

PREFACE

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

OUR PROMOTION OF BRITISH VALUES AT CHILTERN HILLS ACADEMY

The government set out their definition of British values in the 2011 Prevent Strategy. These were reinforced in Sept 2014 due to recent events. These new regulations will sit alongside the requirements of the Equalities Act, which also applies to all types of school.

Schools will be expected to focus on, and be able to show, how our work with students is effective in embedding fundamental British values.

AIM

British values are intrinsic throughout Chiltern Hills Academy's curriculum and ethos. We agree with the Department for Education's five-part definition of British values. These fundamental British values, first set out by the Government in the 'Prevent' strategy in 2011 and reinforced through further Department for Education advice in November 2014 are:

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

We aim to deliver these 5 values of Britishness within the Academy and students will encounter these principles throughout everyday school life. In particular, our promotion of spiritual, moral, social and cultural understanding has been described by Ofsted as being, "constantly and successfully promoted".

OBJECTIVES

The curriculum is mapped in detail across the whole school. Listed below are some examples of how we promote these values in our school community:

1. Democracy

Student voice is significant in regards to life at the Academy. Our student elected school council plays a strong role in our school. They are elected by their class peers and are involved in making the Academy a better place to learn. Students have a great amount of input in regards to what and how they learn, which promotes student voice. For example, the students decide by voting as a year group which students should represent their group on the Student Council.

Student questionnaires and interviews are also conducted throughout the year. We know that the formation of the school council and the active participation of our students will sow the seeds for a more sophisticated understanding of democracy in the future.

2. The Rule of Law

Our students will encounter rules and laws throughout their entire lives. We want our students to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules will be consistently reinforced through assemblies and our curriculum. The involvement of our students in the creation of the school rules helps them to understand the reasons behind the rules and the consequences if they are broken. Through philosophical enquiry in our philosophy for learning lessons, we allow opportunity to debate and discuss the reasons for laws so that students can recognise the importance of these for their own protection. Throughout the year we welcome visits from a variety of members of the wider community. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our students.

3. Individual Liberty

We invest a great deal of time in creating a positive culture in our school, so that students are in a safe environment where choices and freedoms are encouraged. In lessons, learning tasks are often left for the student to decide upon. We encourage students to choose the task that will challenge them, giving them more freedom to determine their own learning. We offer a range of clubs which students have the freedom to choose from, based on their interests. Through our Life Skills programme, we educate students on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. At the Academy we believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the students embark upon their adult lives.

4. Mutual Respect

Mutual respect is at the core of our school life. Students learn to treat each other and staff with great respect. This is evident when walking around the Academy and in the classrooms. Our Academy motto is "Create, Aspire, Excel" and this motto is seen throughout the various relationships between students and staff.

5. Tolerance of those of different faiths and beliefs

At the Academy we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. At the Academy we strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help students to become knowledgeable and understanding citizens who can build a better Britain for the future.

CHILTERN HILLS ACADEMY CONTINUOUSLY AND EFFECTIVELY PROMOTE THESE BRITISH VALUES IN THE FOLLOWING:

- Student Voice
- Staff training and awareness raising
- Life Skills
- Assembly
- Thought for CHA
- Form time

- Chiltern Hills Academy's values.

Below are some examples of actions we take to promote British values at Chiltern Hills Academy.

Curriculum

Across the curriculum, opportunities are built into lessons for students to explore and practise fundamental British values, either through topics studied or by following the school's general structures and behaviour codes. Life Skills schemes of work include age appropriate opportunities to study community cohesion, conflict resolution, democracy, youth voice, local government, human rights, the law and justice, diversity, the European Union and global citizenship. In RS students learn about why people worship and the different religions they follow, religious and non-religious responses to world issues, science and religion, prejudice, the right to life and the impact of beliefs on moral behaviour. Students develop skills in evaluating others' opinions and explaining their own.

Wider School Life

Our school vision, values and general ethos support the fundamental British values and we have a strong emphasis on the development of SMSC (Spiritual, Moral, Social and Cultural) across the school. Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. There is a full programme of assemblies and Thought for the Week with a particular emphasis on positivity, respect, aspiration, tolerance and diversity. A number of KS4 and KS5 students have been trained as Peer Mentors and we have a Prefect system in Year 12, ensuring that students from all year groups can learn from each other and have the opportunity to act as positive role models. Students vote on charities to support and regularly organise fundraising activities for these.

Student Voice

We promote democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns. Key to this is the concept of holding others to account, including those in positions of authority and influence. There is a tiered system of democratically elected year councils, a sports council and a school council, which meet regularly to discuss/effect positive changes to the school. Student voice is a regular item on the SLT agenda.

Ongoing Opportunities

We use local and national opportunities that arise to promote fundamental British values and provide students with the opportunity to learn how to argue and defend points of view - for example consultation on the council's budget priorities and the organisation of elections.

Extra-curricular

There is a wide range of sporting, creative and academic activities to choose from, including rugby, football, athletics, drama, choir, drumming, sculpture, ICT, homework, library, and a large number of teacher support sessions. These promote self-development, self-esteem, confidence, understanding 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. There are numerous visits and residentials organised to widen students' perspectives - for example the Year 8 history visit to Ypres, cultural visits in the UK and to France and Spain. Many students participate in the Duke of Edinburgh Award through school.

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed when there are changes in the law or at least every two years, to assess implementation and effectiveness.

This policy will be promoted and implemented throughout the Academy.