

Ashfield School



PROMOTION OF BRITISH VALUES

All staff are committed to the promotion of fundamental British values which are those values which underpin a modern, civilised society of which we can be proud.

The Government states that the core values are as follows:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

Each of these core values contains within it fundamental philosophical questions which are impossible to resolve. We therefore have to plan clearly what the School can do in order to promote these values. The School is a complex organisation which can teach aspects of these values but also promote them through a wide range of activities. At the heart of these value lies good relationships in which teachers and students work together for common goals.

Activities which Promote the Core Values

The Culture and Values of the School fundamentally promote individuals' rights to work in a safe and productive environment in which they feel secure and supported.

1. The school vision is to maximise achievement for all. All students in the School are treated equally and we do not show favouritism for any groups. Timetables, the Curriculum and the allocation of teaching staff are all done transparently in a spirit of support for all students.
2. Classrooms are run along democratic principle – students have been central to the development of our “Ready to Learn” charter. Students are given equal opportunities to contribute orally. No one individual is allowed to dominate and to steal time from the majority. Rules are explained and breaches of those rules are challenged by staff. The rationale for that challenge is usually based on the argument that poor behaviour from one person has an impact on everyone. It is therefore unfair.
3. Behaviour Policies promote good behaviour and challenge poor behaviour so that all students respect others and give them the opportunity to succeed. We take seriously our duty to prevent victimisation of any individual and we carefully analyse incidents where racist, homophobic or sexist actions hurt others. Incidents of this nature are logged, monitored and analysed for patterns. The implementation of Behaviour Policies are fully explained to all staff.
4. School Policies and practices are challenged by Governors for compliance with equal opportunities legislation. For example, as a predominantly white School in a white suburb, we have to be sensitive to the experiences ethnic minorities may have in the School.
5. The School has freely taken a large number of disadvantaged students with physical and mental disabilities. Our students have been taught to treat all students, regardless of faith or background or disability, with respect. We use tutor time, PDE and Assembly time to promote good relationships between students and the vast majority take these opportunities to support disadvantaged peers or those peers who are more disadvantaged than others.

6. The hidden Curriculum, which comprises of those aspects of school life which are not overtly taught, is analysed by the Leadership Team in the planning cycle so that implicit injustices can be exposed and remedied. The hidden Curriculum is how the school is managed and run; the power relationships within the school; the way language is used to students from various backgrounds; the privileges given to some students but perhaps not to others; the way staff interact and the manner in which teaching and non-teaching staff work together.

7. The Student Management Teams (SMT) represents the views of student to leaders within the school. We have enjoyed the feedback from SMT and have taken steps to respond to their reasonable requests. The SMT represents views from different Year Groups and there is a cycle in which feedback is given to students in Assemblies. We regard this as a democratic process.

8. The Schools charity work is well developed. Each year group / house has a link to a charity. We regularly hold events to support a range of charities at a local, national and international level. E.g. Cancer Research UK

10. Assemblies are invariably powerful occasions when the values of respect and tolerance are promoted. The behaviour of the students on these occasions is exemplary. This in itself reflects the values we are trying to promote as it is an occasion during which the school community works together to understand conflict. We have regular assemblies taken by outside speakers.

11. In Assemblies, we promote ideas through multimedia and discussion which allow students to reflect upon the culture and practices of other religions and other ethnic groups. We have assemblies explaining black history; the reasons for migration to this area from Europe and further abroad; the culture of different ethnic groups; festivals from other religions and the importance of existing in a multi-cultural society. We also have days when we take part in other activities such as lunches which reflect different nationalities.

12. We have an extra-ordinarily rich calendar of cultural and artistic activities which provide for our students the experience of immersing themselves in different cultures. We have enjoyed for many years annual trips to various exhibitions, theatres, galleries, sports events, concerts in this country and abroad. This exposure to cultural richness provides a sound basis for understanding peers from other backgrounds. In Art, Music and Drama, there are cross-cultural themes such as African Art; Indian drumming; Drama which deals with contemporary issues in modern society.

13. Relationships between staff and students; between staff and between staff and parents are very strong and they reflect positive understanding of differences and there is a huge willingness to listen to the views of others which is embedded in our daily practices. The doors of the Leadership Team are always open. All staff are easily accessible. There is a civilised atmosphere at pressured times of the school day. These good relationships underpin the atmosphere of mutual respect in school.

The Taught Curriculum

14. The hidden Curriculum, as illustrated above, promotes core British Values. The explicit or taught Curriculum is another vehicle and approach to the promotion of positive values. In many subjects, teachers are faced with the challenge of complex debating points which have to be managed within the wider context of the School ethos. Every subject and every teacher contributes towards these core values.

15. The core subjects of English, Maths and Science are opportunities when teachers can deliver the lessons using examples which illustrate core values. In much poetry and literature, complex, moral and political discussions can be developed and moral dilemmas explored. Scientific topics, such as those linked to the body and to the environment can be used as opportunities for discussing complex questions for today's citizens. All students have this entitlement as part of our democratic curriculum which reflects equal opportunities.

16. In Computing, students are always reminded of aspects of E-Safety and the possibility of the denigration of different people in games and websites. There are many moral and social issues which appear in the use of ICT which have to be carefully managed by the teachers. All students studying IT complete an esafety agreement.

17. In PE, all students are given the opportunity to excel taking into account prior ability and confidence. We provide as much support and extension for the least able who will never get into elite teams as we do for the most confident and assured performers. All teams compete strongly against other schools in a team spirit which is conducive to maximum performance.

18. In Geography and History, the interpretation of texts and the analysis of data constantly generate issues of inequality and injustice. These are explored with sensitivity in our school context and there is a strong unity of purpose amongst team members which allows for freedom of expression and the acknowledgement of a range of views on complex matters.

19. In Philosophy and Ethics, these core values are constantly explored and mediated by teachers who are able to explain sophisticated philosophical ideas to a range of students. The Philosophy and Ethics scheme of work covers all of these promoted values in a sensitive way which incorporates differing views. There is a very high level of understanding of the wider regional and national agenda on a very wide range of current affairs. In MFL, there is coverage of other cultures, religions and ways of life which differ from ours.

20. PHSE work in Tutor time invariably follows up ideas or narratives presented in assemblies. Within a tutor group, there is an opportunity for all students to express their views in a secure and supportive atmosphere in front of peers who have known each other since the start of school.

21. The School has held a range of themed days and immersion days to promote British values, e.g. Youth Parliament Elections, Employability Days and Prison Me No Way.

In summary, we prepare our students for life in a complex, contradictory and chaotic modern Britain. Our data clearly illustrates that the vast majority of our students go on to decent jobs as civilised members of society who experience a range of roles throughout their lives. We wish our students to become good employees; caring partners and parents; active citizens and engaged friends. The School's promotion of these core values ensures a steady progression of attitudes and qualities.

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