

THE HAVEN

Operated by the Autistic Girls Network charity — 1196655 (England and Wales), SC054837 (Scotland)

Promoting Fundamental British Values Policy

Specialist online education for neurodivergent young people

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1. Purpose

This policy sets out how The Haven 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. These values are promoted across our curriculum and through the relational culture of our provision, in line with the Department for Education's expectations and the Prevent duty.

2. Our context

The Haven serves neurodivergent young people, many of whom have experienced exclusion, isolation, or hostility before joining us. We promote British values in a way that is meaningful to them: not as abstract slogans, but as lived commitments expressed through how we work, how we relate to each other, and what we teach. Our approach is informed by the lived experience of our educators, who are themselves neurodivergent.

3. The four values, in practice

3.1 Democracy

Democracy is taught and modelled at The Haven through:

- Learner voice mechanisms in our Quality Assurance Policy — surveys, structured check-ins, and feedback embedded in learning platforms.
- Genuine influence: feedback is reviewed termly and shapes curriculum, staff training, and system change.
- Curriculum content covering UK democratic institutions, the right to vote, how laws are made, and the history of suffrage.
- Discussion of contemporary democratic issues in age-appropriate ways.

- Modelling: educators do not impose views; they invite, listen, and explain reasoning.

3.2 The rule of law

The rule of law is taught and modelled through:

- Clear, consistent expectations set out in the Relational Behaviour and Regulation Policy.
- Curriculum content covering how laws are made, what laws exist to protect, the rights of children and young people, and the role of the police and courts.
- Conversations about safeguarding law, online safety law, and the rights of young people in education.
- Modelling: rules at The Haven are explained, not imposed, and apply equally to staff and learners.

3.3 Individual liberty

Individual liberty is particularly significant for our learner population, many of whom have had little autonomy in previous educational settings. It is taught and modelled through:

- Genuine choice in subjects, pacing, and session participation.
- The right to decline, pause, or step away without penalty.
- Curriculum content covering individual rights, freedom of expression, the right to privacy, and the legal protections for people with disabilities.
- Identity work through Neurodiversity University, supporting young people to know and accept themselves.
- Preparing for Adulthood sessions covering self-advocacy and informed decision-making.

3.4 Mutual respect and tolerance of those with different faiths and beliefs

Mutual respect and tolerance are taught and modelled through:

- Explicit anti-bullying and anti-discriminatory expectations set out in our Child-on-Child Abuse, Equality and Anti-Racism policies.
- Curriculum content covering different faiths, cultures, family structures, and beliefs.
- Recognition that respect is owed regardless of agreement.
- Conversations about disability, neurodivergence, LGBTQ+ identities, race, and faith as part of everyday learning, not as occasional bolt-ons.
- Zero tolerance for prejudice, modelled and reinforced by staff.

4. The Prevent duty

The Haven recognises its obligations under the Prevent duty. Staff are trained in Prevent and understand how to identify and respond to concerns about radicalisation. The Designated Safeguarding Lead is the named point of contact for Prevent concerns. Referrals follow our Safeguarding and Child Protection Policy. Prevent is treated as part of safeguarding, not as a separate compliance task.

5. What we do not do

- We do not promote a single political viewpoint.
- We do not impose values; we model them and explain them.

- We do not treat British values as a tick-box exercise; they are integrated into curriculum, mentoring and relational practice.
- We do not use British values discussion to silence or dismiss the lived experience of marginalised young people.

6. Roles and responsibilities

- Head: Overall responsibility for the promotion of fundamental British values across the provision.
- Educators: Embed values across curriculum and relational practice; complete Prevent training.
- DSL: Acts as Prevent lead and oversees safeguarding response to any concerns.
- Governors: Provide strategic oversight and challenge.

7. Related documents

- Safeguarding and Child Protection Policy
- Prevent Policy
- RSHE Policy
- Relational Behaviour and Regulation Policy
- Equality, Anti-Racism and SEND policies
- Child-on-Child Abuse Policy
- Teaching and Learning Policy

8. Review

This policy is reviewed annually by the Head and approved by the Board of Governors.

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