Engineering UTC Northern Lincolnshire

British Values Policy

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Document History

Version	Date		Author	Note of revisions
V2	12/04/2019		NBD	Re purposed for UTC
	16/03/21		NOH	Amendments made in light of changes to school systems and curriculum
V6	17/05/2023		RET	No changes to current Version
V7	06/05/2025		RET	Some updates to reflect the updates that we have made to our curriculum and to reflect the logistics of how these messages are delivered to students.
V8	22/05/2026		RET	No changes

1. Promotion of British values

At ENLUTC, we recognise not only the importance of allowing students to flourish academically but we also embrace our wider role in preparing them for their adult life beyond the formal examined curriculum. Part of our role in that preparation is ensuring that we promote and reinforce British values to our students.

The government set out its definition of British values in the 2011 Prevent Strategy and considered them to be democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At the college, these values are reinforced in a pervasive manner and permeate the college community.

The examples that follow are an indication of some of the many ways we seek to embed British values at the college and should be seen as an indication of our approach rather than an exhaustive list.

2. Democracy

At the college, the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the college community, for instance. Student Voice is a democratic process, with qualitative discussions and quantitative surveys carried out regularly covering a range of different areas, and with a wide range of different representative student groups. A group of Student Leaders represents the student body and liaises with the Senior Leadership Team in regular meetings, as well as a specific group of Wellbeing Ambassadors who meet weekly and develop positive strategies to improve mental health and wellbeing. Feedback from questionnaires and the Parent Voice group also help to shape and further improve the college. The principle of democracy is explored through our PSHE and Professional Ethics and Worldviews curricula. Pupils are also actively encouraged to take part in local and national democratic processes, such as the Youth Parliament and Youth Mayor elections, and mock elections to shadow national General Elections.

3. The rule of law

The importance of laws, whether they be those that govern the class, the college or the country, are consistently reinforced throughout regular college days, as well as when dealing with behaviour and through assemblies. Students in PSHE and Professional Ethics lessons, as well as across other curriculum subjects, are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message. The college operates Restorative Practice systems as part of the Behaviour Policy, where students are taught the importance of making good decisions and the consequences of poor decisions. This system is rigorously upheld so that everyone in college recognises that the rules of the college are applied fairly and consistently.

4. Individual liberty

Within the college, students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a college, we educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. An example of this includes the choices that students make in opting for the college's numerous enrichment activities. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety in IT lessons. Concepts of liberty and choice are also explored in depth in the PSHE curriculum and in assemblies.

5. Mutual respect

Respect is at the core of our college ethos and is modelled by students, staff and governors alike. It is ensured that all recruitment processes are fair and equitable. The college promotes respect for others and this is reiterated through our classroom and learning environments. Students learn that their behaviours have an effect on their own rights and those of others and our behaviour policy engenders our basic belief in mutual respect. In line with our commitment to democracy, students are always able to voice their opinions and we foster an environment where students are safe to disagree with each other in a controlled manner and with support for all as necessary. Our core values are to be Professional, Responsible and Loyal and we regularly discuss 'Our Way' and how we are members of the same team to foster mutual respect at all times.

6. Cross-curriculum approaches

Department teams are asked to consider how teaching and learning in their own curriculum area might help to promote the understanding and values of diversity and respect. For example, through the exploration of different contexts and cultures in English lessons. It becomes a critical and integrated part of lessons in Careers and Guidance as well as in PSHE lessons and assemblies.

7. Tolerance of those of different faiths and beliefs

The college places great emphasis on promoting diversity with our students. Assemblies are regularly planned to address this issue and our Professional Ethics and Worldviews, and PSHE curricula provide a broad and balanced education on a range of faiths, religions and cultures. Assemblies regularly address important cultural and worldview-related events and practices. We also run a number of trips abroad throughout the academic year from which our students gain valuable experience of other cultures and languages. Additionally, students are actively encouraged to share their faith and beliefs within the college, and we actively encourage and support a range of belief practices, such as providing quiet space for reflection during the month of Ramadan, and place for prayer or reflection for students recognising Lent.

9. Radicalisation

Safeguarding processes, staff training and students' awareness through SMSC, PSHE and Professional Ethics and Worldviews ensure that there is clear, established and shared procedure for referrals of this nature to the Designated Safeguarding Lead. All referrals will be made verbally initially and captured on CPOMs. Designated Safeguarding leads will then act accordingly. Staff receive annual training on recognising and responding to a range of different types of radicalisation, including religious and far-right extremism.