

British Values

<p style="text-align: center;">British Values at Sir Edmund Hillary Academy</p> <p>The Academy Values of Including & Inspiring Individuals and Building A Safe & Loving Community</p> <p>Are especially strong within this aspect of the Academy's work and all five areas of British Values are supported by our approach to building the Academy Values in the children.</p> <p>The Academy Value: - Mindful & Reflective is also of great importance as we encourage the children to reflect back the issues upon themselves and take responsibility for choices they may make in regard to supporting British Values.</p>	<p style="text-align: center;">Tolerance</p> <ul style="list-style-type: none"> • Links with other local schools and a greater network of LEAD School Councils • Sporting competitions • Global awareness whole school events on sustainability • Assemblies / PSHE lessons focussing on tolerance, respect, attitudes to others & celebrating similarities & differences • Opportunity for reflection on as part of Assemblies, VIPs, PSHCE, etc. • Stories from world faiths & cultures- ensuring a diversity across the curriculum, especially through the English Curriculum • Visits to a variety of places of worship • Equalities Policy & Accessibility Plan • SEND policy & support for pupils 	<p style="text-align: center;">Responsibility & Liberty</p> <ul style="list-style-type: none"> • Ethos of equality & fairness for all pupils in school • Support for pupils to develop self knowledge, self esteem & self confidence. • Understanding responsibility in terms of behaviour & learning attitudes • Social responsibility taught through curriculum, assemblies, RE, VIPs, PSHE, • Model freedom of speech through pupil participation, whilst ensuring respect & promoting critical analysis of evidence • Safety & anti-bullying culture • Ecological awareness & responsibility taught through Global Week/ Sustainability as a theme within the curriculum • Community involvement & links • Local & National charity fundraising • Challenging of stereotypes • Take 5 Breathing Ambassadors run their own programme with supervision
<p style="text-align: center;">Rule of Law</p> <ul style="list-style-type: none"> • School Behaviour Policy enforced with consequences as well as rewards. • 3 Diamond Rules enforced with Red Cards / Green Cards • Class expectations made explicit at the beginning of each year & reinforced through Establishment Phase each term • Assemblies / lessons focussing on behaviour, rules, moral lessons as well as different rules for different contexts (civil, legal, religious, road safety, library, etc.) • Opportunity for reflection on moral questions as part of Assemblies, VIPS, PSHE, etc. • Pupil interviews & surveys on behaviour. • Parent questionnaire on behaviour • Police presence through PCSO's when needs arise in community • Restorative justice practised to resolve conflicts • Prevent training for all staff 	<p style="text-align: center;">Mutual Respect</p> <ul style="list-style-type: none"> • Values based ethos • Ethos of equality, inclusion & fairness for all pupils in school • Mutual respect taught through curriculum, assemblies, RE, VIPs PSHE • Differences & similarities recognised & celebrated in faith, ethnicity, disability, gender, sexuality & family backgrounds & situations • Prejudices & discriminatory behaviour is challenged • Positive relationships modelled by all adults associated with the school to each other & to children • School Behaviour Policy underpinned by respect for others • Links with the community & faith communities • Links & partnerships with local schools. • Respect for public institutions & services promoted. • Visits (physical & virtual) to places of worship • Discussion 	<p style="text-align: center;">Democracy</p> <ul style="list-style-type: none"> • Children involved in & influence the democratic process when standing for elections & voting for: Colour Team Captains, School Council, Play Leaders,. • Democratic process taught through curriculum, assemblies, & School Council • Pupil voice given high priority in school improvement. • Pupil & Parent questionnaires. • School Council suggestion box. • Argument / discussion texts as part of Literacy involving understanding different points of view & debate. • Injustice is challenged as part of Behaviour Policy & children encouraged to negotiate, empathise & reconcile issues. •