

British Values Statement

The Department for Education states that there is a need:

'To create and enforce a clear and rigorous expectation on all schools to promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

The Department for Education defines British Values as follows:

- Respect for democracy and support for or participation in the democratic process
- Respect for the basis on which law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs.

Four Acres Academy reflects British values in all that we do. Our stated aims, vision and values illustrate the clearly embedded foundation of which our ethos is an expression. We aim to nurture our children so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be open-minded, independent individuals, showing respect for themselves and others in our school, our local community and the wider world.

Everything we do at Four Acres is underpinned by six core values;

Respect - for self and others as something to be given and earned; an important principle for a tolerant, equal, democratic society, in Four Acres and beyond.

Aspiration – encouragement to aim high, to set personal goals, to be ambitious and not fear failure

Opportunity – the right to equality of opportunity for all to learn, grow and achieve.

Nurture – supporting all to grow and develop, recognizing and responding to individual needs.

Resilience – developing strength and confidence in handling difficult, stressful, challenging experiences, large and small; encouraging optimism, creativity and problem-solving; managing emotions.

Enjoyment – of being engaged in all sorts of learning, of working together, being creative, having fun; finding pleasure in trying and in overcoming difficulty

We have a commitment to these guiding principles in all aspects of Academy life:

- the learning activities of all kinds that we provide in and out of school;
- our interactions with children at all times;
- our relationships with parents and carers;
- our support for the staff team.
- our contribution to the wider community.

At Four Acres we uphold and actively promote British values in the following ways.

Democracy

Pupil Voice is valued and enabled in a number of ways.

We have a **School Council** where children can express their views and make a meaningful contribution to the academy on matters which directly involve pupils. There are open and formal elections for representatives from KS1 and KS2 classes. Representatives are given time for formal consultation with classes before meetings and to feedback results. Older reps accept the additional responsibility of formally consulting Foundation Stage classes about Agenda items and reporting their views. Governors attend School Council Meetings when invited. A Local Governing Committee receives regular reports on the School Council's proceedings and this is reported to the Academy Directors. There is feedback to children about any impact of School Council's views on decision-making; this is disseminated via the School Council Noticeboard.

Pupils also have the opportunity to have their voices heard through pupil questionnaires, pupil conferences, individual and focus group interviews.

Pupils were actively involved in review and development of the Academy's new Behaviour Policy and the Statement of Rewards and Sanctions.

Pupils' are consulted for their views in the selection process for new staff.

Head Girls and Head Boy meet termly with the Head/Governors and are encouraged to express ideas and report their views.

The principle of democracy is explored in the curriculum as well as during assemblies and special days.

There are similar elements in place to ensure that parent and staff voice are part of our democratic process.

Language and processes involved in elections are dealt with as appropriate. Eg an interactive display during and following the General Election enabled children to understand the process and outcomes.

Rule of Law

The Academy has Golden Rules which are integral to our daily practice.

Each class discusses and agrees a unique Class Contract at the beginning of the year. Rules are devised to ensure that every class member is able to learn in a safe and ordered environment. The Contract is published in the class and regularly promoted.

The agreed Rewards and Sanctions Framework is published in each class and regularly referred to and promoted. The concept of fairness in relation to the application of the framework is discussed.

Pupils are helped to distinguish right from wrong in a range of contexts eg the classroom, during assemblies, on the playground and playing to the rules in sporting activity.

There are clear processes for the resolution of conflict and restorative justice followed and understood by staff, pupils and parents. These are enshrined in the Behaviour and Anti-Bullying policies which set a clear zero tolerance for aggression, abuse or violence; this extends to pupils, staff, parents and other family members.

Pupils are helped to respect the law and understand that living under the law protects individuals.

Visits from eg Police, Fire Service, Ambulance, elected representatives in our community help support learning about central concepts in operation.

Individual Liberty

Pupils engage in a variety of activities to understand the concept of identity and belonging, to recognize different identities and how these are experienced and perceived by others.

Pupils are supported to develop their self-knowledge, self-esteem and self-confidence; to understand that identity is unique but can change.

Children are progressively encouraged and enabled to exercise choice in a safe and supported environment. Eg during guided play, by taking responsibility for their learning, deciding the level of challenge, electing to be involved in extra curricular clubs.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely eg through e-safety teaching and PSHE, including sex and relationships.

The concept of responsibilities is developed in parallel with that of rights. Pupils are encouraged to take responsibility for their choices and their behaviour. Support from

staff including the Inclusion Officer, Family Support Officer, SMSAs, Class Teachers, TAs and SMT members reinforce the importance of making the right choices.

Vulnerable pupils are protected and stereotypes of all kinds challenged. There is a strong anti-bullying and anti-discrimination culture. Unacceptable behaviour is challenged and addressed. Incidents are logged.

Pupils have key roles and responsibilities and serve as role models. Eg Pupil volunteers who are trained and act as Anti-Bullying Wardens, Playground Buddies for other vulnerable pupils; Librarians, Eco-Wardens.

Academy Governance actively engages with and monitors practices.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Respect is one of our core values. This value permeates the ethos within which we operate. Pupils, staff, parents know what is expected and that respect is shown to everyone, whatever differences we may have, and in all our interactions, big or small.

Through curricular and extra-curricular activity pupils are helped to acquire an understanding of and respect for their own and other cultures and ways of life.

The Academy promotes respect for individual difference. Staff and pupils are encouraged to challenge prejudiced and discriminatory language or behaviour.

Actively promoting our values also means challenging pupils, staff or parents expressing opinions contrary to our fundamental values, including 'extremist' views.

Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality, and differences of family situations.

Assemblies dealing with prejudice and discrimination are followed up by learning in RE and PSHE.

As appropriate opportunities are taken all curriculum areas to develop knowledge and understanding related to difference, prejudice, discrimination.

We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our Creative Curriculum topics, drawing on and extending the experiences of our pupils. Opportunities for the children to reflect on our core values and British values are pursued as appropriate.

Links and visits are promoted with faith communities and places of worship locally and in other areas of the city.

