



BRITISH VALUES STATEMENT

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Promotion of British Values

Foundry College is committed to serving its community. We recognise the multi-cultural, multi-faith and ever changing nature of the United Kingdom and understand the vital role we have in ensuring that groups or individuals within the college are not subjected to intimidation and/or radicalisation by those wishing to unduly or illegally influence them.

Our role is not limited to supporting pupils to gain the knowledge and acquire the skills that allow them to achieve academically, but is also about the personal development of every student in its fullest sense, preparing them for their life as successful and responsible citizens. Part of our role in that preparation is ensuring that we promote and reinforce British values to our pupils.

The Government set out its definition of British Values in the 2011 Prevent Strategy and the DFE 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.”*

At Foundry College these values underpin everything we do and permeate the whole college community. The examples that follow give a flavour of some of the ways we seek to embed them. They should be seen as an indication of our approach rather than an exhaustive list.

Democracy

At Foundry College pupils are always listened to by adults through weekly one to one mentoring meetings. They are also encouraged to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voice heard. We encourage pupils to take ownership of not only their learning environment but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility, which is demonstrated on a daily basis by our pupils. A deeper understanding of democracy is also explored in subjects such as Citizenship, History, P4C and Leisure and Tourism.

The Rule of Law

The importance of laws, whether they be those that govern the class, the college or the country, are consistently reinforced as well as being actively promoted when dealing with behaviour issues, morning scaling, mentoring and reflection time. Pupils are taught the values and reasons behind laws: that they govern and protect us; the responsibilities that this involves and the consequences when laws are broken.

The College has a clearly structured Relationships Policy which all stakeholders understand and follow. We regularly review behaviour incidents in the College and share these with key stakeholders.

Individual Liberty

At Foundry College, pupils are actively encouraged to make independent choices secure in the knowledge that they can do so in a safe and caring environment. All staff at the college empower students so that they are aware of how to exercise their rights and personal freedoms within safe parameters. Whether it be through choice of learning challenge, how they record work, participation in extra-curricular opportunities or supporting fund raising events, pupils are given the freedom to make choices.

Mutual Respect

Mutual respect is an essential part of Foundry College's ethos and values. Effective restorative practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative practice acknowledges the intrinsic worth of the person and their potential contribution to the school community. Pupils learn that their behaviours have an effect on their own rights and those of others.

Acceptance of Those With Different Faiths and Beliefs

Foundry College promotes 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. This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by actively promoting diversity. All subjects embrace opportunities to enrich pupils' knowledge of other cultures. Pupils, staff and parents are actively challenged for expressing opinions contrary to fundamental British values, including 'extremist' views.