

British Values Statement

Policy type	Trust wide with local context
Review	Every three years
Author/Responsible Officer	Chief Operating Officer
To be ratified by	Education and Ethos Committee
Approved by	Alison Richards
Tier 3 Policy	Local approach adaptations required
Date of ratification	January 2025
Date of next review	January 2028

This policy is a mandatory policy for all DSAMAT Academies and must be implemented with localised adjustments

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Our mission, vision and values

The Trust has a clear **mission** at its core, ensuring that all pupils are enabled to flourish, rooted in God's Love - academically, socially, spiritually, physically and mentally. This is central to our work and rooted in our Christian foundation (John 10 v 10). Our commitment to mutual flourishing within the school community is built upon our shared belief in Church of England principles. In our Trust, just as in the wider Church of England community, 'flourish' refers to prospering, thriving and growing. It means prayerfully encouraging all within our schools so that they might prove fruitful, prosperous and contented in the longer term. We seek to provide generous space for all to flourish in life and its structures. Equitable treatment for all pupils, staff and the wider community is a core part of enabling this long-term, holistic flourishing.

We have a clear **vision** about creating successful schools for the benefit of their communities and we expect every school in the Trust to continuously improve. All schools provide rich and diverse curricula which evolve to meet the needs of their children and local communities, as well as delivering educational excellence to enable them to continue to flourish in later life.

The way we work and deliver against our mission is critical to our Trust. We have shared agreed **values** of:

Hope; Nurture; Equality; Respect; Collaboration

The Trust's vision is underpinned by a Christian values framework which is adopted by all schools. It provides clear expectations for all Trust employees on how we wish our values to impact on all areas of school life. It draws on, and is informed by, the National Church of England Vision for Education and the Diocesan Board of Education Vision.

Each school within the Trust has a personalised vision for education, developed locally to reflect the individual character and needs of the school community. This vision is underpinned by the Trust's wider vision and agreed with the Trust, but it is owned and driven by the headteacher and their LGB.

Our Community

The Trust is dedicated to delivering education that serves local communities. Our schools are inclusive, welcoming those from all faiths and none from all abilities and backgrounds. We believe in providing a high-quality education, underpinned by Christian values, that enables every child to flourish.

A belief in educational excellence underpins all of the Trust's work. The Trust serves all stakeholders by providing schools with the highest academic rigour and pastoral care.

Our schools are places where children and young people develop and thrive intellectually, socially, culturally, and spiritually. All of the Trust's schools teach a broad and balanced curriculum within national guidelines focusing on core skills. This is designed to ensure that all pupils reach their academic potential and seek to enrich their experience. Pupils will be enabled to succeed in an atmosphere of high expectations, aspiring to educational excellence with a firm foundation of values.

This policy forms part of our Trust governance and ensures that we are held to the highest standards as we carry out our duties.

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Statement of Intent

Our school is committed to actively promoting British values alongside our Christian values to ensure that our pupils leave school fully prepared for life in modern Britain. Our school is committed to serving its local community and surrounding areas. We recognise the multi-cultural, multi-faith nature of the United Kingdom and understand our academy's crucial role in promoting these values.

The government emphasises that all schools should ensure that they teach pupils about British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

We take every opportunity to promote these values and to ensure our pupils:

- Understand why there is a power separation between the executive and the judiciary and why it exists.
- Understand that the freedom to hold varying faiths and beliefs, including no religious faith, is protected in law, and that it is vital to accept people who have different faiths and beliefs without discriminating against them in any way.
- Value the importance of identifying and combatting extremism.
- Develop their self-knowledge, self-esteem and self-confidence;
- Distinguish right from wrong and to respect the civil and criminal law of England;
- 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;
- Acquire a broad general knowledge of and respect for public institutions and services in England;
- Celebrate tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- 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
- Have an understanding of how citizens can influence decision-making through the democratic process;
- Appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- Understand that the freedom to choose and hold other faiths and beliefs is protected in law;

We promote British values both within and beyond the classroom, and these values are at the heart of our ethos. Here are just some ways our school seeks to embed the teaching of British values.

Democracy

To understand how they can influence decision-making through a democratic process.

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We empower our pupils by giving them opportunities to make choices about what they believe to be important. By valuing each 'voice' and by listening and responding to that voice, we demonstrate that we support democracy and liberty.

Pupils also have the opportunity to have their voices heard through our School Council and House Captains, pupil questionnaires, and pupil voice discussions. The elections of School Council and House Captains are based solely on pupil votes.

The School Council is led by a member of staff and adheres to democratic processes. It reports its actions to the Local Governing Body.

The principle of democracy is also explored in the History and RE curriculum, as well as in collective worship or specific assemblies, for example, during parliament week. We explore how democracy and the law work in Britain in contrast to other forms of government in other countries.

The Rule of Law

We should appreciate that living under the rule of law protects us and is essential for our well-being and safety.

The importance of laws, whether they govern the class, the academy, or the country, is consistently reinforced throughout regular school days, both in dealing with behaviour and through school worship and assemblies.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that they hold, and the consequences when laws are broken. Visits from authorities, such as the Police, Fire Service, ambulance, etc., are regular parts of our calendar and help reinforce this message.

We have a clearly structured behaviour-for-learning policy that all stakeholders understand and follow.

The concept of the Rule of Law is also reinforced through teaching activities in our PHSCE curriculum.

Individual Liberty

To understand that the freedom to choose is protected in law.

Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.

Pupils have key roles and responsibilities in school e.g. Year 6 House Captains, Playground Leaders etc.

We educate and provide boundaries for pupils to make choices safely through providing a safe environment and an empowering education.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example, through our E-Safety and PSHE lessons.

We promote courageous advocacy for our pupils to champion the things they feel strongly about. Whether it is through choice of challenge, choice of record, choice of lunch options, participation in extracurricular clubs and opportunities, etc., pupils are given the freedom to make choices.

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Mutual Respect

We must understand that while people may hold different views, we must show respect towards them.

Part of our school ethos and behaviour for Learning policy revolves around core Christian values such as 'Respect'. Pupils have participated in discussions and worship related to what this means and how it is shown. These ideas are reiterated through the academy and classroom rules.

Our PSHE curriculum embodies values of Mutual Respect through units of learning such as Celebrating Difference, Relationships and Being Me in my World.

Through sports coaching, we promote an attitude of equality and fairness.

Our Reading Buddy scheme promotes mutual respect between pupils across different phases and schools.

On a general level, the academies undertake worships that uphold traditional values of empathy, respect, and tolerance. These are also taught within PSHE, Citizenship, and RE lessons and in informal settings throughout the school day.

Tolerance of Different faiths and beliefs

To accept that others have different faiths or beliefs (or none), and these should be accepted and tolerated.

At this school, we prefer the term to 'Celebrate' our differences rather than tolerate them. This is achieved by enhancing pupils' understanding of their place in a culturally diverse society and allowing them to experience such diversity.

Worship and discussions involving prejudices and prejudice-based bullying are regularly held.

We follow Understanding Christianity and CBC Agreed Syllabus for RE which provides a broad and balanced education on a range of faiths, religions and cultures.

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