STATEMENT OF BRITISH VALUES

The Axis Academy is committed to serving our community and surrounding areas. We recognise that the United Kingdom is a richly diverse, multicultural and multi-faith country, and understand our responsibility in promoting and encouraging a culture and ethos that upholds British Values.

Our school is highly inclusive and reflects British values in all that we do. We nurture our Students on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our students to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

The information below reflects how The Axis Academy works to promote British Values through the ethos and culture of the school.

The Department for Education defines British Values as:

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

At The Axis Academy we actively promote British Values in the following ways:

DEMOCRACY

- All Students are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve them. Students also have the opportunity to have their voices heard through student questionnaires and student surveys.
- Students contribute in the construction of the timetable, both in terms of what they would like to study and also extra-curricular activities.
- Students have input on the rewards system.
- Students will have active involvement in the selection processes of new staff.

RULE OF LAW

- School rules and expectations are clear, fair and regularly promoted.
- Students are always supported to distinguish right from wrong, in the classroom, during assemblies and in the local and wider community.

- Students are encouraged to respect the law and The Axis Academy will promote strong links with authorities such as the Police, Fire Service, etc. to help reinforce this message. This will go further to include all public institutions such as Health, Police and the court systems. Students will be taught about these on different levels through our Careers curriculum, PHSRE curriculum and through debate in subjects such as RE and English. The Axis Academy will encourage strong links with these institutions on both a pastoral and educational level.
- The Behaviour and Anti-Bullying policies set out clear expectations with regard any form of aggression, abuse or violence, which extends to students, staff and parents and carers.
- Students are part of the school council and the anti-bullying message is delivered through RHSE, PHSE, Form time as well as wellbeing interventions. Linked with this is education regarding healthy relationships and how to recognise unhealthy ones (linking with Operation Encompass)

INDIVIDUAL LIBERTY

- Within school, students are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment for example by signing up for adventurous activities, residential trips and extra-curricular sessions. A log of engagement with these opportunities will be filed within each student's student profile, and increase in engagement is celebrated.
- Students are supported to develop their self-knowledge, self-esteem, self-confidence and resilience.
- Students are encouraged to take responsibility for their behaviour and our intensive pastoral support reinforces the importance of making the right choices.
- Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching, RHSE and PSHE. Direct teaching of the nine protective characteristics as well as the topics presence in every aspect of school life, we will ensure that all our students treat adults and their peers with mutual respect. Similarly, no adult will force their own ideas onto students. Our students will be encouraged to make their own decisions and develop their own views, beliefs, ideas, individuality and moral compass.
- Vulnerable students are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents using our CPOMS system.
- We actively challenge any individual expressing opinions contrary to fundamental British Values, including extremist views.

MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

- Our students are taught that under the Equality Act, there are nine protected characteristics, religion or beliefs being one. Students will be taught that acceptance and understanding of different faiths and beliefs are integral within a multi-cultural society. Through our Religious Education, British Values curriculum and PHSRE curriculum students will receive a holistic and inclusive education.
- Respect is one of the core values of our school. The students are helped to know and understand that it is expected that respect is shown to everyone.

- Students are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and Students are encouraged to challenge prejudicial or discriminatory behaviour.
- Through the PHSRE curriculums and the ethos of the Academy, students are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- We offer a culturally rich and diverse curriculum in which we help students understand the contribution that all faiths and cultures have made on British society and a global dimension to our work is embedded in many of our Creative Curriculum topics.

For further information, please see The Axis Academy's PHSRE Policy.

The Axis Academy

Scheme of work: Spiritual, Moral, Social, Cultural and British Values

SMSC & British Values at The Axis Academy			
Defining spiritual, moral, social and cultural development:			
Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.	**Moral:** Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.	**Social:** Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.	**Cultural:** Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity
Tutorial Programme			
1. Current Affairs Current Affairs will be discussed during form time and will examine topical and current news stories. This will develop students' spiritual, moral, social and cultural understanding, including politics, media and religion. Information is presented without bias, challenging students to discuss and debate issues taking place across the world as well as in Britain. Students are encouraged to interrogate the moral, cultural, spiritual and social aspects of the world around them. Students will be encouraged to develop a balanced point of view and empathy for those in the wider and local environment.			

