



Promoting British Values Policy

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

1. Introduction

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 on 1st 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 education institutions in June 2015.

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

British values are defined by the Department for Education (DfE) as: “democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.” These values are an integral part of education in the UK and provide a framework that supports pupils’ spiritual, moral, social and cultural development.

At our College, these values align closely with our commitment to Diversity, Equity and Inclusion (DEI). By embedding DEI throughout school life, we ensure that British values are not only taught but actively experienced through inclusive practices, respectful relationships, and equitable opportunities for all pupils. This approach helps to foster a community in which every student feels valued, respected and empowered to contribute positively both within the College and beyond.



2. Promoting Fundamental British Values at Brighton College

At Brighton College, the promotion of fundamental British values is embedded across all aspects of school life. The College promotes these values in the following ways:

- **Embedded within the College Aims** – ensuring that British values underpin our vision and ethos.
- **Strongly aligned to the College's pastoral values** – supporting pupils' personal development, wellbeing, and sense of responsibility.
- **Evident throughout the curriculum, activities and events** – including subject teaching, co-curricular opportunities, and the cultural calendar, which celebrates diversity and complements the College's DEI policy.

Through these approaches, British values are not only taught but consistently lived and experienced, preparing pupils to make a positive contribution within the College community and the wider world.

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 differences 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 a clear framework that all members of the College community can work within for the present and future challenges which face them.

1. The school as a safe and supportive environment in which pupils, and the wider College community, 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. British Values in The Curriculum

The curriculum 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. At no point does the curriculum undermine those values.

PSHE and Protected Characteristics: Through PSHE/MSCE across all phases, pupils are taught to respect other people, with particular regard to the protected characteristics identified in the Equality Act (2010), adapted appropriately for the Dubai context.

Life in British Society: The curriculum prepares pupils for the opportunities, responsibilities and experiences of life in British society, ensuring they leave Brighton College Dubai with the skills, knowledge and values to contribute positively in both in the UK and internationally.

4. Fundamental Values at the heart of a Brighton College education

Brighton College Actions

Brighton College prides itself on being a kind, respectful 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, staff, support workers and other members of the College community.
- The strong and supportive atmosphere fostered in the House system
- The focus on the Pelican Pathways; Senior House Points and Excellences; Brighton Blues; Top Table and Tea with Me 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 staff 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 emphasises openness. 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, Make a Difference Days are planned into the calendar 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 Pupils, Senior Pupil Leadership Team, Prefects and House Captains/Deputy House Captains lead prospective parent tours, speak publicly, meet visitors to the College, engage in College promotion events, take a lead in assemblies). Other pupils lead activities like, Pupil Council, Wellbeing Committee, UAE ambassadors, and there are groups of pupils who work as Subject Ambassadors that work to promote and support curriculum areas that are intentional inclusive, with an emphasis on ensuring access for all pupils, regardless of identity, (English, maths, science, IPC art, computing and sports.)

Brighton College Partnerships

Fundamental values are promoted across Brighton Dubai College and the wider community, with the main strategic partnership being Dubai Cares. 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 'Run for a Reason' day and the 'Make a Difference Days'.

Other partnerships are also being developed, like through pupil led initiatives with The Sparkle Foundation, which directly contributes to making children in Malawi's lives brighter by providing essential education, healthcare, and nutrition to those in need, helping to break the cycle of poverty.

Special calendar events

The College engages in thematic weeks based on providing pupils an opportunity to learn about and engage in topics based on the fundamental British values. 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.



4. Monitoring and Review

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

5. Approved by

Head Master on behalf of the College:

Simon Crane, Head Master

On behalf of the Governors:

Craig Lamshed , Board Member

Change History Record

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
5.0	Updates and links with DEI	Head of Prep	June 2024
6.0	Annual Review and general updates 3. The curriculum	Head of Prep	June 2025
7.0	Updated in line with BSO recommendations	Head of Prep	September 2025



Brighton College Dubai Policies and Guidelines

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.



Appendix A: British Values:

The DfE expectations of promoting fundamental British values is addressed through their provision of SMSC.

