

British values statement

We are committed to serving our community and recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We also understand the vital role the academy plays 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 equality guidance which endeavours to ensure there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. We are dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all our students.

The five key British Values* are:

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

The academy uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways we seek to instill British values.

* Definition set by the government in the 2011 Prevent Strategy.

Democracy

Democracy is embedded at the academy. Students are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard.

Democracy features within the academy curriculum. Students gain an understanding of:

- Democratic countries,
- The cabinet,
- Voting,
- The electoral system,
- Parliament,
- MPs
- Political parties.

The academy actively promotes democracy, primarily via student voice, which influences core aspects of academy life, such as:

- Academy rewards,
- Academy enrichment: Trips, clubs and other activities,
- House names, songs, logos and colours.

Half termly student voice sessions take place between Personal Tutor Student Voice Leads and Raising Standards Leaders. Year Group Student Voice Leaders meeting termly with The Principal.

Ormiston Academies Trust (OAT) also facilitates voice within the academy via:

- The collection of student voice on curriculum areas during departmental reviews and deep dives,
- lead practitioner led student voice sessions on proposed curriculum developments,
- and student participation in annual ballots to influence OAT Priorities.

The rule of law

The importance of laws, whether they be those that govern the class, the academy, or the country, are consistently reinforced at our academy. Students are taught from first day the rules of the academy.

Alongside the academic curriculum, students benefit from a Behaviour Curriculum which, alongside academy rules, educates students about wider societal rules and expectations.

The reasons behind rules are made clear to students, as well as the consequences for failing to adhere to them.

Police Community Support Officers support in specific assemblies throughout the academic year to further students understanding of laws and consequences.

Within the Personal, Social, Health and Economic Education (PSHE) curriculum, students receive lessons on the history of laws, legal processes and specific laws and crimes such as hate crimes, gang activity, harassment, human rights and consent. During the teaching of each topic, reference is made to the laws that protect us and the consequences of breaking them.

Individual liberty

At our academy, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. During our 2023 Ofsted Inspection, inspectors commended the academy on creating a 'supportive environment' where students can 'be who they want to be'.

Designated staff members lead on anti-bullying policies within the academy. Within their role they provide information and support to other staff members, organise activities to promote an anti-bullying culture within the academy and deliver targeted assemblies to students.

Initiatives such as safe spaces and peer mentoring facilitate a safe and supportive environment within the academy. Trained student mental health ambassadors offer peer to peer support to those who need it. .

Mutual respect

Respect is one of the academies core values. Achievement and behaviour points are linked to respect to help students understand the importance of this value.

Linking learning, particularly within assemblies, behaviour curriculum delivery and PHSE, back to our core values (including respect) comes naturally to all staff.

The PHSE curriculum facilitates a respectful and supportive environment via the delivery of sessions on protected characteristics, equality, bullying, healthy relationships, stereotypes, racism, LGBTQ+, personal boundaries and human rights.

Tolerance of those of different faiths and beliefs

World Studies (WS) at OHA offers an inclusive and dynamic curriculum designed to explore a rich array of world religions and non-religious worldviews. Our lessons prioritise mutual understanding and respect, enabling students to engage deeply with the key beliefs, practices, and values of diverse communities.

To celebrate and highlight diversity, WS hosts cultural events marking significant religious and cultural occasions such as Diwali, Eid, Christmas, and Hanukkah. These celebrations, combined with assemblies led by the department, promote empathy, understanding, and an appreciation for the varied traditions that shape our multicultural society.

Students in WS are encouraged to share their faith and beliefs in a respectful and constructive environment, fostering dialogue while upholding a culture of mutual respect for differing perspectives. By being exposed to a broad spectrum of viewpoints, students develop core values such as empathy and respect, which not only reduce prejudice but also cultivate a harmonious school community.

Through this curriculum, students gain invaluable skills in dialogue, empathy, and respectful debate—skills that are transferable across the academy and essential for thriving in future workplaces and community life. By equipping students to engage constructively in a multicultural society, WS ensures they are well-prepared for the world beyond school.