IWYS
ALTERNATIVE PROVISION
BRITISH VALUES
POLICY

Document Control

Policy title	British Values Policy
Organisation	IWYS Alternative Provision
Policy owner	Head of Provision / Senior Leadership
Applies to	All staff, volunteers, visiting tutors, contractors and learners, as appropriate
Policy period	2026–2027
Date approved	To be completed on approval
Approved by	Proprietor / Leadership / Management Committee, as applicable
Review date	October 2027, or earlier if guidance or practice changes
Related policies	Safeguarding and Child Protection; Prevent arrangements; Behaviour; Equality and Access; Anti-Bullying; Online Safety; PSHE; Complaints; Staff Code of Conduct

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1. Policy Statement and Purpose

IWYS Alternative Provision is committed to preparing learners for life in modern Britain by actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values support a safe, inclusive and respectful learning community.

The policy sets out how IWYS promotes these values through its ethos, curriculum, relationships, routines, safeguarding practice and expectations for behaviour. It aims to help learners understand their rights and responsibilities, participate constructively in society, recognise discrimination and coercion, and make informed choices.

British values are shared civic principles and do not require learners or staff to hold a particular political, religious or personal belief. IWYS respects lawful differences of opinion and identity. Promoting these values must not be used to stereotype communities or treat a person's faith, ethnicity, nationality, political opinion or background as evidence of risk.

2. Scope

This policy applies to all IWYS staff and adults working on behalf of the provision, including visiting tutors, volunteers and contractors where relevant. It applies to learners during lessons, off-site activities, work-related learning, online learning and other activities organised or supervised by IWYS.

The approach should be age-appropriate, sensitive to learners' individual needs and communication styles, and adapted where required for SEND, literacy, language, trauma or other barriers to participation.

3. Legal and Guidance Framework

This policy should be read alongside the current versions of relevant legislation and guidance, including:

- Department for Education, Keeping Children Safe in Education 2026 (in force from 1 September 2026).
- Home Office, Prevent duty guidance for England and Wales, and current Department for Education practical guidance for designated safeguarding leads.
- Equality Act 2010, including duties relating to protected characteristics and unlawful discrimination.
- Human Rights Act 1998, including relevant rights to freedom of thought, conscience, religion and expression, subject to lawful limitations.
- Education Act 2002 safeguarding duties and other requirements applicable to the legal status and type of IWYS provision.
- Current DfE guidance on promoting fundamental British values and any applicable local safeguarding partnership procedures.

The precise statutory duties applying to a provider depend on its legal status, registration and commissioning arrangements. Leadership must confirm applicability and keep this policy aligned with those requirements. This policy does not replace the safeguarding, Prevent, behaviour or equality policies.

4. The Four Fundamental British Values

4.1 Democracy

Learners are supported to understand that democracy gives people a voice and a role in decisions, while decisions should be made fairly and accountably. IWYS will provide meaningful, safe opportunities for learners to express views and see how feedback is considered.

- Use learner voice, surveys, group discussions, class choices and feedback opportunities.
- Explain how local and national elections, elected representatives and democratic decision-making work.

- Teach learners to disagree respectfully, listen to evidence and recognise that others may hold different views.
- Where appropriate, involve learners in agreeing classroom expectations and reviewing activities.

4.2 The Rule of Law

Learners are helped to understand why laws and agreed rules exist, how they protect people and communities, and the difference between law, school or provision rules, and personal opinions. Expectations and consequences should be clear, proportionate, consistent and explained.

- Teach age-appropriate content about the law, rights, responsibilities, safety and the consequences of harmful behaviour.
- Explain IWYS routines, behaviour expectations and the reasons behind them.
- Promote respect for the rights and safety of others, including online.
- Challenge harmful conduct consistently while giving learners a fair opportunity to explain their perspective.

4.3 Individual Liberty

Learners are encouraged to develop confidence, make informed choices and understand their rights, while recognising that liberty comes with responsibility and does not justify harming, threatening or discriminating against others.

- Support learners to make choices about learning, goals, interests and future pathways.
- Teach consent, personal boundaries, healthy relationships, privacy and safe decision-making.
- Help learners identify pressure, manipulation, exploitation, coercive control and unsafe online contact.
- Encourage learners to ask questions, seek help and express views within safe and respectful boundaries.

