Best Foot Forward – British Values Statement

Author: Andrew Russell
Approved By: Bethany Russell
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Promoting Fundamental British Values

Best Foot Forward promotes Fundamental British Values through its education, relationships and everyday practice. The DfE's school guidance provides a benchmark for our non-school provision; school-specific statutory duties do not automatically apply to BFF.

This statement applies to leaders, employees, self-employed practitioners, contractors and volunteers working with learners in homes, schools, community settings and online. Learning is adapted to age, development, SEND, communication and individual circumstances. People of every nationality, faith and background, including those with no religious belief, deserve equal dignity and respect.

Fundamental British Values

1. Democracy
2. Rule of Law
3. Individual Liberty
4. Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

How British Values Are Promoted at Best Foot Forward

These values inform our curriculum, culture and daily practice. Respecting people does not require agreement with every belief or opinion. Lawful political or religious disagreement, criticism of government and peaceful protest are compatible with these values. Staff address prejudice, harassment, abuse and incitement calmly and proportionately, without requiring learners to disclose or adopt particular private beliefs.
We embed these values through accessible, individualised learning and the following practices:

Democracy – What We Do

- Build understanding of public institutions and services, their responsibilities and how they can be held accountable.
- Teach how voting, representation, petitions and other peaceful, lawful processes can influence decisions.
- Explore democracy and different viewpoints through age-appropriate, balanced discussion. Distinguish fact from opinion; staff must not promote partisan political views.

Bethany Russell 07394 950803
beth@bestfootforward.org.uk
Website: www.bestfootforward.org.uk

Andrew Russell 07538 719783
andrew@bestfootforward.org.uk
Contact: office@bestfootforward.org.uk

- Offer meaningful learner choice in one-to-one sessions and placement reviews. Explain which decisions learners can influence and which depend on safety, commissioning or others' rights.
- Provide accessible ways to give views, including supported communication, without requiring public speaking, party support or disclosure of voting preferences.
- Model how unfairness can be challenged through complaints, discussion and other peaceful, lawful means.s

Rule of Law – What We Do

- Explain clear, fair expectations and apply them consistently with reasonable adjustments and individual support. BFF rules are not the same as criminal law.
- Help learners understand actions, rights and consequences without treating disability, anxiety or distress as misconduct in itself.
- Develop understanding of how laws are made, civil and criminal law, and the independence of courts from government.
- Explain that the rule of law protects rights and freedoms and permits lawful challenge to decisions and institutions.
- Explain that everyone in England is subject to its civil and criminal law; religious rules do not override it. Explore differences sensitively without stereotyping cultures.

Individual Liberty – What We Do

- Support self-knowledge, self-esteem, confidence and informed choices at each learner's pace.
- Promote responsibility alongside individual rights, privacy and freedom of religion or belief, including the choice to hold no religious belief.
- Model respectful debate and freedom of expression within the law, while protecting people from bullying, discrimination and abuse.
- Challenge stereotypes and bullying. Participation must not depend on a forced apology, admission or disclosure of personal or family experiences.
- Develop online safety and critical thinking about misinformation, bias and harmful influence using approved systems and the Online Safety policy.

Mutual Respect and Tolerance – What We Do

- Promote respect across differences, including disability, race, sex, sexual orientation, gender reassignment and religion or belief.
- Explore cultures, beliefs and ways of life sensitively. Do not compel worship or disclosure of personal faith, identity or private family beliefs.
- Address discriminatory behaviour promptly, record and escalate concerns under the relevant behaviour, equality or safeguarding policy.
- Use community links and visits where appropriate, agreed and risk assessed; do not assume group activities or access to particular venues.
- Teach respectful disagreement, listening and consideration of evidence without judging learners' loyalty or conformity.
- Support learners to evaluate information and develop their own informed views, with accessible resources and communication support.

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Implementation and Review

Report safeguarding concerns promptly to the DSL and securely in CPOMS. Radicalisation concerns require contextual evidence: religion, ethnicity, SEND or lawful disagreement alone are not indicators. Staff must not investigate or delay urgent protective action for internal approval. Apply Prevent duties where legally applicable and support relevant commissioning arrangements.

Leaders monitor actual delivery through planning, learner feedback and ILP reviews, normally every six weeks and sooner for changes or shorter placements. Record learning and support needs in DCPro; assess understanding, not political allegiance or faith. Keep safeguarding information in restricted safeguarding records.

Read alongside BFF's SMSC, inclusion and SEND, equality, curriculum, behaviour, online safety, safeguarding/Prevent and complaints policies. Review annually and after relevant changes, incidents or feedback; confirm approval and the next review date before issue. Reference points: DfE, Promoting fundamental British values as part of SMSC in schools (2014); Home Office, Prevent duty guidance for England and Wales (2023, updated 2024). Guidance checked 15 October 2026.

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