



British Values Statement

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An academy within:



Our Values - British Values

Introduction

In September 2014, a non-statutory guidance was published by the DFE reminding Academy's of their duty to provide a broad and balanced curriculum meeting children's spiritual, social, moral and cultural needs and to acutely promote fundamental British Values.

This Policy statement represents the response by the Governors of Discovery Academy.

Academy's should promote the fundamental British values of democracy, the rule of law, individual liberty, and a mutual respect and tolerance of those with different faiths and beliefs. (DFE Nov 2014)

British Values at Discovery Academy :

At Discovery Academy we uphold and teach pupils about British Values which are defined as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs □ Participation in Community Life.

These values are taught explicitly through Personal, Social Health and Emotional (PSHE) and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

The Academy takes opportunities to actively promote British Values through daily collective worship and whole Academy systems and structures such as electing and running a successful Academy Council. We also actively promote British Values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

At Discovery Academy these values are reinforced regularly and in the following ways:

Democracy

Democracy is an important value at our Academy. Pupils have the opportunity to have their voices heard through our Academy Council and our Listen-up Project. The elections of members of the Academy Council are based on pupil votes.

Abbey pupils are given opportunity to nominate each other and staff for special mentions. Their name is shown on the interactive whiteboard in assembly to celebrate this and a text message received at home.

The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the Academy or the country are consistently reinforced throughout regular Academy days. Our system for behaviour is aligned to an agreed set of rules and if children are given verbal warnings this is always set against the agreed Academy behaviour code.

Children are asked to identify which aspect of the Academy rules they have broken to ensure that this connection is made and understood. Pupils are taught the value 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, fire service etc are regular parts of our calendar and help reinforce this message.

To encourage and promote good behaviour, attitude and work, we have devised a reward system which is consistently followed throughout the Academy. We are committed to praising pupil's efforts. Rewards are given in the form of stickers, achievement points and special mentions. Pupils achievements are also recognised during weekly assemblies.

Individual Liberty

Pupils are actively encouraged to make choice at our Academy, knowing that they are in a safe and supportive environment. As a Academy we provide boundaries for our pupils to make choices safely through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely. A good example is the e-safety teaching. Pupils are given the freedom to make choices e.g. lunchtime clubs, food at break and dinnertimes, vocational and enterprise learning lessons.

Mutual Respect

Part of our Academy ethos and behaviour policy are based around the core value of respect. We teach our pupils to respect the many diverse faiths and beliefs that we have at Abbey and to embrace everyone's differences. We look after each and the environment around us.

Tolerance of those of Different Faiths and Beliefs.

This is achieved through enhancing pupils' understanding of their place in a culturally diverse Sheffield. We give them opportunities to experience such diversity in the local community. Collective Worship and discussions involving prejudice based bullying have been followed and supported by learning in RE and PHSE. We use opportunities such as the Theme days, Cultural Celebration events, Religious Festivals, The Olympics and The World Cup to study and learn about life and cultures in other countries.

Values	Evidence / Provision
There are high expectations for all.	<ul style="list-style-type: none"> • Academy vision and aims displayed • Academy improvement priorities displayed and shared • Staff follow up pupils who are not adhering to the Academy standards - uniform, behaviour, presentation. • Academy rules are evident □ 'We can do...' overheard. • Pupils know and understand their targets academically and personally and have opportunity to self-assess
Mutual Respect is evident in the way that staff and pupils relate to each other.	<ul style="list-style-type: none"> • Pupils show respect towards each other and towards staff e.g. Academy rules • Pupils have a voice through Academy council and Listen up • Staff listen to pupils and respond appropriately to their needs - Listen up • Behaviour for Learning is a strength of the Academy e.g. SEF • Positive relationships are evident on a daily basis e.g. HMI report
The Academy promotes positive attitude towards Ethnic and Cultural Diversity.	<ul style="list-style-type: none"> • Our Academy uses the expertise, skills and knowledge of people from ethnic minority communities. • Our pupils are encouraged to recognise and respect social, ethnic minority communities. • Our pupils are encouraged to recognise and respect social, ethnic, cultural differences and similarities. • Curriculum content and resources reflect ethnic and cultural diversity. • Celebrations of festivals of different cultures and religious beliefs are evident.
Pupils have Rights as well as responsibilities	<ul style="list-style-type: none"> • Pupils are exercising Leadership skills e.g. Academy council. • Academy council information is shared and displayed. • Pupils are as buddies for other pupils. • Pupils are aware and articulate their rights and responsibilities. • Investors in Pupils boards are evidence of pupils rights and responsibilities. • Pupils help to determine rewards, rules and sanctions. • Staff use restorative justice to support consequence learning. • Pupils are part of a Academy house Attitude, Heart Courage or Respect

Pupils achievements are celebrated.	<ul style="list-style-type: none"> • A wide range of work is displayed • Displays are up to date and in good condition • Displays, photos, newsletter items cover a range of
	<p>achievements academic, social, cultural, sporting both in and out of Academy</p> <ul style="list-style-type: none"> □ Positive and public appreciation of effort as well as success - awards assemblies, badges, stickers, achievement points and certificates. □ Pupils have a reflective Friday session in which they reflect upon their favourite piece of work during that week. □ Regular home-Academy communication focuses on pupils efforts and successes. □ Good behaviour and learning achievements are rewarded and celebrated. □ Pupils have a reward system that allows them to buy a prize with achievement points.
Teaching and Learning are enjoyable for both pupils and adults.	<ul style="list-style-type: none"> □ Every classroom is immersive in the topic that the pupils are learning about. □ Laughter, enthusiasm, energy and active participation are evident in learning situations. □ Low rates of absenteeism - Pupils and staff □ Pupils are keen to talk about their work.
The Academy environment is a safe place - emotional and physical security are prioritised.	<ul style="list-style-type: none"> □ Rules are displayed and are being followed. □ A premises team meet to monthly review the physical needs of the building for safety. □ All visitors wear badges - colours dependent upon DBS checking. □ Pupils and staff move around the building in an orderly manner. □ Through the PHSE curriculum Pupils are given opportunities to learn about human feelings and emotions and the way they impact on people. □ Anti-bullying, safeguarding and behaviour policies are on the Academy website.
The Role of Parents as Partners in the Learning process is recognised and valued.	<ul style="list-style-type: none"> □ When parents / Carers visit by appointment they are seen promptly. □ Home-Academy books are used by some pupils. □ The views of the parents / carers about Academy are actively sought. □ Parent / carer newsletter are informative and clear to understand. □ Letters are sent home in a variety of languages.

- Parent workshops and training are available.
- Parents / carers group actively support the Academy in fundraising.