

# British Values Policy

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0.1	New Format	30.11.16	Review and in to corporate format
0.2	Format	03.03.17	Consistent font/grammar throughout

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## **RATIONALE**

The government set out their definition of British values in the 2011 Prevent Strategy. These were reinforced in September 2014. These new regulations will sit alongside the requirements of the Equalities Act, which also applies to all types of schools.

Schools will be expected to focus on, and be able to show, how our work with students is effective in embedding fundamental British values.

## **PROMOTING BRITISH VALUES**

We agree with the Department for Education's five-part definition of British values:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

At the Academy students will encounter these principles throughout everyday academy life.

The curriculum is mapped in detail across the whole school and specifically through PSHE delivery. Listed below are some examples of how we promote these values in our academy community:

### **DEMOCRACY**

Student voice is significant in regards to life at the Academy. Our student elected form council and parliament plays a strong role in our academy. Over 50 students are elected by their class peers to represent them on a form level and another layer of leadership and representation exists through year representatives of Haywood Parliament – all students are involved in making the Academy a better place to learn. Students have a great amount of input in regards to what and how they learn, which promotes student voice. For example, the students give feedback on how they would like to learn certain skills in subjects and this is used to inform the teacher's planning.

Student questionnaires and interviews are also conducted throughout the year. We know that the formation of the Form Council, the Haywood Parliament and the active participation of our students will sow the seeds for a more sophisticated understanding of democracy in the future.

Embedded in to the PSHE curriculum are democracy lessons that show development of Haywood student's understanding of democracy; in the Academy, the locality, nationally and internationally. This understanding is expanded through one off events like Local Democracy Week and visits to Stoke Council chambers. Students once having visited share their experience through year group assemblies.

### **THE RULE OF LAW**

Our students will encounter rules and laws throughout their entire lives. We want our students to understand that whether these laws govern the class, the Academy, the community or the country, they are set for good reasons and must be adhered to.

Our system for behaviour is aligned to an agreed set of codes and if students are given verbal or written warnings this is always set against the agreed Academy behaviour code. This understanding of the importance of rules will be consistently reinforced through assemblies and our curriculum. The involvement of our students in the creation of the Academy rules helps them to understand the reasons behind the rules and the consequences if they are broken. For instance a student of Year 11 introduced the idea of a littering sanction through Haywood Parliament. During form sessions focused on academy improvement including council and parliament feedback, we allow opportunity to debate and discuss the reasons for laws so that the students can recognise the importance of these for their own protection. Throughout the year we welcome visits from members of the wider community including police, war veterans, the fire brigade and many more. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our students.

To encourage and promote good behaviour, attitude and work, we have a reward system which is consistently followed throughout the academy and we are committed to praising student's efforts through initiatives in each year group like 'student of the week'. We praise the students informally, individually, during group work, in front of the whole class, their year group and the whole academy. Students are rewarded not only for their achievement in curriculum areas but for positive behaviours through our C2P system. Rewards are celebrated during year assemblies and on a termly basis through a well-developed whole school rewards system.

## **INDIVIDUAL LIBERTY**

We invest a great deal of time in creating a positive culture in our academy, so that students are in a safe environment where choices and freedoms are encouraged. In lessons, learning tasks are often left for the student to decide upon. We encourage students to choose the task that will challenge them, giving them more freedom to determine their own learning. We offer a range of clubs which students have the freedom to choose from, based on their interests. We educate students on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. At the Academy we believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the students embark upon their adult lives.

## **MUTUAL RESPECT**

Mutual respect is at the core of our academy life. Students learn to treat each other and staff with great respect. This is evident when walking around the Academy and in the classrooms. This partnership is seen throughout the various relationships between students and staff.

## **TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS**

This is achieved through enhancing students' understanding of their place in a culturally diverse society. At the Academy we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. At the Academy we strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.