

British Values Statement

Our Academy serves an ethnically diverse and culturally rich community. We are 'dedicated to learning as the foundation for life' and preparing students for life in modern Britain, and the wider world.

The Department for Education have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to 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 are committed to promoting fundamental British values through a wide range of explicit and implicit educational activities and the articulation of, and demonstration of these values. British values are promoted through our social, moral, spiritual and cultural (SMSC) education, which permeates through the academy's assemblies, curriculum, ethos, student voice, teaching and learning and its commitment to inclusion.

Our approach to promoting fundamental British values follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

Promoting fundamental 'British values'

At The Langley Academy, we use a range of strategies within the curriculum and beyond, to secure the promotion of SMSC and fundamental British values. Our core values of collaboration, aspiration, respect, equality and responsibility, demonstrate our commitment to promoting fundamental British values and are visible throughout the academy environment and are promoted in everything we do.

There is also an expectation that all teachers exploit and develop opportunities for the effective promotion of a student's SMSC education in lessons. The examples that follow show some of the many ways The Langley Academy seeks to embed British values.

Democracy

All students have an opportunity to develop and demonstrate their knowledge and understanding of democracy through:

- An active Academy and House Council that adheres to democratic principles
- Elected Head Boy and Head Girl
- Various opportunities to participate in student voice
- Involvement and election of academy representative for the Slough Youth Parliament
- A curriculum that develops pupil understanding of Britain's parliamentary system and other forms of government.
- Extra-curricular activities that promote democratic processes.
- The selection of BIG Councilor's, Prefects, Peer Mentors, Sports Leaders and House Captains.

- Students are taught in a variety of ways including House Tutor time (PSHE), assemblies and in subject specific content about the importance of democracy.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the academy or the country, are consistently reinforced throughout all aspects of academy life. Students and parents are taught the value and reasons behind our rules, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. All students have an opportunity to develop and demonstrate their knowledge and understanding of the rule of law through:

- The school's Behaviour for Learning policy, including a clear code of conduct and expectations for all students.
- An outstanding system of pastoral care, guidance and support.
- A robust anti-bullying culture and a comprehensive Behaviour for Learning Policy and anti-bullying policy.
- A comprehensive system of rewards, recognition and sanctions
- The PSHE and Careers curriculum focusing on the rule of law
- Values-based Year and House assemblies
- Restorative approaches to conflict
- Effective links with Thames Valley Police and other authorities.

Individual Liberty

Students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for students to make choices safely, through provision of a safe sustainable environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely through:

- The Academy's Behaviour for Learning policy, including a clear code of conduct and expectations for all students.
- An outstanding system of pastoral care, guidance and support.
- A robust anti-bullying culture and a comprehensive Behaviour for Learning Policy, and anti-bullying policy.
- Participation in a wide variety of school and local community charitable events and opportunities for volunteering (CAS Week and DofE Award)
- Students have key roles and responsibilities in school, such as Head Boy and Head Girl, Academy and House Representatives, Prefects, Museum Learning Council, House Captains and Sports Leaders
- All students are actively encouraged to make choices, knowing that they are in safe and supportive environment
- Values-based Year and House assemblies, PSHE and HTT Program
- As an academy we educate and provide boundaries for students to make choices safely, including those relating to E-Safety, CSE and extremism (PREVENT)
- Through our curricular clubs and enrichment opportunities, students are given the

freedom to make choices

Mutual respect

The Langley Academy is situated in an area with great cultural diversity and we place a pronounced emphasis on promoting diversity with the student and staff body and all pupils have an opportunity to develop and demonstrate their knowledge and understanding of mutual respect through:

- The Academy's Behaviour for Learning policy, including a clear code of conduct and expectations for all students.
- An outstanding system of pastoral care, guidance and support.
- A teaching and learning environment based on mutual respect
- A robust anti-bullying culture and a comprehensive Behaviour for Learning Policy, and anti-bullying policy.
- A comprehensive system of rewards, recognition and sanctions
- A curriculum where all students have an opportunity to express their views in a safe environment where the thoughts and answers of all are respected
- Our RPS, PSHE and Careers curriculum, including Sex and Relationship Education
- Values-based Year and House assemblies
- Our Head Boy and Head Girl, Prefects, House Captains, and Sports Leaders promote mutual respect between students throughout the academy community

Tolerance of those of different faiths and beliefs

The Langley Academy is situated in an area which is greatly culturally diverse and we place a great emphasis on promoting diversity with the student and staff body and all pupils have an opportunity to develop and demonstrate their knowledge and understanding of the tolerance of different beliefs, cultures and faiths through:

- Spiritual development through a comprehensive PSHE and Careers curriculum, value-based assemblies and termly newsletter.
- Students are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the year
- The RPS Education curriculum, which is compulsory for all students up to the end of KS4, provides a broad and balanced education on a range of faiths, religions and cultures
- An experience of a wide variety of cultures through curriculum themes
- Sporting and House competitions that helps to instill 'fair play' and generate a 'team spirit'
- Links with other local, national and international organisations including other schools and community partners
- Parent Forums meetings held throughout the year

Curriculum

Within the wider curriculum and its delivery, we expect all students irrespective of gender, ethnic origin or beliefs:

- To participate in PE lessons for GCSE, there is mixed gender teaching
- PE lessons in Years 7- 11 are taught in single sex classes
- All students in all years can be taught by a male or female PE teachers
- All students are expected to take part in PE, Art, Music and Drama lessons
- Students will be taught in mixed gender groups in all other subject
- To participate in wider activities and discussions, for example, during tutor time, that uphold British values

To show tolerance of different faiths and beliefs, including Christianity.

Radicalisation and Extremism

The academy believes and actively supports the view that all students should be protected from radicalisation and extremism. Our approach to this is in line with the Government's CONTEST strategy (the counter terrorist strategy) and PREVENT (stopping people becoming terrorists or supporting terrorism).

Radicalisation is the process by which people come to support terrorism and extremism, and in some, cases participate in terrorist groups. Extremism is the vocal or active opposition to the fundamental British values in bullet points above.

Our 100% commitment to safeguarding student welfare means we are vigilant to monitoring vulnerability to radicalisation including:

- Family tensions
- Sense of isolation
- Migration
- Distance from cultural heritage
- Experience of racism or discrimination
- Feeling of failure
- An RSL has been trained as a Prevent Facilitator

Any concerns must be reported to the Designated Safeguarding Team, who will make a referral using the "Channel" referral form.

A cross-curricular approach

We deliver a cross curricular approach to the delivery of SMSC, including British Values

- Via current affairs –The Great Debate session once a term centered on a topic in the news such as 'Should we arm the Police? 'Religion does more harm than good. Agree or disagree?
- Participation in the Saturday Satya at Eton College
- Via student leadership – actively voting in academy elections to elect posts of responsibility for the Slough Youth Parliament
- Via Religious Education – predominantly Christian but exploring beliefs and values of

other faiths including multicultural celebrations.

- In subjects where we map how other subjects deliver knowledge and understanding of key concepts that link to British Values.

Staff Training

- At The Langley Academy staff are made aware of their responsibilities in terms of British values during their induction.
- If deemed necessary, staff will be offered the opportunity for further training on upholding the British Values Policy.

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