



Fundamental British Values Policy

Secondary Alternative Education Provision

Policy Owner	In-Tuition Learning
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Our commitment

In-Tuition Learning promotes democracy, the rule of law, individual liberty, and mutual respect and tolerance of people with different faiths and beliefs. These values are developed through teaching, discussion, relationships, safeguarding and everyday practice, rather than through isolated activities alone.

Contents

- 1. Purpose and principles
- 2. Scope and application
- 3. The fundamental British values
- 4. Responsibilities
- 5. Curriculum and teaching
- 6. Learner voice and participation
- 7. Respect, equality and freedom of belief
- 8. The rule of law and responsible conduct
- 9. Individual liberty, rights and responsibilities
- 10. Challenging prejudice, extremism and harmful conduct
- 11. Online learning, media literacy and artificial intelligence
- 12. Safeguarding and Prevent
- 13. Visitors, speakers and external resources
- 14. Monitoring and review
- 15. Related policies
- Appendix 1 - Practical examples
- Appendix 2 - Planning and review prompt

1. Purpose and principles

This policy explains how In-Tuition Learning promotes the fundamental British values identified by the Department for Education: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The original policy correctly listed the five values and stated that views contrary to them would be challenged. This revised policy retains that core commitment while explaining how the values are taught, modelled, discussed and applied in an alternative education setting.

- prepare learners to participate safely and responsibly in modern Britain
- support informed discussion, critical thinking and respectful disagreement
- help learners understand rights, responsibilities, law and democratic participation
- promote respect for people with protected characteristics and different backgrounds
- challenge discrimination, hatred, intimidation and attempts to undermine the rights of others
- avoid presenting British values as a test of nationality, ethnicity, religion or political opinion

Respectful disagreement

Promoting British values does not require everyone to hold the same personal, religious or political views. Learners may question, criticise and debate ideas lawfully. The boundary is crossed where conduct promotes hatred, violence, unlawful discrimination, intimidation or the removal of other people's rights.

2. Scope and application

This policy applies to all learners, including children under 18 and adults aged 18 to 25, and to staff, tutors, volunteers, contractors, visitors and partner organisations involved in In-Tuition Learning activities.

It applies to face-to-face and remote tuition, curriculum planning, discussions, behaviour, educational visits, online activity, use of resources, invited speakers and communication with parents, carers, commissioners and other professionals.

3. The fundamental British values

Value	What it means in practice
Democracy	Understanding that people can influence decisions through democratic processes; listening to different views; participating in fair decision-making; and accepting that lawful outcomes may not reflect every person's preference.
The rule of law	Understanding that laws apply to everyone, protect rights and set boundaries; recognising the difference between rules, policies and

Value	What it means in practice
	criminal law; and knowing how concerns can be challenged through lawful routes.
Individual liberty	Understanding personal freedom, autonomy, privacy and choice within the law, together with the responsibilities and consequences that accompany those freedoms.
Mutual respect	Treating others with dignity, listening without intimidation, respecting boundaries and challenging discrimination, bullying and degrading conduct.
Tolerance of different faiths and beliefs	Accepting that people may follow different religions, hold non-religious beliefs or have no faith, and that lawful difference should not lead to prejudice or exclusion.

The term “tolerance” is used in the official formulation. In practice, In-Tuition Learning aims for more than passive tolerance: learners should develop respectful understanding, curiosity and the ability to live and work alongside people whose beliefs or identities differ from their own.

4. Responsibilities

4.1 The Director

- ensure that this policy is implemented and reviewed
- ensure curriculum and resources do not undermine fundamental British values
- support staff to address sensitive or controversial issues safely
- respond to concerns involving discriminatory, extremist or unlawful material or conduct
- ensure links with safeguarding, Prevent, equality, behaviour and complaints procedures
- seek advice from commissioners, safeguarding partners or other agencies where appropriate

4.2 Staff and tutors

- model respectful, lawful and professionally neutral conduct
- create opportunities for discussion and participation appropriate to the learner’s age, maturity and needs
- challenge prejudice, misinformation and dehumanising language
- avoid promoting personal political or religious views as fact or pressuring learners to adopt them
- report safeguarding or Prevent concerns promptly
- make reasonable adjustments so learners can participate meaningfully

4.3 Learners

- listen to others and communicate without threats or abuse

- follow lawful and reasonable rules
- respect other people's rights, beliefs, identities and boundaries
- raise concerns through appropriate routes
- use digital systems responsibly and evaluate information critically
- accept that freedom of expression does not include a right to harass, threaten or discriminate

5. Curriculum and teaching

Fundamental British values will be promoted through relevant subjects, tutorial work, enrichment, current-affairs discussion and the way learning is organised. Content will be proportionate to the learner's age, communication needs, prior experience and programme of study.

