



5a. FUNDAMENTAL BRITISH VALUES

Queen Mary's School adheres to the ISI Commentary on the Regulatory Requirements September 2019 and the protected characteristics listed in the 2010 Equality Act.

Queen Mary's school fully supports the following principles:

- (a) **Actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs** (ISI Commentary on the Regulatory Requirements, September 2019)

Queen Mary's evidence:

Queen Mary's School Mission statement:

Ut Serviamus

A Christian community that values, nurtures and respects every individual. A place where all are challenged to do their best, serve others, show compassion and act with integrity.

Queen Mary's School.....

Strives for excellence in every endeavour

Loves life and enjoys learning

Nurtures spirituality and personal growth

Respects individuality and embraces diversity

Enhances character and builds resilience

Creates independent young people

Makes strong and lasting friendships

The School Mission Statement tells everyone clearly what our school values and what is expected of all members of the School community. In fulfilling our Mission Statement we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those of different faiths and beliefs. All members of the School Community are expected not tolerate injustice. Pupils are informed through subject lessons, discussions, activities, visiting speakers, pupils holding positions of responsibility, tutor time, Student Council, Charity Council, the School Community Service group, PSHE, Debating Society, mock elections, Queen Mary's Society and Chaplaincy about developing a strong moral code/ understanding of justice and are made aware of the School expectation that they will reach out and support those in need. The Christian principle of loving thy neighbour permeates all that happens at Queen Mary's School, pupils therefore know that denying a person equal rights, discrimination or breaking the law are unacceptable actions. Pupils are expected to show respect for every individual. Queen Mary's acknowledges the School's



duty in regard to the protected characteristics as listed in section 4 of the Equality Act 2010 in regard to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation

(b) Ensures that principles are actively promoted which:

(i) Enable pupils to develop their self-knowledge, self-esteem and self-confidence (ISI Commentary on the Regulatory Requirements, September 2019)

Queen Mary's evidence:

School ethos, the School Mission Statement, the culture of high aspiration and rising to a challenge, the value placed in the School community on developing resilience and a can do approach, the School places tremendous value on respecting and valuing every individual and treating people equally, Step scheme booklets used in Careers, PSHE schemes of work, positive principles of marking in use across the School, School culture of valuing reading, knowledge and informed decision making, the School culture of recognising positive achievements inside and outside of school, the School culture of being allowed to make mistakes and being encouraged to learn from them, how pupils treat each other and staff in daily school life, lessons, boarding, opportunities for public speaking, assemblies, prayers, reflections, Confirmation retreats, God Squad, the School Awe and Wonder Day, school leadership style of Servant Leadership which empowers others and recognises their strengths and tries to empower all members of the School community, School reward systems, Outdoor Education, breadth of sporting and extra-curricular clubs and activities, students having positions of responsibility, Student Council, visiting speakers, Female Futures Fair.

(ii) Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England (ISI Commentary on the Regulatory Requirements, September 2019)

Queen Mary's evidence:

Pupils have a strong sense of right and wrong, pupils show compassion and understanding towards each other and those in need, PSHE schemes, curriculum subjects, educational visits, assemblies, guest speakers e.g. Bob Tate Drugs talks Year 7-11. Pupils are encouraged to have an understanding of the law and the need for school rules and through the School Student Council, pupils have the opportunity to reflect and feedback and influence in regard to School rules. Pupils are encouraged to obtain work experience/work shadowing or do some voluntary work.

(iii) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely (ISI Commentary on the Regulatory Requirements, September 2019)

Queen Mary's evidence:

PSHE schemes of work, extra-curricular clubs and activities e.g. Duke of Edinburgh Award Scheme, positions of responsibility, work experience, work shadowing, voluntary work, School Council, Charity Council, school rewards, Community Service Group, House events and Code of Conduct, fostering an understanding of justice and equality for everyone, the encouragement of individuals developing a strong moral compass.

(iv) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England (ISI Commentary on the Regulatory Requirements, September 2019)



Queen Mary's evidence:

PSHE schemes of work, subject schemes of work, visiting speakers, educational visits

(v) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (ISI Commentary on the Regulatory Requirements, September, 2019)

Queen Mary's evidence:

The School Mission Statement that all members of the school community are to respect individuality and embrace diversity. Religious Studies schemes of work, whole school approaches e.g.; that all are of equal value and we are a community where all are expected to show love to their neighbour. Further evidence is in the teaching of Modern Foreign Languages, Geography and PSHE, school trips abroad and educational visits, visiting speakers, work experience, work shadowing and voluntary work.

(vi) Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (ISI Commentary on the Regulatory Requirements, September 2019)

Queen Mary's evidence:

The School actively promotes equality for all and this is reinforced in the school Mission Statement... a Christian community that values, nurtures and respects every individual. A place where all are challenged to do their best, serve others, show compassion and act with integrity. Queen Mary's School will not tolerate any form of discrimination and actively values, nurtures and respects every individual. The School actively promotes justice, equality and stewardship in every aspect of life. This is evident in daily life at Queen Mary's and the School has clear guidance regarding behaviour in Queen Mary's School Behaviour Management Policy.

(vii) Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England (ISI Commentary on the Regulatory Requirements, September 2019)

Queen Mary's evidence:

PSHE Schemes of work, e.g. Mock General elections, voting for both Charity Council and Student Council representatives, School debates and votes are taken from pupils.

(c) Precludes the promotion of partisan political views in the teaching of any subject in the school; and (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils:

(i) While they are in attendance at the school;

(ii) While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or

(iii) In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views (Commentary on the Regulatory Requirements, September 2019)

Queen Mary's evidence:



Queen Mary's
SCHOOL

The School Curriculum encourages open and balanced informed discussions. The School holds mock elections and runs a debating society. Queen Mary's openly advocates justice, stewardship and equality and all are expected to adhere to these principles in every aspect of life at Queen Mary's School.

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