



VALUES AT CROFTON ACADEMY

In today's society it is crucial that we teach pupils how to debate, discuss, listen and evaluate, in order that they can make informed judgements about the world in which they live. We use both curriculum time and time outside of lessons to promote and encourage pupils to be responsible, open minded, effective and responsible young adults. This is the basis of our 'Core' values at Crofton Academy and also is an integral part of our 'Spiritual, Moral, Social and Cultural' curriculum, where we also teach British Values'.

At Crofton Academy pupils come first. Their wellbeing, achievement and happiness is at the centre of our work. Hence the delivery of our 'core' values, SMSC/British Values curriculum can be found in everything that we do. These values are crucial to the success of our pupils.

CROFTON ACADEMY 'CORE' VALUES

Co-operation

- Be polite, have good manners and follow instructions
- Accept advice positively and be prepared to compromise
- Accept and understand school rules

Collaboration

- Support each other at all times
- Work positively as a team or with a partner
- Contribute ideas and be actively involved

Communication

- Express yourself in an appropriate way with different people (consider your tone and language)
- Develop accurate and effective written communication
- Use ICT safely and appropriately

Respect

- Celebrate diversity and appreciate different viewpoints
- Take pride in your work and recognise success
- Respect our school buildings and everyone's property

Resilience

- Persevere and never give up
- Concentrate and actively participate
- Be optimistic and be prepared to learn from mistakes

Responsibility

- Be ready to learn – have the correct equipment, kit and homework
- Present yourself smartly for the school day
- Be safe, look after one another and accept responsibility for your own actions and choices
- The four title areas underpin our commitment to teach pupils how to be responsible, open-minded, effective and supportive members of society.

SMSC

The four title areas underpin our commitment to teach pupils how to be responsible, open-minded, effective and supportive members of society.

Spiritual

This is about the development of personality and about classrooms that allow thought and curiosity. A variety of methods and opportunities are used to engage pupils in learning about themselves, others and enabling pupils to learn how to make informed, balanced judgements based on understanding, evaluating and reflection, respect of other views and an appreciation of 'right and wrong'.

Moral

This is about what people do, how they act and how we deal with situations and pupils' circumstances; it's about how our behaviours and teaching informs pupils' learning about moral values, alongside recognising that a person's actions will affect others. We encourage and allow pupils to honestly consider and debate real issues; in turn pupils develop considered views, have opinions and with guidance, they should be able to use these skills to good effect in their everyday life. Indeed our pastoral system of form groups remaining with their tutor for five years, and being taught PSHE in this unit, really supports our work in this area.

Social

By teaching pupils how to develop and use good social skills, we put pupils on the right path to succeed in many aspects of their lives. It's about giving opportunities for pupils to experience different settings, different situations and different 'rules', alongside providing them with different groups of people with whom to interact. At Crofton Academy lessons,

clubs, trips, pupil support groups and tutor time are some of the situations that enable and encourage pupils to talk, co-operate and share experiences.

Cultural

This is about pupils understanding, respecting and accepting others. During lessons we celebrate our multi-cultural society and outside of lessons opportunities are taken to further cultural awareness, e.g. our support of 'Memusi', theatre trips, foreign travel, school trips etc. We encourage pupils to explore their own beliefs and where their beliefs come from, alongside looking at diversity. Pupils have time to consider choices that life presents and are taught the value in understanding, accepting, respecting and celebrating diversity.

PROMOTING FUNDAMENTAL BRITISH VALUES

In 2011 the definition of 'British Values' were outlined in the Prevent Strategy. These values were reiterated in November 2014, when the Government stated that "schools must promote the core values that are:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect; and
- tolerance for those with different faiths and beliefs."

These values require good relationships between pupils, parents and teachers and at Crofton Academy, these values are embedded in our work and are reinforced regularly. Assemblies, registration time and curriculum time are all used explicitly; pupils are encouraged to engage in genuine debate and are taught about diversity, respect and liberty alongside being given the opportunity to learn about our multicultural society. The teaching of these skills and values assist our pupils in their personal and social development, empowering them to be supportive members of society. Extra-curricular time is also used to support and develop this area of our work.

A taste of what goes on...

○ Democracy

Pupil Leadership Team: elected pupils from all year groups meet and discuss key issues with SLT. They are involved in the appointment of staff, are allowed to bring about real change in school, work in an ambassador role and ensure that student ideas/concerns are heard. Also both our Y9 Options and Y10 Work Experience processes allow pupils some freedom of choice.

- **The Rule of Law**

Student/teacher relationships are built on a shared understanding of our Code of Conduct, 'core' values and an appreciation of what is 'right and wrong'. Also accountability is stressed to all stakeholders in school: pupils, staff, Governors and parents. Indeed this is very important in our day to day work and enables our pupils to achieve success academically and socially. PSHCE activities give pupils the opportunity to really find out about personal safety; the legalities of drugs; sex education; driving laws and the world of work.