- how Parliament, elections, local government, courts and public services operate
- how laws are made, applied and challenged
- rights and responsibilities under the law, including equality and human rights
- the strengths and limitations of democratic systems
- how propaganda, conspiracy theories and manipulative content operate
- how citizens can participate through voting, consultation, campaigning, volunteering and lawful protest
- the diversity of faith, belief, culture and identity in modern Britain
- historical and contemporary examples of discrimination and the importance of challenging it

Teaching must be balanced and age-appropriate. Controversial issues may be explored where they support learning, but staff must distinguish evidence from opinion, present competing perspectives fairly where appropriate, and avoid partisan political promotion.

6. Learner voice and participation

Democracy is developed through meaningful participation rather than token voting exercises. Learners will be given appropriate opportunities to influence their learning and the environment in which it takes place.

- contributing to individual learning plans, targets and review meetings
- expressing views about teaching, support, safety and reasonable adjustments
- participating in surveys, consultations or group decisions
- choosing between suitable learning activities or resources
- understanding how decisions are made and why some requests cannot be agreed
- receiving feedback on issues they have raised where appropriate

Participation and capacity

A learner's views should be heard even where an adult retains legal responsibility for a decision. For adult learners, consent, autonomy and confidentiality must be respected unless there is a lawful reason to act otherwise.

7. Respect, equality and freedom of belief

Mutual respect and tolerance are closely connected to equality and safeguarding. In-Tuition Learning will not treat a person's faith, non-religious belief, race, disability, sex, sexual orientation, gender reassignment or other protected characteristic as evidence of risk or incompatibility with British values.

- use accurate and respectful language
- include varied perspectives and avoid stereotypes
- allow lawful religious expression and non-religious viewpoints
- make reasonable adjustments and provide accessible communication
- challenge racist, misogynistic, homophobic, transphobic, ableist, antisemitic, anti-Muslim or other prejudicial language
- distinguish criticism of an idea, institution or religion from hostility towards people
- support learners who experience harassment or exclusion

8. The rule of law and responsible conduct

Learners should understand why rules exist, how they protect safety and fairness, and how decisions can be questioned. Rules and consequences will be explained clearly and applied consistently, proportionately and without unlawful discrimination.

- distinguish organisational rules from criminal and civil law
- explain the reasons for boundaries and consequences
- use restorative and educational responses where appropriate
- provide complaint, appeal and safeguarding routes
- involve police or other agencies where a suspected crime or serious risk requires it
- avoid presenting authority as beyond lawful challenge

9. Individual liberty, rights and responsibilities

Learners will be supported to make informed choices and develop independence. Individual liberty includes freedom of expression, thought, conscience, religion, association and private life, subject to lawful and proportionate limits that protect others.

- choice within learning and support plans
- informed consent and privacy
- online safety and control of personal information
- healthy relationships, personal boundaries and the right to say no
- freedom to hold lawful beliefs and opinions
- responsibility for the impact of speech and conduct
- awareness that coercion, exploitation and intimidation remove genuine choice

10. Challenging prejudice, extremism and harmful conduct

Staff will challenge conduct that undermines the rights or safety of others. The response will take account of context, intent, impact, age, SEND, communication needs, prior learning and safeguarding concerns.

- prejudicial or dehumanising language
- glorification or justification of terrorism or political violence
- calls to remove rights from groups of people
- intimidation of those with different views or identities
- conspiracy narratives that target protected groups
- material that encourages hatred, violence or unlawful discrimination
- attempts to pressure others into extremist beliefs or activity

Challenge should be calm, evidence-based and educational where safe to do so. Staff must not conduct their own investigation into suspected radicalisation. Concerns that may indicate susceptibility to radicalisation or risk of harm must be reported under the Prevent and Radicalisation Policy and safeguarding procedures.

11. Online learning, media literacy and artificial intelligence

Digital literacy is essential to democratic participation and resilience. Learners will be helped to evaluate information rather than accept online content solely because it is widely shared or appears authoritative.