4.4 Mutual Respect and Tolerance of Different Faiths and Beliefs

IWYS promotes respect for people with different religions, beliefs, cultures, identities, backgrounds and life experiences. Learners should understand that people may hold religious, non-religious or other beliefs, and that everyone deserves dignity and fair treatment. Tolerance does not mean accepting abuse, intimidation, discrimination or incitement to violence.

- Challenge racist, antisemitic, anti-Muslim, faith-based, homophobic, biphobic, transphobic, sexist, ableist and other discriminatory abuse.
- Use inclusive examples and learning materials that reflect a range of communities and experiences.
- Teach learners how stereotypes and prejudice can harm individuals and communities.
- Provide structured opportunities to learn about different faiths and beliefs without requiring learners to disclose personal beliefs.
- Model respectful language, curiosity and calm disagreement.

5. Implementation at IWYS

British values should be visible in everyday practice, not limited to a single lesson or annual event. Staff should model the values in their language, decisions, relationships and responses to behaviour.

- Create a welcoming environment in which learners are listened to and treated fairly.
- Use clear, consistent routines and explain the purpose of rules and boundaries.
- Recognise positive contributions, cooperation, respectful disagreement and responsible choices.
- Give learners appropriate responsibility for equipment, group tasks, learning goals and shared spaces.
- Build opportunities for reflection, restorative conversations and repairing harm where appropriate and safe.
- Use visits, community links, careers learning and real-life scenarios to explore citizenship and participation.
- Ensure learners know how to raise a concern, make a complaint or ask for support.

6. Curriculum and Learning Opportunities

Opportunities to promote British values may be included in PSHE, citizenship, English, history, vocational learning, careers education, online safety, relationships education where applicable, and wider enrichment. Examples include:

- Democracy: elections, learner voice, community decisions, debating and evaluating sources.
- Rule of law: laws about safety and equality, responsibilities at work, consumer rights and the purpose of justice.
- Individual liberty: consent, personal goals, choices, healthy relationships and digital footprints.
- Mutual respect: cultural awareness, faith and belief, anti-bullying, discrimination and inclusive teamwork.
- Media literacy: recognising misinformation, conspiracy narratives, online manipulation and extremist content.
- Community participation: volunteering, local services, respectful community engagement and understanding public institutions.

Discussion of controversial or political issues should be balanced, age-appropriate and handled in a way that encourages critical thinking. Staff must distinguish fact from opinion, avoid presenting personal political views as institutional positions, and comply with any political impartiality requirements applicable to the provision.

7. Safeguarding, Prevent and Radicalisation

Promoting British values is part of IWYS's wider safeguarding and welfare approach. Staff should remain alert to signs that a learner may be experiencing harm, exploitation, coercion or exposure to content that encourages violence or terrorism. A change in behaviour, a controversial opinion, a faith, or a political view alone is not proof of radicalisation.

- All staff must follow the IWYS safeguarding and child protection procedures and know the Designated Safeguarding Lead (DSL) and deputy.
- Any concern about abuse, exploitation, coercion, threats, extremist influence or possible radicalisation must be reported promptly to the DSL or deputy.
- Staff must record concerns factually, including what was seen or heard, the learner's words where possible, actions taken and decisions made.
- Do not promise confidentiality. Information should be shared lawfully and proportionately to safeguard the learner.
- The DSL should assess concerns individually, seek advice from relevant safeguarding partners and follow local referral pathways, including Prevent or Channel processes where appropriate.
- If a child or another person is in immediate danger, contact emergency services on 999 and follow safeguarding procedures.
- Online safety arrangements should address access to harmful content, online bullying, extremist material and safe use of digital devices, in line with applicable requirements.

Prevent arrangements must be proportionate and non-discriminatory. Staff should focus on safeguarding indicators and the context of the individual, not on stereotypes or assumptions about a learner's identity or beliefs.

8. Equality, Inclusion and Respectful Discussion

- IWYS will promote equal dignity and opportunity and challenge discrimination in line with applicable equality duties.
- Reasonable adjustments and accessible approaches should enable learners with SEND or other additional needs to participate.
- Learners may question, discuss and disagree with ideas respectfully. Staff should intervene where discussion becomes threatening, abusive, discriminatory or demeaning.

- Religious observance, non-religious beliefs and cultural differences should be handled sensitively and consistently with safety and the provision's responsibilities.
- No learner should be pressured to disclose their religion, belief, identity, family circumstances or personal experiences in order to take part.

