



# WALTON HALL ACADEMY

## British Values Policy

*Ratified by Academy  
Council: March 2016*

Revised: November  
2018

Reviewed: January  
2020

Reviewed: January 2022

Next review date:  
January 2024

# Fundamental British Values Policy

## Preparation for living in modern day Britain

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure that they are taught in all schools.

At Walton Hall Academy we take our commitment to this duty extremely seriously because we recognise that many of our students could be particularly vulnerable to external influences. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and our role in supporting our students to take their place in this society and especially their local community. We understand the vital role that our academy has in ensuring that groups or individuals within the academy are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ability, ethnicity, gender, sexuality, political or financial status, or similar. Walton Hall Academy is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

This policy takes into account section 78 of the Education Act 2002 which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of students at the school and of society. It also takes into account the non-statutory advice on British values from the Department of Education (November 2014), the Prevent Strategy updates (April 2019) and the Teachers Standards and the Equality Act 2010 Advice for Schools.

Walton Hall Academy actively promotes the fundamental British values of

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These key values are taught implicitly and explicitly throughout the curriculum and examples of how we do that are cited below.

The key values are also achieved through the effective spiritual, moral and cultural developments of our students as part of a broad and balanced curriculum and extracurricular activities, through links with both the local community and the wider world. In promoting our students' spiritual moral and cultural developments (SMSC) we demonstrate our commitment to actively promoting fundamental British values in ways which are appropriate to our students' age and ability.

We will enable our students to understand that while different people may hold different views about what is 'right and wrong', all people living in Britain are subject to its law.

The ethos and teaching of our academies, which we will make parents aware of, will support the rule of British civil and criminal law. We will not teach anything that undermines it. In our teaching about religious law, we will take particular care to explore the relationship between state and religious law. Our students will be made aware of the difference between the law of our land and religious law.

The Policy also links with our policies on

- Anti-bullying
- Positive Behaviour Policy
- Safeguarding and pupil protection
- Equality and diversity
- SEN information report

Through SMSC we will:

- Enable our students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of Britain
- Encourage our students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the Academies and to society more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services of Britain
- Further develop tolerance and harmony between our country's different cultural traditions by enabling students to acquire and appreciation of and respect for their own and other cultures
- Encourage respect for other people and encourage respect for democracy and support for participation of the democratic processes, including respect for the basis on which the law is made and applied to Britain.
- We will ensure that our curriculum includes activities appropriate to the age and development of our students that will help prepare them positively for life in modern Britain and the detail for this will be found in our curriculum planning.

## **Democracy**

The academy has a democratically elected school council. Members from each tutor group are elected to form the Council. Representatives prepare a 'manifesto' outlining what they could bring to the Council and how they would support the students to 'have their voice heard'. A democratic election was held and the resulting student council were duly elected.

### **One of the key aims is to uphold the core beliefs of our academy:**

- Promoting life chances and opportunities through developing student confidence, competence and independence
- Respect for ourselves, others and our environment
- Independence to live a fulfilling life both socially and vocationally
- Developing the 'whole' person to reach the best they can achieve
- Enriching educational experiences using our extensive and unique resources

The Student Council meets monthly to present, discuss and share the views of their peers. They then meet with either the Principal or Vice Principal of the academy to put forward the students' voice. Students vote on various academy decisions and are always encouraged to put forward their views. These are sought in a variety of ways appropriate to the needs of the students. Students present their views to the Academy Council as required.

### **The rule of law**

Through our PFA, History and Humanities curriculum and class assemblies, students are taught the value and reasons behind laws. This is emphasised through the work that is undertaken to understand the Walton Halls' rules, rights, responsibilities and rewards and also the individual classroom codes of conduct agreed by each class group.

### **Individual liberty**

Choice-making is regularly taught and reinforced in our classrooms. For Route 1 and Route 2 students, much of the curriculum is about helping them to recognise and make decisions for themselves either with support or independently. Students are always encouraged to make individual choices, particularly about appropriate behaviours and the consequences of their actions.

### **Mutual respect**

Mutual respect is modelled for students by every member of staff. Students are taught about respect and about caring for themselves and others on a daily basis and as part of the Preparation for Adulthood (PFA) programme. Students treat each other with respect and there are daily acts of kindness shown towards one another as well as more explicit opportunities through regular fundraising opportunities for all sorts of causes. Students fundraise throughout the year for chosen charities and raise money for Children in Need, Macmillan Cancer Care, Comic Relief and a number of other charities.

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

Part of the Religious and Humanities curriculum is to teach tolerance and acceptance of other faiths and cultures through discussion, debate and encouragement. Class assemblies and visiting speakers also emphasise these values.

### **Votes for schools**

To underpin a clear understanding of British Values and SMSC across the academy we subscribe to **Votes for school**. This is a weekly current affair voting platform that prompts discussion about challenging issues. Students are encouraged to question, debate and to then vote. They engage in discussion around political and social issues, learn more about the world around them and become better prepared for participating in our democratic processes.

***Academy Councillor with overview of safeguarding including Prevent Strategy – Liz Pohl***