BRIGHTON COLLEGE ABU DHABI

Promoting British Values Policy

Date
October 2026

Version 3

1. Policy Statement

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 Abu Dhabi was opened in 2011 and has used examples and advice of 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

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.

- The school as a safe and supportive environment in which pupils can flourish and be happy in themselves
- The Houses as places to belong: to know others and to be known ('communities within the school community')
- 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.

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3. Fundamental Values at the heart of a Brighton College Education

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:

- 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 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 culture of kindness and antibullying is embedded through our values and the behaviour policy will be followed for any behaviour to the contrary. The induction process for new pupils emphasizes the open, generous and supportive community they have joined
- The 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
- Helping pupils understand their position in the world through the Moral Social and Cultural Education provision on citizenship
- The Democratic processes as part of Pupil Council and House meetings
- The role of pupils 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)

Appendix A – British Values

Through their provision of SMSC, schools should:

DfE Requirement	Currently fulfilled by	To further enhance provisions
1. Enable pupils 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, exhibitions (e.g. Art) recognition and celebration of character/qualities, not just	Encourage even more pupiled societies.

	achievements Pupil-led societies Speakers Society. Wellbeing initiatives.	
2. Enable pupils to distinguish right from wrong and to respect the civil and criminal law in England.	Culture of high expectations of behaviour curriculum: PSHME Education throughout Pre-Prep, Prep School and Senior School; politics; economics (normative economics); classics (study of myths, morals and implications); geography (development and conflict). Assemblies within Senior School, Prep School and Pre-Prep on Democracy Law, Freedom (Individual Liberty), Mutual Respect, Tolerance.	Specific work in the PHSME curriculum 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 society more widely.	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, Eco Council activities, Earth Day. Overseas Trips Kenya, Zambia and Borneo. Wellbeing promotion for all pupils.	Encourage even more pupiled/pupil-initiated societies and groups Deputy Head CCA to provide log of all societies/groups which have pupil leadership Include a service residential trip to Kenya KS3, Borneo and Zambia KS4 and KS5.
4. Enable pupils to acquire a broad knowledge of the respect for public institutions and services in England and around the world.	Curriculum: PSHME; 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)	Greater detail in Moral Social and Cultural Education Curriculum Consider 'public institutions and services' Law Week, Mock trial society, Democracy week, Scholars Cup, Model UN. More pupil-led assemblies.
5. Further tolerance and harmony between different cultural traditions and diversity of pupils by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	UAE National Day and Global Awareness Day; Assemblies led by pupils; Performing Arts Productions/lectures (respect for cultures) Curriculum: 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	Additional pupil-led assemblies in Houses Celebration of difference and individuality to be further emphasised. Diversity, equality and inclusion curriculum review. Kenya/Zambia trip and IA Gold for

	(globalisation, employment law, company culture at MNCs)	service Home and heritage countries celebrated more widely.
6. Encourage respect for other people	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 and visiting speakers)	Build on Community service opportunities and volunteering.
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.	Curriculum: PSHME, 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; Pupils leadership selection; Pupil council selection; Spanish dictatorships and democracies; class debates)	Mock Elections Pupil council elections Law Week, Democracy Week. Model UN.

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 democratic process.	Curriculum: PSHME, Politics, History, Economics, Chemistry (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	School council profile could be raised further Democracy Week

	(development; global governance) Selection and impact of School Councils, Young Leaders, Eco Reps and House Captains. Sixth Form and Staff votes for Prefects Own clothes days: pupils pitch for particular charities Prep MOE Moral and Social 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.	
2. An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety	Curriculum: 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; 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") School sanctions: clarity of system instils confidence in protecting safety , wellbeing and possessions; effective dealing with any bullying underlines how 'rule of law' protects the community MOE Moral and Social Curriculum: Y2 (Grade 1) - live basic classroom rules and explain how rules establish order and safety.	More detail in PSHME Curriculum Law Week Mock trial society
3. An understanding that there is a separation of power between the	Curriculum: Politics MOE Moral and Social Curriculum compare and contrast major political systems, such as,	More specific detail in PSHME Curriculum Visit to London: parliament/law

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	monarchy, dictatorship, democracy, constitutional monarchy Examine the origins and purposes of the UAE constitutional provisions Explain the purpose, functions and structure of the UAE government When teaching about UAE politics/ constitution – comparisons to the UK are made.	courts Law Week to be developed beyond careers/debates to include more information (tutor time to be used?)
4. An understanding of the freedom to choose and hold UAE Values	Freedom/tolerance central to school culture Curriculum: Early Years Framework - is centered around choice – pupils from this early stage get to choose in the form of play. MOE Moral and Social Curriculum – culture of the UAE is taught – tolerance is a key component throughout the curriculum. Multicultural – city - BCAD reflects this.	PSHME curriculum, increased focus on International Learning Goals.
5. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be appreciated and respected, and should not be the cause of prejudicial or discriminatory behaviour	As above School Aims Code of conduct Pupil assemblies to promote understanding, appreciation, and respect of others. Curriculum: Prep MOE Moral and Social Curriculum: Behaviour Policy and Kindness value.	Global Awareness Day UAE National Day
6. An understanding of the importance of Identifying and combatting discrimination	Curriculum: PSHME; EAL and English literature Politics (global, universal human rights; Economics (wage/gender/age discrimination; trade union activism); business studies (employment law, non-discrimination acts); classics (extension tasks on Classical world/art/literature) School culture, Race discussion group, Respect Week, Black History Week, Assemblies. See MOE Moral and Social curriculum statements from previous box – these also link to combatting discrimination.	

The following provides a list of different actions that school can take, such as:

DfE Requirement	Currently fulfilled by	To further enhance provision
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.	Curriculum: History, politics, economics. EAL, Business Studies (ethical business, corporate law) Democracy Week.	Any amendments to PSHME curriculum.
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 (Pre-Prep, Prep and Senior) Sixth Form and staff votes for prefects. Pupil feedback mechanisms in appraisals and questionnaires Classroom discussions and debates.	Raise the profile of the pupil councils via staff 360 appraisals, having whole college pupil council meetings and involvement with governors and parents.
3. Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.	Sport coaching from older to younger pupils. Performing arts play central role with pupils taking the lead back stage, within sound and lighting. Societies run by pupils.	Continue involvement of pupils in leading societies.

6. Approved By

Head Master on behalf of the College:



On behalf of the board of Governors:



Change History Record

Version No.	Description of Change	Owner	Date of Issue

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1	New policy	RF	November 2023
2	Amendment to Curriculum content	RF	November 2024
3	Amendment to Curriculum content	RF	October 2026

Brighton College Abu Dhabi Policies and Guidelines

Policy Statement
Brighton College Abu Dhabi 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:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- National Identity Mark
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK 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.