



Bader
ACADEMY

British Values Policy

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An academy within:



1. Introduction

1.1. As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as 'Being British'. Ofsted assesses British Values both through the curriculum and through the school's SMSC (spiritual, moral, social and cultural) provision, along with citizenship. Within this, all schools are required to ensure that the curriculum actively promotes the fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of Different Cultures, Faiths and other Beliefs

1.2. At Bader Academy we embrace all aspects of British Values. These are taught explicitly through Personal, Social and Health Education (PSHE), Religious Education (RE) and tutor times. Where appropriate, it will also link to other subjects such as English, as part of a broad and balanced curriculum. School also takes opportunities to actively promote British Values through whole school systems and structures, such as the election and running of a successful Pupil Parliament.

We believe the teaching of British Values should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to 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.
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people.
- 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.

2. Democracy

Democracy is an important value in our school. Pupils are taught about Britain's democratic parliamentary system, how they can influence decision making through the democratic process and how this can be applied to issues and situations which concern them.

We encourage pupils to become involved in decision making processes. They have the opportunity to have their voices heard through Pupil Parliament, Doncaster SEND Forum and classroom activities. Pupils learn how to express their views and how to debate and defend their points of view.

3. Rule of Law

The importance of laws and rules, whether they are those which govern the class, the school or the country, are consistently reinforced throughout the school day. We ensure school rules and expectations are clear and fair and help pupils to distinguish between right and wrong. Pupils are taught the values and reasons behind laws and the way in which they govern and protect us.

The behaviour system is reinforced through certificates, awards and DOJO points and pupil achievements are shared in a weekly celebration assembly. If pupils are unable to follow school rules due to dysregulation and other issues that may arise, pupils are encouraged to reflect on their actions in a supportive way. Restorative practise is embedded throughout our school culture and is used to support pupils in reflecting and addressing behaviours. The role of the police is also explored through PSHE lessons and visits from the community to help to reinforce these messages and the role in which they serve our community.

4. Individual Liberty

Pupils are encouraged to make choices, knowing that they are in a safe and supportive environment. As a school opportunities are regularly created, through our provision and carefully planned curriculum, to ensure we have a culture where choices can be made safely. This can take the form of choices within activities, qualification options, lunchtime clubs or general school life and aspects of school that require change. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to do these safely. Although there are less formal opportunities that are built in throughout our every day school life, aspects of individual liberty are also taught explicitly in sessions focusing on E-Safety, PSHE, RE, SMSC and RSE. We will always encourage pupils to take responsibility for their actions, as well as knowing their rights within society.

Staff promote freedom of speech through Oracy. Pupils are taught that their opinions are valued, as are the differing opinions of others. The school's Anti-Bullying Policy promotes the understanding of what bullying is, and what pupils should do if they encounter incidents of bullying in school, which may affect their individual liberty. Pupils are empowered at Bader to speak up when they feel something isn't right and the power in which they have to make change.

5. Mutual Respect

Mutual respect is at the heart of our school ethos and links closely with our school ethos of 'Be Kind. Be safe. Be ready'. All members of the school community treat each other with respect and staff reinforce the understanding that we are all equal with different qualities, backgrounds, interests and personalities and respect is what must remain at the foundation of everything we do. We teach our pupils to respect the many diverse faiths and beliefs and embrace everyone's differences.

Pupils will learn about their own and other people's feelings and become aware of the views, needs and rights of other children and adults. They learn social skills such as how to share, take turns, play, help others and resolve conflict throughout restorative practise culture. It is important that we take care of each other and the environment around us.

6. Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupil's understanding of their place in a culturally diverse society. We promote respect for individual differences, help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life. We will challenge prejudicial or discriminatory behaviour and discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations. Data is regularly monitored where incidents have occurred involving equality and these are addressed and actioned directly by the Senior Leadership Team.

Pupils are encouraged to celebrate diversity, recognise their own, and others, strengths and encounter, celebrate and appreciate difference. We have weekly themes that link closely with our SMSC work which are delivered during our nurture breakfast time. We also ensure pupils regularly are exposed to different cultural celebration events and celebrate religious festivals. Young people visit different places of worship, where they meet and spend time with people of different faiths to ensure the 'in the classroom' learning has real meaning to real world outcomes. Sporting events, such as the Olympics and World Cup are used to study and learn about life and cultures in other countries.

Values	Evidence/Provision
High Expectations for All	<ul style="list-style-type: none"> • School vision and aims are displayed. • School rules are displayed and reinforced. • Staff reinforce school standards and expectations. • Pupils contribute to their own self-assessment. • Pupils recognise the achievements that they make and these are celebrated by staff and amongst their peers.
Mutual Respect	<ul style="list-style-type: none"> • Pupil and staff show respect towards each other. • Pupils have a voice through School Council which will meet regularly. • Staff listen to pupils and respond appropriately to their needs. • Behaviour for learning is evident in classrooms. • As pupils progress through school, they demonstrate an awareness of others views and opinions. • Staff work with pupils to develop an understanding of respecting other views and listening to each other. • Pupils feel confident in sharing their views as they feel safe in their environment to do so.
Ethnic and Cultural Diversity	<ul style="list-style-type: none"> • Our pupils are encouraged to recognise and respect all ethnic minority groups. • They are encouraged to recognise and respect social, ethnic, cultural differences and similarities. • The curriculum content, displays and resources reflect ethnic and cultural diversity.

	<ul style="list-style-type: none"> • Celebrations of festivals of different cultures and religious beliefs are evident.
<p>Pupils have Rights as well as Responsibilities</p>	<ul style="list-style-type: none"> • Pupils exercise leadership skills in school, through curriculum activities, sports leader, School Council, e-safety reps etc. • Information from School Council will be shared, displayed on the School Council notice board and a termly newsletter sent out to parents. • Pupils are encouraged through SMSC to be aware of and articulate their rights and responsibilities. • Staff use restorative justice when appropriate to support consequence learning. • Pupils where appropriate are given roles and responsibilities around school.