DfE Requirement	How British Values are Promoted
1. Enable students to develop their self-knowledge, self-esteem, self-confidence	Curriculum (lessons, public speaking) House system and Pelican Pathway (support, opportunities to participate in events and to lead assemblies) Co-curriculum (sport, music, drama, dance, service) Awards, assemblies and exhibitions (e.g. art) recognition and celebration of character/qualities, not just achievements Pupil-led societies Speakers Society Morning Entry Slides Future Leaders sessions Debating societies Oracy framework – public speaking initiatives Ted Talks Lecture series
2. Enable pupils to distinguish right from wrong and to respect the civil and criminal law in England	Culture of school high expectations of behaviour Curriculum: MSC Assemblies Form period including form slides PSHE and wellbeing curriculum 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 Democracy Law , Freedom (Individual Liberty), Mutual Respect , Tolerance
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	Culture of school; pastoral core values System for rewards and sanctions House and Pupil Council organised charity work as well as individual pupil initiatives – led by pupils, (Sparkle Foundation, trip to Tanzania) Community Service, Service groups, Make A Difference Days, Dragon's Den Environmental groups, Eco Council activities, Earth Day



locality of the school and to society more widely.	
4. Enable pupils to acquire a broad knowledge of the respect for public institutions and services in England and around the world	<p>Curriculum: 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 (GSCE course role of key institutions e.g. NHS, parliament)</p> <p>Assemblies led by pupils</p> <p>DEI mapping curriculum documents</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>UAE National Day and International Day, Black History Month</p> <p>Assemblies led by pupils (e.g. Omani pupils) St George's Day</p> <p>Performing Arts</p> <p>Productions/lectures (respect for cultures)</p> <p>Curriculum:</p> <p>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)</p> <p>Catering in Dining Hall: special occasions marked (e.g. Chinese NY/St George's Day)</p>
6. Encourage respect for other people	<p>Culture of school</p> <p>Random Acts of kindness (bracelets given in assembly, fill someone's bucket and Kindness Bingo)</p> <p>Behaviour policy, Pupil Code of Conduct, Online Safety Code of Conduct developed by pupils – respect online</p> <p>Assemblies (including some led by pupils and visiting speakers)</p> <p>Curriculum: MSC Education, art (appreciating that all ideas and views are valid e.g. in critiques, group discussions and debates); English and 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)</p>



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>Curriculum: PSHEE, 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 & dictators; geography (e.g. global governance at A-level)</p> <p>Co-Curriculum: School councils, election and voting for Head Pupils and House Captains</p>
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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
1. An understanding of how citizens can influence decision making through the democratic process	<p>Curriculum: PSHEE, Politics, History, Economics, Chemistry (Fritz Haber and history of WWI and WWII; mock trial defending fossil fuels v alternative fuels); art & photography (pupils voting for favourite/most successful work during group 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 vote for Prefects own clothes days; pupils pitch for various charities</p> <p>Prep MSC Curriculum:</p> <p>Y3 – describe roles and responsibilities of leaders</p> <p>Y5 – characteristics of political authorities/distinguish between political, cultural and social changes in society/explain how a constitution provides structure for the government</p> <p>Y6 – compare and contrast major political systems such as democracy, dictatorship, monarchy</p>
2. An appreciation that living under the rule of law	<p>Curriculum: Importance of citing/referencing sources to avoid breaking copyright laws; the law in relation to hazardous chemicals</p>



protects individual citizens and is essential for their wellbeing and safety	<p>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>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 – live basic classroom rules and explain how rules establish order and safety</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>Curriculum: Politics</p> <p>MSC Curriculum Yr6 (Grade 5)</p> <ul style="list-style-type: none"> Compare and contrast major political systems, such as, monarchy, dictatorship, democracy, constitutional monarchy

The following provides a list of different actions that the school takes, such as:

DofE Requirement	Currently fulfilled by
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	<p>Curriculum: History, politics, economics, EAL,. Business Studies (ethical business and corporate law)</p> <p>Democracy Week</p>



democracy and the law works in Britain, in contrast to other forms of government in other countries	
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	Pupil Councils (Prep and Senior) Head Pupils and their representation on the Local Advisory Board Wellbeing Committee Sixth Form and staff votes for prefects Pupil feedback mechanisms in appraisals and questionnaires Classroom discussions and debates
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	Debating society Public speaking Debating and Oracy competitions Speak out Hear me out Democracy Week TEDx youth talks
4. Use teaching resources from a wide variety of sources to help pupils understanding a range of faiths	Curriculum: 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) MFL (particularly at A-level) Pupil led assemblies Respect Week
5. Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values	Sport, performing arts play centra role Societies run by pupils (e.g. Amnesty, Prep Debating) Drama and morale education