- check sources, dates, authorship and supporting evidence
- recognise manipulated images, deepfakes, bots and coordinated influence
- understand algorithms, echo chambers and targeted content
- identify emotionally manipulative and conspiratorial narratives
- use generative AI critically and verify its outputs
- distinguish lawful debate from harassment, threats and incitement
- report harmful or extremist content through appropriate routes

12. Safeguarding and Prevent

Promoting fundamental British values contributes to safeguarding and resilience but is not a substitute for individual risk assessment or referral. A learner who questions government, criticises policy, practises a minority faith or holds an unpopular lawful opinion must not be treated as a safeguarding concern for that reason alone.

Where words, behaviour, relationships or online activity suggest possible exploitation, coercion, radicalisation, terrorism-related risk or another safeguarding concern, staff must record and report the concern promptly to the Designated Safeguarding Lead. Immediate danger or a suspected imminent offence must be reported to the emergency services.

Proportionate response

Prevent and safeguarding decisions must be based on behaviour, context and risk, not stereotypes. The purpose of referral is to obtain appropriate assessment and support, not to punish lawful belief or debate.

13. Visitors, speakers and external resources

External speakers, visitors, websites, videos and teaching resources will be considered for educational value, suitability, safeguarding and legal risk. Due diligence will be proportionate to the activity and audience.

- confirm the purpose and intended content of the activity
- consider the speaker's public record and any credible concerns
- set clear expectations about lawful, respectful and balanced delivery
- ensure appropriate supervision
- provide context or alternative perspectives where needed
- stop an activity if content becomes unsafe, unlawful or materially different from what was agreed
- record significant concerns and consider safeguarding, Prevent, contractual or police advice

14. Monitoring and review

In-Tuition Learning will review how effectively fundamental British values are reflected in curriculum, learner experience and organisational practice. Evidence may include planning, learner work, discussion, feedback, incident records, complaints, safeguarding themes and commissioner feedback.

- whether learners can explain the values in practical terms
- whether learners experience respectful participation and fair treatment
- whether prejudicial incidents are challenged and followed up
- whether resources are balanced, accurate and inclusive
- whether staff feel confident handling controversial issues
- whether safeguarding and Prevent concerns are identified and escalated appropriately

This policy will be reviewed annually and sooner where guidance changes, a significant incident occurs, or monitoring identifies a need for improvement.

15. Related policies

This policy should be read alongside the Safeguarding and Child Protection Policy; Prevent and Radicalisation Policy; Equality, Diversity and Inclusion Policy; Behaviour and Anti-Bullying Policy; ICT, Online Safety and Acceptable Use Policy; Complaints and Appeals Policy; Staff Code of Conduct; curriculum and teaching arrangements; and visitor and external-speaker procedures.

Appendix 1 - Practical examples

Area	Examples in practice
Democracy	Learners contribute to targets, reviews, activity choices and service feedback; staff explain how decisions are made and respond to views raised.
Rule of law	Rules are linked to safety, rights and consequences; learners explore how laws are made, applied and challenged.
Individual liberty	Learners make informed choices, understand consent and privacy, and learn how freedom is balanced with responsibility.
Mutual respect	Staff model calm disagreement, challenge degrading language and use restorative discussion where appropriate.
Different faiths and beliefs	Resources include religious and non-religious perspectives; learners are supported to ask respectful questions and reject stereotypes.
Critical thinking	Learners compare sources, identify misinformation and verify AI-generated or social-media content.
Controversial issues	Staff set ground rules, distinguish fact from opinion and ensure discussion does not become threatening or discriminatory.
Safeguarding	Concerns about coercion, radicalisation, threats or harmful networks are recorded and reported through safeguarding procedures.

Appendix 2 - Planning and review prompt

Use this prompt when planning a lesson, discussion, visit, speaker or resource connected to fundamental British values.

Prompt	Questions to consider
Purpose	What should learners know, understand or be able to do?
Relevance	Which value or values are genuinely connected to the activity?
Balance	Are facts, interpretations and competing viewpoints presented fairly where appropriate?
Inclusion	Could the language or material stereotype, exclude or stigmatise a learner or group?
Accessibility	What adjustments are required for SEND, communication, literacy or emotional needs?
Ground rules	How will respectful disagreement and safe participation be maintained?
Risk	Could the activity expose learners to distressing, extremist or unlawful content? What controls are needed?
Safeguarding	What would staff do if a learner disclosed a concern or expressed a potentially harmful intention?
Evaluation	How will understanding, participation and any follow-up needs be reviewed?