- **Individual Liberty**

By providing a safe environment for our pupils, we are able to offer them informed choices as they progress through school. Indeed pupils are allowed to use mobile phones at break and lunchtimes; they can wear makeup and when they are in Y11, they are allowed to go off site at lunchtimes. Pupils learn about the choices that they will face as they grow up. E-Safety, for example, is examined and pupils learn how to make informed choices.

- **Mutual Respect**

Teacher/pupils relationships are built on strong, mutual respect. Behaviour is best when it is taught, explained and understood. We do not tolerate poor behaviour; we promote good behaviour and we listen carefully. The ways that our pupils interact with each other shows what an inclusive community we are. Group tasks and team skills are to be found working well in a variety of settings, both during our school day and on trips.

- **Tolerance for Those With Different Faiths and Beliefs**

Our off-site provision requires our pupils to be able to work with people from different backgrounds. This is a successful part of our curriculum and exhibits how our pupils can be understanding and respectful of others. Also visitors to school provide pupils with a rich and enlightening experience of other cultures e.g. Grass Roots African Show; Indian Workshops.

HOW ARE VALUES EMBEDDED IN SCHOOL LIFE?

'Core' values, SMSC and Fundamental British Values are at the heart of what we do; they are everywhere and encompasses all aspect of school life and every part of a pupil's experience at school. These values are about everything that happens in school and about everything that affects pupils at our school. They not just about what happens in lessons but includes activities, tolerance and behaviours that pupils show and are privy to: behaviours and exchanges between every person in our school. The school's rich values provision supports pupils in their learning of how to become responsible members of society, and we are developing the ways in which 'British Values' are promoted. Indeed we are committed to ensuring that our pupils have every opportunity to consider

their views, listen to the views of others and to learn how to become well-rounded members of the fluid world in which they live.

Curriculum

Our curriculum offers pupils opportunities to engage fully with our values. All subjects and teachers play a crucial role in the way they interact with pupils. All departments provided an audit of where SMSC is explicitly taught (which are found on our internal staff shared drive) and this will be reviewed in June 2017, in line with the required curriculum changes that are underway. These audits reveal many examples of varied and explicit teaching of SMSC. Our school priorities 2016-2017 also states that 'The explicit teaching of SMSC/British Values should be planned for, monitored and evaluated within new curriculum plans' – hence the next audit in June 2017.

Next steps:

Department new curriculum design needs to ensure that SMSC/British Values and 'core' values are still explicitly delivered and that opportunities are not missed.

Audit in June 2017.

Staff Training

Staff training has been thorough and all staff appreciate their role and how necessary it is to promote 'Fundamental British Values' in a measured and balanced way. Pupils need: to be able to openly debate and discuss; to be able to share their views and be heard; to be taught facts that will enable them to make good choices and informed views/decisions. All staff have had INSET training linked to our values. As a large proportion of work done with pupils on more controversial topics is through PSHCE lessons, staff have been able to build very good relationships with their forms and so a more secure and safe environment is present.

Next steps:

Further staff training is needed to ensure that all staff are more confident and able to manage discussion that allows controversial views to be aired and debated well. Indeed this is crucial to our commitment to ensuring that pupils can actively listen, be heard, think for themselves, evaluate and then decide on their own viewpoints.

Daily Life

Our school aims are at the centre of our values. The school behaviour policy, curriculum and routines enable pupils to thrive. All staff are responsible for delivering our values through their everyday contact with pupils. We build on this in a number of ways:

- ✓ Focus weeks that explicitly teach pupils about a range of topics through assemblies and registration time;

- ✓ PSHCE lessons, taught in registration groups by Group Tutors, that cover a range of skills and topics;
- ✓ Pupils Leadership Team work;
- ✓ Word of the Week literacy focus;
- ✓ Sporting activities;
- ✓ Competitions;
- ✓ Clubs at lunchtime and after school;
- ✓ Trips and visits;
- ✓ Registration time and pastoral provision;
- ✓ CEIAG programme and support;
- ✓ Work experience and off site provision;
- ✓ School ethos and rules.

The following documents can be found by following the links on the school website (Values) page:

- Focus weeks for 2016-2017
- An audit of our out of curriculum provision that underpins our values work
- An audit of Pupil Leadership Team work

Next steps:

To continue to take every opportunity to ensure that all pupils understand our values and are able to recognise their importance. For example to use display wisely to remind pupils of the opportunities that they have to develop their skills, employ their qualities and grasp every opportunity to understand and be part of our community and their world.

OVERALL

The ethos of Crofton Academy can be witnessed on visits to our school. Pupils and staff work well together. We believe that “Together We Will Achieve” and our mission statement becomes a reality, based on the structures and methods that have been outlined in this document. Our main aim is to ensure that our pupils have the qualities, skills and understanding necessary to flourish in every facet of their lives – a life in which they will have many roles and responsibilities.

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