

FUNDAMENTAL BRITISH VALUES STATEMENT

The MFG Academies Trust is committed to serving its community and surrounding areas. It recognises the multicultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the Academy are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The Academies are broadly Christian and accept admissions from all those entitled to an education under British law, including students of all faiths or none. It follows the policies outlined by the Trust regarding equality, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. It seeks to serve all.

The Government requires all schools to actively promote fundamental British values, in order to improve safeguarding; strengthen the barriers to extremism; ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background and to ensure young people leave school fully prepared for life in modern Britain. This aligns with all schools' obligations under section 78 of the Education Act (2002), as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, social (SMSC), mental and physical development of students at the Academies and in society.

The fundamental British values, first set out by the government in the 'Prevent' strategy in 2011 and reinforced through further Department for Education advice in November 2014 are:

- **democracy**
- **the rule of law**
- **individual liberty**
- **mutual respect and tolerance of those of different faiths and beliefs**

Actively promoting these values means challenging opinions or behaviours that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with our Trust's values. In addition, the Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academies. This includes not undermining fundamental British values, indeed they are an intrinsic part of our values (Respect, Integrity, Teamwork and Aspiration).

The following list describes the understanding and knowledge expected of students as a result of promoting fundamental British values, and those of our own Trust:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

Below are some examples of actions the Trust takes to promote British values:

Mission and Values determine our ethos and support the fundamental British values and we have a strong emphasis on the development of SMSC across the Academies. Students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Posters around the Academy promote respect for others, with a particular emphasis on our values: Respect, Integrity, Teamwork and Aspiration

Curriculum - Across the curriculum, opportunities are built into lessons for students to explore and practise fundamental British values, either through topics studied or by following the Academies' general structures and behaviour codes. Citizenship/Social Studies schemes of learning include age appropriate opportunities to study community cohesion, conflict resolution, democracy, youth voice, local government, human rights, the law and justice, diversity, and global citizenship. Students learn about why people worship and the different religions they follow, religious and non-religious responses to world issues, science and religion, prejudice, the right to life and the impact of beliefs on moral behaviour. Students/pupils develop skills in evaluating others' opinions and explaining their own.

Student Voice - We promote democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns. Key to this is the concept of holding others to account, including those in positions of authority and influence.

Ongoing Opportunities - We use local and national opportunities that arise to promote fundamental British values and provide students with the opportunity to learn how to argue and defend points of view.

Extra-curricular - There is a wide range of sporting, creative and academic activities to choose from. In addition, there are numerous visits and residential trips to widen students' perspectives. There are numerous visits and residential trips organised to widen students' perspectives.

Should you feel that a particular Academy is not meeting its requirement with regard to fundamental British values, you should contact the Academy and request to express your concerns with a member of the Senior Team. Likewise, if you feel that anyone working at a particular Academy is, intentionally or otherwise, undermining these values, you should report this to a member of the Senior Team.