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# HORNBEAM ACADEMY TRUST

## British Values Policy



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Adopted by: Trust Board  
Date: December 2015  
Review date: December 2017  
Signed by Chair or HAT: Irene Halls

## **British Values**

### Our Values Statement

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

The curriculum in all phases offers broad and balanced opportunities.

'British Values' have been identified as:

#### **Democracy:**

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our pupils by giving them opportunities to make choices about the things that 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.

This is also done through communication profiles, professionals working with our young people, 'person-centred reviews' and, as a new initiative, the creation of Wiki accounts for individual students, which helps students in expressing their likes, dislikes, what works best for them and their future aspirations. We also have an active School Council and pupils are encouraged to contribute to the school newsletter on a regular basis.

We believe in total communication; staff are trained to communicate with pupils through use of Makaton and other such techniques. It is about whatever works best for each individual.

Our Family Support Team is there to support families of pupils in accessing services. The Education Welfare Service works with the Academy to ensure access to education for all.

#### **Rule of Law:**

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Restorative Practice is an important element within this learning process. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.



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## **Individual Liberty:**

Pupils are given choices; they are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights come a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as, Red Nose Day/Comic Relief, Children in Need and Christian Kitchen. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

## **Mutual Respect:**

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with students from other schools, coaches, theatre groups etc. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

## **Tolerance of different faiths and beliefs:**

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. Collective Worship is organised collectively for all sites and covers the values stated in this policy as well as themes such as: friendships, helping others and celebrations from a range of faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

The school calendar communicates all important events and common themes throughout the Academy. We also hold events and participate in events in the community.



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Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children. The 'Prevent' agenda is also a part of this.

The staff work closely with parents, carers and other professionals to ensure that the pupils at The Hornbeam Academy Trust are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

## **Our School Council**

We have a school council which is elected each year and contribute to the decision making processes in school. We have a board in school so all staff and pupils know who the school council members are.