



Danecourt School Promoting British Values

Introduction

The Government set out its definition of British values in the 2011 Prevent Strategy. As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as “being British”. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

At Danecourt School – and in line with the individual pupils’ capacity to understand the concepts and ideas – these values are reinforced regularly in the following ways:-

1. Democracy:

- Providing pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teaching pupils how they can influence decision-making through the democratic process
- Including in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encouraging pupils to become involved in decision-making processes and ensure they are listened to in school
- Providing pupils with the opportunity to have their voices heard through our Pupil Council and Pupil questionnaires
- Helping pupils to express their views
- Teaching pupils how public services operate and how they are held to account
- Modelling how perceived injustice can be peacefully challenged

2. Rule of law

- The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies.
- Ensuring school rules and expectations are clear and fair
- Helping pupils to distinguish right from wrong
- Helping pupils to respect the law and the basis on which it is made
- Helping pupils to understand that living under the rule of law protects individuals
- Including visits from authorities such as the Police and Fire Service in the curriculum to help reinforce the message.

3. Individual liberty

- Actively encouraging pupils to make choices, knowing that they are in a safe and supportive environment.
- Supporting pupils to develop their self-knowledge, self-esteem and self-confidence
- Encouraging pupils to take responsibility for their behaviour, as well as knowing their rights
- Modelling freedom of speech through pupil participation
- Challenging stereotypes
- Implementing a strong anti-bullying culture

4. Mutual respect and tolerance

- Promoting respect for individual differences paying particular regard to the protected characteristics set out in the Equality Act 2010
- Helping pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenging prejudicial or discriminatory behaviour
- Organising visits to places of worship
- Developing links with faith communities
- Developing critical personal thinking skills
- Discussing differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers