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# drb Ignite Multi Academy Trust

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## **BRITISH VALUES STATEMENT**

## drb Ignite Multi Academy Trust Vision

The drb Ignite Multi Academy Trust has been established through a shared belief that lives can be transformed by what goes on in schools. We believe that the process of teaching and learning shapes futures. To this end our vision is to give every child learning experiences that excite them and give them the power to begin to shape their own lives.

### Vision

*all pupils achieve the highest standard of educational outcomes regardless of circumstances or background*

### Promoting fundamental British values

In accordance with DfE requirements, the Trust actively promotes British values in its schools to ensure pupils leave primary school more prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and to understand that while different people may hold different views about what is right and wrong, all people living in England are subject to its law.

The Trust and its schools promote the fundamental British values of democracy:

- the rule of law (do the right thing)
- individual liberty (aim high, do the right thing)
- mutual respect (love others)
- tolerance of those with different faiths and beliefs (love others, do the right thing)

Actively promoting the values means challenging opinions or behaviours within our schools that are contrary to fundamental British values. In line with the Trust's vision, all staff are expected to uphold public trust in the education profession and maintain high standards of ethics and behaviour both within and outside school.

### Policy Statement

Through a rich and balanced curriculum, the Trust supports pupils to:

- develop their self-regulation, esteem and confidence
- distinguish right from wrong and to respect the civil and criminal law of England
- accept responsibility for their behaviour
- show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- acquire a broad general knowledge of and respect for public institutions and services in England
- understand tolerance and harmony between different cultural traditions by acquiring an appreciation of and respect for their own and other cultures
- demonstrate respect for other people at all times


- demonstrate respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The Trust will work hard to ensure that all pupils move on from Trust schools with the strongest foundation of values upon which to build a successful life and make a successful contribution to society as an active citizen.

The Table below identifies how the five key aspects of British values are encouraged in schools.

British Values	Approaches to implementation
Democratic process	The principle of democracy is consistently being reinforced with democratic processes being used for important decisions within the school community. For example, the Children’s Safeguarding Boards and School Councils. The principle of democracy is also explored through the history and religious studies curriculum as well as in assemblies.
Rule of law	Pupils are taught school rules and expectations which are highlighted by behaviour for learning and high pupil expectations. Pupils are taught the value and the reasons behind the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service reinforce these messages.
Individual liberty	Pupils are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Staff provide safe boundaries within which pupils can make informed choices in a safe environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety and independent work. All school senior leadership teams carry out duties at break times and before and after school in addition to other staff. The Trust has a robust anti-bullying culture and a comprehensive Behaviour Policy.
Mutual respect	Respect is important to the Trust and is reflected in its vision and values. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through all teaching and learning environments. Mutual respect is embraced throughout the curriculum, in class time and in daily assemblies for pupils. This provides further opportunity for pupils to express their views in a safe environment.
Tolerance of those of different faiths and beliefs	Pupils are equipped with the ability to understand their place in a culturally diverse society and by providing opportunities to experience such diversity within their own school community. Pupils benefit from both external visits and visitors to school. Additionally, pupils are actively encouraged to share their faith and beliefs and celebrate festivities throughout the calendar year. The Religious Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures. Assemblies regularly focus on the topics of respect, tolerance and diversity.

## Monitoring and review

<b>Monitoring and review</b>	Trust Board
<b>Links</b>	Anti-Bullying Policy Behaviour Policy Curriculum Statement
<b>Staff responsible</b>	Headteachers
<b>Committee responsible</b>	Trust Board
<b>Date approved</b>	<b>November 2017</b>
<b>Reviewed</b>	November 2019
<b>Next review</b>	November 2021
<b>Sign off by Chair of Trust</b>	 Date: November 2019

\*Please note that should there be any changes/further national guidance issued relevant to this Statement, it will be updated accordingly prior to the review date shown above and referred to the next Trust Board meeting.

## Change Management

Issue No.:	Change date:	Change description:
1.0	Nov'17	Initial release
2.0	Nov'18	Rebranded, updated and signed off for release
3.0	Nov'19	Checked, changes made, signed off and published