2. Culture, Lifestyle, Inclusion, Faith, Freedom, Society

Students will be encouraged to explore more about the culture within modern Britain, their rights as citizens in the UK, local and wider environmental issues, developing themselves as individuals, the lifestyle they lead, understanding right from wrong, developing enterprise and celebrating differences in our richly multicultural and diverse society.

Assemblies

Assemblies at The Axis Academy foster a sense of enquiry and interest in a range of religious, spiritual, moral, social, cultural and wider life issues, and provide clear guidance on what is right and wrong. Assemblies are link to identified key themes for each term and are included in the schemes of work for the RE programme and tutor based activities. Each assembly encourages a sense of community and loyalty to the Hub and the Academy underpinned by a community spirit, a common ethos and shared values.

Engaging with the local community

1. **Work experience:** Students develop a range of skills related to the world of work when they participate in Work Experience. Students are given positions in the local and wider community in order to gain valuable social skills and experience of the world around them.
2. **Guest speakers:** Visiting speakers to the Academy enable our students to gain first-hand knowledge of charities and businesses in the local community.
3. Promoting good relations with immediate neighbours

Enrichment programme

Our Enrichment programme provides extra-curricular activities designed to be fun and enhance our students' experience at the Academy. Our students extend their learning beyond that of the standard curriculum in an environment that caters for and challenges all. They develop a range of essential skills that will help them become active, enterprising and well-rounded individuals.

Scheme of work: Spiritual, Moral, Social & Cultural and British Values

Innovation Days
Innovation Days are daylong, intensive learning experiences, which are linked, where practical and possible, to students' passions, aspirations and development needs. Half and full day projects are available and students choose projects that most interest them. Many of the projects involve trips, visits and guest speakers and will involve students in exploratory, experiential learning that complements what is in the curriculum. The aim is to dramatically enhance their sense of themselves as a learner and what it might be possible to achieve.
Student Leadership
Student Leadership is the individual and collective perspective and actions of young people within the context of learning and education at The Axis Academy. Students vote for their form representatives and apply for student leadership roles across the Academy. Our young people are empowered to give their opinions and suggestions on Academy life in an open, democratic, secure and constructive way.
Religious Education
The curriculum for Religious Education (RE) is broad and well-balanced, promoting the spiritual, moral, cultural, mental and physical development of students, and helping to prepare them for the opportunities, responsibilities and experiences of later life. Our RE themes involve respect, self-esteem, appreciation and wonder and open-mindedness.

The Axis Academy strives to promote:		
Respect: • One's own beliefs, values and traditions • Those that have different beliefs and customs • The rights of others to hold their own views without embarrassment, ridicule and intimidation	**Self-esteem:** • Affirming the uniqueness of each person • Developing a mature sense of self-worth and value • Developing the confidence to ask important questions of meaning • Developing the ability to reflect	**Appreciation and wonder:** • Developing a personal interest in ultimate questions • The desire to search for the meaning of life • Developing a sense of awe, wonder and appreciation • Willingness to ask questions and to explore

• Caring for each other, the environment and the needs and concerns of others		• Curiosity and a desire to seek after the truth
Commitment: • Understanding the importance of commitment to a set of values by which to live • Willingness to develop a positive approach to life • The ability to learn, while living with certainty and uncertainty	**Open mindedness:** • Listening to the views of others without prejudging the response • Careful consideration of the views of others • Willingness to consider evidence and argument • Readiness to look beyond superficial impressions or stereotypes • Being prepared to reconsider existing views	
The Axis Academy promotes British Values:		
The government set out their definition of British values in the 2011 Prevent Strategy. These were reinforced in September 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. We agree with the Department for Education's five-part definition of British values: Democracy The rule of law		

Individual liberty
Mutual respect
Tolerance of those of different faiths and beliefs
At the Academy students will encounter these principles throughout everyday school life.

Listed below are some examples of how we promote these values in our school community:

Democracy

Student voice is significant in regards to life at the Academy. Our student elected school council will play 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 as a class how they would like to learn certain skills in subjects and this is used to inform the teacher's planning.

Student questionnaires and interviews will also be 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.

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 our learners can recognise the importance of these for their own protection. Throughout the year we will welcome visits from members of the wider community including police, war veterans, the fire brigade and many more. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our students.

