

# Ashton Community Science College

## British Values Statement

### Version Control

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Ashton community Science College is committed to working closely and in harmony with its community and celebrating the diversity of the UK. We aim to prepare students for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values
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We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society in which individual members can feel safe, valued and can contribute to for the good of themselves and others.

We work alongside our local community and recognise the variety of religious beliefs within it. Students take part in local events and meet different members of the community to appreciate the valuable contributions they make. All subject departments are aware of the importance of transmitting British values through their curriculum content.

We take opportunities to:

- acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain's past
- join in with international sporting events and find out more about the countries that host them
- support a number of charities that are selected by the students and arrange fundraising events
- invite members of the local community to our school events.

We understand the role that our school has in helping prevent radicalisation and supporting our pupils in developing a world view, recognising Britain's place within it. The five British values are:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs.

Below we include more details about how each British value is embedded in our school.

British value	Statement	In practice
Democracy	<p>Many of our school routines are built upon the concept of democracy. All students have opportunity as an individual, as a member of a tutor group and within subject departments, to influence decision making and to have a voice. They understand that they must use this voice responsibly.</p> <p>Students are regularly consulted both formally and informally about how their school might be improved. They see the example that is set with staff working cooperatively with each other to make the school the best it can be.</p>	<p>Students within the school have key roles and responsibilities and are democratically elected to take on leadership roles. They understand that they are accountable to the school community for the way in which they carry out these roles.</p> <p>Our Student Leadership programme and School Council allows students to explore and understand the democratic process. For example, voting for Head boy / Head girl positions and during national and local elections, we hold our own mock elections.</p> <p>How to work as a member of a team as well as team leadership are included in PSHE and during form tutor meetings.</p> <p>In PSHE students undertake the Citizenship unit and learn about the British electoral system, how it has developed and how it works.</p> <p>Half termly consultations, formal and informal, take place throughout the school year via termly form discussions to The Big Question. This allows all students, during form time, to discuss school improvements, which is then recorded by the Form Captains. Form Captains from each year group then meet and can voice the opinions from their form.</p> <p>Year group feedback is then assembled and discussed at The School Council. The council is made up of a wide range of stakeholders including students, teaching and non-teaching staff and SLT. Outcomes are then decided and whole school feedback is given and are made aware of any actions that are taken as a result.</p>

The rule of law	<p>Students in our school understand the need for rules to make ours a happy and secure environment. Our behaviour policy is shared and understood and this provides a basis on which we discuss other laws and rules and how they apply.</p> <p>Ground rules are established in all areas of the curriculum and students are encouraged to see the reasons for them.</p>	<p>Our school works closely with our community police officer.</p> <p>We set ground rules during PSHE classes where sensitive issues are discussed. A wide range of PSHE units of work also link to specific laws and therefore these are discussed with students regularly eg Equality Act 2010, laws associated with substance abuse and carrying a knife.</p> <p>Computing lessons include discussion around data protection and our online safety code of conduct.</p> <p>In citizenship students learn about the legal system in the UK.</p>
Individual liberty	<p>The rights of every student are at the centre of our ethos. However, students must also recognise the boundaries there must be too.</p> <p>Independent thinking and learning are encouraged and there are frequent opportunities for students to grow in maturity and independence as they move towards post 16.</p> <p>We place an emphasis on respecting difference and valuing creativity.</p>	<p>Students know they are free to make their own choices and are free to pursue their own ambitions.</p> <p>Students are provided with independent careers advice and guidance and as a school we ensure we meet the Baker clause, allowing a variety of post 16 providers opportunities to meet with students.</p>
Mutual respect	<p>Respect is one of our school values. We recognise the importance of not only respecting one another but also of self-respect.</p> <p>We have a clear anti-bullying policy which emphasises the importance of us creating an environment both within school and the wider world in which individuals can feel safe and valued.</p> <p>Our welcome for visitors is part of the school ethos as is the focus on each student as an 'ambassador' when they are out in the community.</p>	<p>Our PSHE curriculum includes topics on relationships and what a good relationship consists of. Within PSHE we also ensure students understand the importance of equality and teach each protected characteristic of the Equality Act (unlawful to discriminate against someone on the grounds of any of these characteristics: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex (gender) and sexual orientation.)</p> <p>We have links with local feeder schools that enable our students to work with younger children on specific projects.</p>

	<p>Every individual is respected in our school and our actions towards one another reflect this.</p>	<p>Our extra-curricular clubs and enrichment activities focus on building self-esteem and self-respect. They also include team-building activities.</p> <p>The staff code of conduct ensures that staff behave towards each other in an exemplary way, setting a good example for the students.</p> <p>The language used between staff and students at all times is considered to be vital in showing how we respect one another.</p> <p>Restorative conversations take place between students and staff following behaviour incidents</p>
<p>The tolerance of those with different faiths and beliefs</p>	<p>We welcome difference and diversity and aim to create understanding of how this adds to the richness of our community.</p> <p>We aim to do more than 'tolerate' those with different faiths and beliefs. We recognise the extent to which our own traditions and history have developed side by side and the rich cultural heritage that different world religions bring.</p> <p>We believe that exploring and understanding other people's faiths and beliefs are rewarding experiences and help us understand our own faiths and beliefs better.</p>	<p>Our RE curriculum which follows the Agreed Syllabus for Lancashire teaches about a range of faiths, religions and cultures.</p> <p>We invite representatives from different religions into our school and visit places of worship, respecting the rules that apply to them and the beliefs of those who use them.</p> <p>Students are familiar with the principles which different religions hold and explore the main world religions as outlined in the Agreed Syllabus.</p> <p>We take the opportunity to find out more about different cultures we encounter through research and discussion.</p> <p>We encourage those in our school who hold different faiths and beliefs to share their experiences and provide us with insight.</p>