9. Roles and Responsibilities

9.1 Proprietor / Leadership

- Approve, implement and review this policy and ensure it is consistent with other IWYS policies.
- Provide suitable staff training and ensure staff understand their safeguarding responsibilities.
- Monitor whether British values are reflected in curriculum planning, behaviour practice and learner experience.
- Ensure concerns are handled fairly, recorded appropriately and escalated when necessary.

9.2 Designated Safeguarding Lead

- Advise staff on safeguarding concerns that arise in connection with prejudice, coercion, extremism or radicalisation.
- Maintain awareness of current guidance and local safeguarding and Prevent referral arrangements.
- Ensure records, referrals and follow-up actions are managed in accordance with safeguarding procedures.

9.3 Staff and Visiting Adults

- Model the four values and use respectful, inclusive language.
- Plan suitable opportunities to discuss values and citizenship in learning activities.
- Challenge discrimination and harmful behaviour calmly and consistently.
- Report and record concerns in accordance with policy and never investigate safeguarding concerns independently.

9.4 Learners

- Treat others with respect and allow others to express their views safely.
- Follow reasonable rules and understand how behaviour affects others.
- Take part in learning and feedback opportunities to the best of their ability.
- Tell a trusted adult if they feel unsafe, are being pressured, or witness harmful behaviour.

10. Responding to Concerns and Incidents

When an incident may conflict with the values promoted by IWYS, staff should:

1. Make the situation safe and seek immediate assistance if there is a risk of harm.
2. Respond calmly and challenge harmful language or conduct without humiliating the learner.
3. Listen to those involved and consider context, age, understanding, additional needs and any safeguarding factors.
4. Record and report the incident through the relevant behaviour, anti-bullying or safeguarding process.
5. Refer any safeguarding concern promptly to the DSL or deputy; do not attempt to determine whether a Prevent referral is required without the DSL's process.
6. Apply proportionate consequences and support, which may include restorative work, education, family contact or external advice where appropriate.
7. Review patterns and take steps to prevent recurrence, while maintaining confidentiality.

Serious incidents, threats, suspected hate crime, exploitation or risk of radicalisation must be managed under the relevant specialist procedures. This policy does not replace statutory reporting, police contact or safeguarding referrals where these are required.

11. Monitoring, Evaluation and Review

Leadership will monitor the effectiveness of this policy through:

- Review of lesson plans and curriculum coverage.
- Learner voice, feedback and evidence that learners understand how to raise concerns.
- Review of behaviour, bullying, discrimination and safeguarding records for patterns or recurring issues.
- Staff training, supervision and discussion of relevant scenarios.
- Feedback from parents/carers, commissioning schools and partner agencies where appropriate.
- Review of relevant DfE, Home Office and local safeguarding guidance.

This policy will be reviewed at least annually and sooner if legislation, statutory guidance, the provision's status, local risks or practice changes. The review should confirm the applicable legal framework for IWYS's particular operating model.

Appendix A. Examples of Practice

Value	What learners may experience	Evidence / examples
Democracy	Learners can contribute ideas and feedback.	Learner voice notes; class choices; feedback and responses.
Rule of law	Rules are explained and applied fairly.	Agreed expectations; discussion of laws and consequences.
Individual liberty	Learners practise making safe, informed choices.	Personal targets; consent and online-safety activities.
Mutual respect and tolerance	Difference is treated respectfully and discrimination is challenged.	Inclusive resources; anti-bullying work; respectful discussion.

Appendix B. Staff Quick Reference

- Model respect in every interaction.
- Give learners a voice and explain how their feedback is used.
- Explain rules, boundaries and consequences fairly.
- Support informed choices, consent and personal safety.
- Challenge discriminatory or threatening behaviour.
- Do not stereotype or assume risk based on identity, faith or political opinion.
- Report safeguarding concerns to the DSL or deputy without delay.
- Record facts, actions and decisions in the appropriate system.
- In an emergency or immediate danger, call 999.

Appendix C. Approval

This policy has been reviewed and approved for use by IWYS Alternative Provision.

Name / role of approver	
Signature	
Date approved	

Key Reference Links

- Keeping children safe in education 2026: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Prevent duty: practical guidance for designated safeguarding leads: https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-susceptible-to-radicalisation/the-prevent-duty-practical-guidance-for-designated-safeguarding-leads
- Prevent duty guidance: England and Wales: https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible