020-21</p> <p>Any additions to <b>History SoWs</b></p>
<p>2. Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils</p>	<p>Pupil Councils (Prep and Senior) Sixth Form and staff votes for prefects.</p> <p>Pupil feedback mechanisms in appraisals and questionnaires</p> <p>Classroom discussions and debates</p>	<p>Raise profile of them/their decisions</p> <p>Prep pupils (Year 5 &amp; 6) involved in staff 360 appraisals this year.</p>



<p>3. Use opportunities such as a general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view</p>	<p>Debating Society Public speaking Democracy Week Mock elections and referenda</p>	<p>Mock general elections</p>
<p>4. Use teaching resources from a wide variety of sources to help pupils understand a range of faiths</p>	<p><b>Curriculum:</b> SOOL; RS; politics (wide range of international resources); Classical Indian music with links to Hinduism and Islam; EAL and English (coursebooks, newspaper articles, GCSE literature texts, poems from other cultures); IPC – Celebrations unit Year 2 MFL (particularly at A-level)  Pupil-led assemblies Respect Week</p>	<p>A 'faith' day as part of Respect Week</p>
<p>5. Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values</p>	<p>Sport, Performing arts play central role Societies run by pupils (e.g. Gender Society, Amnesty, Prep Debating)</p>	<p>Continue involvement of pupils in leading societies</p>



## 5. Monitoring and Review

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This policy is to be reviewed and checked annually by the Head Master.

## 6. Approved by

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Head Master on behalf of the College:

Simon Crane, Head Master

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On behalf of the Governors:

Nilay Ozral, Board Member

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## Change History Record

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Version No.	Description of Change	Owner	Date of Issue
1.0	Created 14/5/18 in preparation for school opening	Head Master	May 2018
2.0	Reviewed in light of initial experience	Head Master	April 2019
3.0	Annual Update	Head Master	April 2022
4.0	Additions made to the curriculum	Deputy Head of Prep & Head of Prep	August 2022

## Brighton College Dubai Policies and Guidelines

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### Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Academic Plan written for KHDA approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable



Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

### **Policy Structure**

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

### **Policy Development**

Policies will continue to be developed as strategic priorities are set.