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# British Values Policy

## **British Values Policy**

### **1. Promotion of British values**

At Astrea Academy Sheffield we recognise not only the importance of allowing pupils to flourish academically but we also embrace our wider role in preparing them for their adult life beyond the formal examined curriculum. Part of our role in that preparation is ensuring that we promote and reinforce British values to our pupils.

The government set out its definition of British values in the 2011 Prevent Strategy and considered them to be democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At Astrea Academy Sheffield these values are reinforced in a pervasive manner and permeate the school community.

The examples that follow are an indication of some of the many ways we seek to embed British values at our academies and should be seen as an indication of our approach rather than an exhaustive list.

### **2. Democracy**

At Astrea Academy Sheffield the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community, for instance, elections being held for Head Boy and Head Girl, Prefects and Academy council members. In addition, Pupil Voice is a democratic process, with satellite groups covering a range of different areas, representing the pupil body and liaising with the Senior Leadership Team through the Head Boy and Head Girl. The principle of democracy is explored in History, STaRS as well as form time and assemblies.

### **3. The rule of law**

The importance of laws, whether they be those that govern the class, the academy, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message. Astrea Academy Sheffield operates a warning and code of conduct system as part of the Behaviour and ethos Policy, where pupils are taught the importance of making good decisions and the consequences of poor decisions. This system is rigorously upheld so that everyone in school recognises that the rules of the school are applied fairly and consistently.

### **4. Individual liberty**

Within Astrea Academy Sheffield, pupils are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As an academy we educate and provide boundaries for pupils to make choices safely, through the provision of a safe environment and an empowering education. Examples of this include the choices that pupils make right from year

7 regarding the Wednesday 'Electives' they wish to study and the choice to participate in the school's numerous enrichment activities. Pupils are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety in computing and their form time activities.

## 5. The Astrea Promise

The Astrea Promise are a set of activities and experiences that we encourage all pupils to complete during their time at Astrea Academy Sheffield. They aim to broaden experiences, extend opportunities and raise the aspirations of our young people. The Promises are categorised into BRONXE, SILVER and GOLD and are arranged into groups totally ten. The Astrea Promises include:

- Promise 1: Sleep under the stars
- Promise 2: Visit a theatre and see a show
- Promise 3: Climb a mountain
- Promise 4: Find your fail
- Promise 5: Grow and eat your own food
- Promise 6: Look after an animal
- Promise 7: Create a collective sculpture
- Promise 8: Attend a performance
- Promise 9: Break a record
- Promise 10: Perform in the community
- Promise 11: Serve lunch to the community
- Promise 12: Go wild
- Promise 13: Family fun
- Promise 14: Speak on a tricky subject
- Promise 15: Run your own business
- Promise 16: Pen Pals
- Promise 17: Visit a gallery
- Promise 18: Visit democracy in action
- Promise 19: Enhance the school grounds
- Promise 20: Give a gift
- Promise 21: Complete a Kinza activity
- Promise 22: Gain a qualification
- Promise 23: Compete in a poetry competition
- Promise 24: Run a fundraising campaign
- Promise 25: Take part in a debate
- Promise 26: Visit a foreign country
- Promise 27: Visit a University
- Promise 28: Volunteer in the community
- Promise 29: Start a new club
- Promise 30: Learn a new skill

Promises 10, 11, 13, 14, 18, 27, 28 link specifically to the concept of raising our pupils' awareness of other cultures. All pupils will be supported to gain Promise 26 and to be involved in an international experience. This could be through an international visit or event which could lead to promise 16 - a pen pal from another country or taking part in one of our "International theme days" during collapsed timetable days.

## **6. Mutual respect**

Respect is at the core of our school ethos and is modelled by pupils, staff, committee members and Trustees alike. At a Trust level, it is ensured that all recruitment processes are fair and equitable. Each academy promotes respect for others and this is reiterated through our classroom and learning environments. Children learn that their behaviours have an effect on their own rights and those of others and our behaviour policy engenders our basic belief in mutual respect. In line with our commitment to democracy, pupils at our academies are always able to voice their opinions and we foster an environment where pupils are safe to disagree with each other. Mutual respect is embraced throughout the curriculum from the concept of 'fair play' in PE to the pupil mentoring programme which promote mutual respect and support between pupils across different year groups within the school. Achievement is celebrated across the school in many different ways, ranging from phone calls home and certificates, to prize draws and a buffet lunch with the Principal.

## **7. Cross-curriculum approaches**

Department teams are asked to consider how teaching and learning in their own curriculum area might help to promote the understanding and values of diversity and respect. For example, in Geography British values are promoted when studying topics such as the demography of inner-cities, British national parks, migration and case-studies on Low-Economic Developing Countries. In English, poetry from other cultures is explored as a Key Stage 3 unit of study. There is an expectation that teachers embrace opportunities to embed SMSC development in every lesson. Pupils in all classrooms learn collaboratively. The schemes of learning are designed for pupils to work in homogenous teams, embracing the challenge of working with peers of different gender, background and ability. We believe that this is a fundamental key skill for 21<sup>st</sup> century learners.

## **8. Tolerance of those of different faiths and beliefs**

We place great emphasis on promoting diversity with our pupils. Assemblies are regularly planned to address this issue and our STaRS and Religious Studies curricula provide a broad and balanced education on a range of faiths, religions and cultures. We also run a number of trips abroad throughout the academic year from which our pupils gain valuable experience of other cultures and languages. Additionally, pupils are actively encouraged to share their faith and beliefs within the school. An annual Remembrance Day service, in conjunction with members of the Royal British Legion, involves the whole school community.

## **9. Radicalisation**

Safeguarding processes at all academies have been reviewed to ensure that there is clear, established and shared procedure for referrals of this nature to the Safeguarding Designated Person and our safeguarding policy. The protocol for this is shared as an appendix to this document.