Scheme of work: Spiritual, Moral, Social & Cultural and British Values

Individual Liberty

We will invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. In lessons, learning tasks are often left for the learner 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 E-Safety, PHSE, RHSE and PSD lessons, we educate our learners 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 learners embark upon their adult lives.

Mutual respect

Mutual respect is at the core of our school life. Students learn to treat each other and staff with great respect. This will be evident when walking around the Academy and in the classrooms.

Tolerance of those of different faiths and beliefs

At The Axis 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 everyone to become knowledgeable and understanding citizens who can build a better Britain for the future.

The following sections should be read in conjunction with the PSHRE Policy and Audit, this explores and evidences steps that the Axis Academy takes in order to meet the DfE guidelines in accordance with September 2020 documentation.

Contribution of:	**Spiritual**	**Moral**	**Social**	**Cultural**
ENGLISH	Enabling all students to understand and engage with feelings and values embodied in high quality poetry,	Improving students' awareness of moral and social issues in fiction, journalism, magazines, radio, theatre and film	Forging expertise in language, as an important aspect of individual and social identity	Aiding students to understand how language changes over time, the influences on spoken and written language

	fiction, theatre and film			and the ever changing social attitudes to the use of language
MATHS	Explaining the underlying mathematical principles behind natural forms and patterns	Using logical reasoning to consider the consequences of particular decisions and choices and helping students learn the value of mathematical truth	Combining to work on complex mathematical tasks. Students understand that the team result is better than separate achievement	Appreciating that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future. Students also recognise that mathematicians from many cultures have contributed to the development of modern-day mathematics
SCIENCE	Respecting different values opinions and how this impacts upon the scientific world	Appreciating moral dilemmas that can result in scientific breakthroughs	Creating an awareness of Science and Technology impact upon society and the environment	Engaging students in order that they reflect on the wonder of the natural world

	Understanding that scientific developments are often the product of many people's work			
ART	Evoking feelings of 'awe' and 'wonder' and interpreting others' feelings and how these are displayed	Studying artists with a spiritual or religious theme and issues raised by artists which concerns ethical issues	Allowing students an opportunity to reflect on nature, the environment and their surroundings	Developing students' aesthetic appreciation
HISTORY	Giving students opportunities to reflect on issues such as slavery, the holocaust and Imperialism	Showing appreciation of the moral implications of the actions of historical figures.	Showing awareness of the creation and evolution of British society	Analysing the impact of nations on our culture and traditions
GEOGRAPHY	Reflecting on the creation of earth and its' origins, future and diversity	Appreciating the fair distribution of the earth's resources and issues surrounding climate change	Studying and understanding the social characteristics of society	Reflecting on the cultural characteristics of society
RE	Learning about beliefs, values and	Developing respect for the right of others to hold beliefs	Showing an understanding of the	Fostering an appreciation and understanding of

	the concept of spirituality Reflecting on the significance of religious teaching in their own lives	different from their own	influence of religion on society	different cultures, religions and traditions
PE/OUTDOOR/DoE	Developing a sense of enjoyment and fascination in learning about themselves, others and the world around them. Using imagination and creativity in their learning, and showcase a willingness to reflect on their experiences	Understanding a code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. Abiding by the rules and regulations, gaining a good understanding of the consequences of their actions	Including working and socialising with students from different religious, ethnic and socio-economic backgrounds. Showing an eagerness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively	Participating in a range of activities which originate in a variety of countries across the world, representing a gamma of cultures

Creating a Climate of Respect:

The Axis Academy learning climate is one with a high level of respect for all, that helps to improve the quality of school life.

For some, the notion of *respect* implies a courteous, decorous, civil, or deferential attitude. Here we use the term to refer to the experience of *being taken seriously* and acting respectfully reflects appreciative feelings for another person or group.

In school, respect is not something that school can imitate, but something school must embody. Through individual acts of respect, the quality becomes actual. Putting this into practice is key and below lists ways in which The Axis Academy promote respect across all aspects of school life.

A Look at School Climate

The Academy promotes a calm, informed learning environment where learners feel safe, supported, engaged, and helpfully challenged. Respect doesn't happen in isolation; it's based in relationships. As students learn and staff educate, it is respectful in the context of our social, emotional, civic, and intellectual interactions.
We foster youth development and the learning necessarily for a productive and satisfying life in a democratic society. In such a climate:

- People are engaged and respected.
- Students, families, and educators work together to develop and contribute to a shared vision and ethos.
- Educators model and nurture an attitude that emphasises the benefits and satisfaction of learning.
- Each person contributes to the operation of the school and the care of the physical environment.

