



POLICY STATEMENT ON BRITISH VALUES

DATE ADOPTED: JANUARY 2015

BACKGROUND

In November 2014 the Department for Education (DfE) published guidance on: Promoting British Values in Schools. The aim is to ensure young people leave school prepared for life in modern Britain.

The Cavendish High Academy has always and will continue to respect the: "dignity and worth of individuals" that forms part of the school mission statement since 1990.

The DfE Guidance states that all have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We believe that these values are embedded in the school's ethos and culture.

PRINCIPLES

At the Cavendish High Academy there are certain values that inform the way that we behave, and provide a positive influence for students. Treating others with tolerance and respect; being inclusive and accepting of difference; engaging with others with generosity, particularly when they are in difficulty; aspiring for the highest standards; behaving with honesty and compassion; and behaving with responsibility to our environment

Although we do not have an explicit 'Values Curriculum, it is hoped that through the students time at The Cavendish High Academy, these are the values that are modelled and reinforced throughout the school day. We believe that attention to these has helped form the positive, happy and respectful atmosphere that is such a feature of the school.

CURRICULUM ACCESS

The school does, through a wide range of activities, uses strategies within the National Curriculum and beyond to secure such outcomes for our students. The list below outlines samples of when and where such British Values are shared. The list is not exhaustive, and represents only some of what we do.

Subject studies: Developing the skill base required to access/share information, make/express decisions and apply themselves to society and the world. These include the

understanding and use of money, effective writing and reading skills, collaborative work, to discuss and research ideas and concepts, and gain a broad and balanced understanding of the society in which they live.

Aspects of study beyond core skills include historical and geographical context of the United Kingdom, incorporating local and national evolution, as well as international comparisons.

Tutor times and Departmental daily acts of collective worship: The sharing of stories, images, events, music and expectations that, promote the values expressed. Assemblies, in particular, vary in delivery in order to secure interest and understanding and are designed to impact on students regardless of knowledge, experience or cognitive maturity.

At The Cavendish High Academy 'collective worship' is non-denominational and recognizes that students may have a wide range of faiths, or none. It is however, in line with regulation, and is "mainly of a broadly Christian character".

Religious Education: Gaining a greater understanding of religious diversity and practices, that covers key religions represented in the UK. Planning for the subject is directed by the 'Standing Advisory Council on Religious Education SACRE (Agreed Syllabus for Religious Education).

Physical Education: Promotion of the concept of 'fair play', following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and affiliation with others.

School Council: The School Council plays an active role in the life of the school. It is fully representative of all through annual election of candidates. The role of the School Council is in the promotion of democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns. Members of the School Council are taught democratic processes as part of their Personal Learning Targets, which is timetabled.

The School plays a vital role in providing a link between the school and local, regional and international communities and is part of The Greater Merseyside Special Schools Consortium School Councils. The Cavendish High Academy have further links with a school in South Africa and continues to support them through charity fundraising and providing them with school materials such as paper, pens and school bags.

CONCLUSION

As an Academy, we have certain freedoms in the setting of our curriculum, we recognise that it is our role to help students prepare for adult life as fully as possible. As part of this role we will continue to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.