**LSA Policy on the Promotion of British Values**

**National Background and Rationale:**

Though it has acquired a greater urgency in recent months, the importance of schools espousing British values is not new:

The 2008 National Curriculum includes the following statement:

*The school curriculum should contribute to the development of pupils’ sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain’s diverse society and of the local, national, European, Commonwealth and global dimensions of their lives*

The 2012 Teachers’ Standards state, as part of teachers’ personal and professional conduct:

*Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs*

These values support the national Prevent Strategy, put before Parliament in 2011 by the Home Secretary as a response to radicalisation of British citizens. The Prevent Strategy recognises the importance of schools in counter-terrorism activities. More recently, a number of OFSTED inspections revealed a failure to promote British values adequately in some schools, meaning that young people in them were vulnerable to radical and extremist ideas. Consequently, all schools need a clear statement of British values and how they are promoted through the school’s curriculum.

**Context at LSA:**

LSA's ethos supports the promotion of British Values and prepares the students for success in a modern Britain and the wider world. We aim to broaden horizons for our students and this includes developing the core skills of tolerance, respect, teamwork, resilience and building self-esteem. These are all values and qualities that we feel are necessary to play a full and meaningful role in society. These values and qualities are promoted through our curriculum; through pastoral provision; our sporting competitions; our democratic principles; our Performing Arts programme and our wider enrichment activities. Our school’s Mission Statement, “A learning community in pursuit of excellence” is underpinned by three statements that sum up the values and ethos of the school. The second of these is as follows:

***People in our school community are to be treated equally and with fairness and respect***

**What is meant by “British Values”?**

British Values are defined by OFSTED as:

Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Although some people may argue that these values are not uniquely “British” there can be no doubt that they are fundamental to life in Britain and as such they are actively promoted by this school in order to prepare young people for life in modern Britain.

**Roles and Responsibilities:**

**Governors and school leaders will ensure that the curriculum in school:**

* Is broad and balanced, complies with legislation and provides a wide range of subjects and experiences which prepare students for the opportunities, responsibilities and experiences of life in a modern Britain and a globalised community.
* Actively promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
* Promotes tolerance of and respect for all people of all faith (or none), cultures and lifestyles through effective spiritual, moral, social and cultural development of students, including by engaging students in extracurricular activity and in local and global community events.
* Is supported by a well-rounded programme of assemblies and Form Group debate, which supports our ethos as a school and the students' spiritual, social, moral and cultural development.

**All staff will endeavour to ensure that students**:

* Are reflective about their own beliefs and perspectives on life, and the extent to which they are the same as/different to others’ faiths, feelings and values;
* Show an interest in investigating and offering reasoned views about moral and ethical issues; and appreciate the view point of others;
* Have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic; sporting or cultural events;
* Develop their self-knowledge, self-esteem and self-confidence;
* Recognise the difference between right and wrong; understand that actions have consequences; and apply this in their own lives by respecting the law;
* Cooperate well; celebrate diversity and resolve conflicts effectively;
* Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
* Engage positively in a democracy; and
* Understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.

**Students (supported by parents & carers) will be expected to:**

* Show respect for themselves, others and their environment, and accept responsibility for their behaviour;
* Display leadership and the ability to work in teams;
* Value all of their peers whatever their academic ability, ethnicity, religion, gender, sexuality or background;
* Take part in open debate by making relevant contributions and listening to the views of others; and
* Reflect the community they serves by being positive role models and active citizens of the United Kingdom and of the wider world.