Four Crucial Goals

The Axis Academy focuses on four central overlapping goals that raise respect in school.

Creating Autonomous Communities

In the Academy everyone's voice is recognised and appreciated. We record students' english, maths, and science attainment, however as important as these are, they do not recognise the varied voices of students, parents, and educators. This is one reason so many students and adults feel unheard and disrespected in school today.

When we look at the community climate in valid and reliable ways, we recognise and value all aspects of the learning process—not just the intellectual aspect, but the social, emotional, and mental aspects as well. As an autonomous informed school, we model the essential elements of democracy: freedom, justice, common good, equality, diversity, and truth—for students to experience and contribute to their school environment in respectful ways. When we review our community, we assess important ethical and communal dispositions, such as the fairness of school norms and the extent to which students and adults feel supported.
We involve the students in creating our community procedures this is done appropriately and sincerely to help shape their learning time is a fundamental component of engaging respectful and informed behaviour.

Supporting Students and Teachers

Being supported means that others appreciate those areas that challenge us. Asking students questions such as, What is one thing about your school that you would not change? and What should teachers do to better support your success at school? acknowledges student voice and has a profound and positive effect on students.
One common reason people act disrespectfully is that they feel disrespected themselves. We understand that emotions are contagious. When we feel listened to, taken seriously, appreciated, and respected, we tend to replicate those feelings to others.
Adults in schools also have needs. They dearly want to be ongoing learners and vital members of a learning community. In fact, this is the mark of a great teacher! The Axis Academy appreciates that schools and support these needs through high quality CPD.

Ensuring a Safe School

In the Axis Academy we will make sure both teachers and students, feel socially, emotionally, intellectually, and physically safe. Feeling unsafe is one of the most important forces that undermine respectful norms and school communities.
To promote safe schools, we help students, parents, and school staff are upright individuals—that is, people who notice and respond in socially responsible ways to cruel, mean, or bullying behaviour. Too often, if a bystander sees bully-victim behaviour, students feel it's acceptable to either join in with this wrong behaviour or do nothing (a passive bystander). Students who witness bullying can, however, alleviate the situation by simply letting the target of bullying know that they noticed, they care, and they understand how hard this is.

Upright individuals and modelling high expectations are an essential foundation for a respectful school.
The Axis Academy support and recognise students' efforts to transform schools from a culture that is unsafe to one that is safe and use these students as School Champions and Students experience leaders.

Promoting Student Engagement

With disconnected students, large percentages generally do not enjoy being in school, and even more than feel board and do not see appoint to their learning.
Supporting student engagement, and parent and carer engagement, means that we're attuned to everyone's needs and interests—that we're acting respectfully.
When students are engaged, they feel safe and supported to foster positive change in their school communities in authentic and rich ways.

Five Strategies to use within The Axis Academy.

The following five strategies help create just and inclusive classrooms.

- Create opportunities for group decision-making. Open dialogue engages students in a democratic process in which compromise rather than competition is crucial to making decisions.
- Workable space. When group decision-making or student interaction is key to an effort, rearrange the room. Change where the front is, move all the desks to the side, or have students sit in a circle. Let students have a say; give them a chance to learn from their decisions.
- Use multidimensional group projects, and vary the composition of the groups. A good group project should highlight different learning styles and skills. Graphic, textual, presentation, creative, and other components should have equal importance; successful completion of the project will require interdependency among group members.
- Vary protocols for classroom sharing. Students' sharing ideas in a classroom typically comes through talking or writing; often the fastest or loudest wins the stage. Instead, use reflection and writing time to help students organize their thoughts, have students share through visual art without using language, or have students share in pairs or small groups. Focus on ways for the writer, the thinker, the talker, and the visual artist to share their ideas.
- Create conflict around issues. When discussing issues in class, provide a more realistic experience of what a complex issue is. Taking different sides of an issue—not to compete and win, but to come to a collective decision—creates a democratic experience that demonstrates the messiness and complexity of the process.

Scheme of work: Spiritual, Moral, Social & Cultural and British Values