



Dulwich Wood

My world, your world, our world

Promoting British values at Dulwich Wood Primary

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.*”

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year.

At Dulwich Wood these values are reinforced regularly and in the following ways:

Democracy:

Pupils have the opportunity to have their voices heard through our School Council and pupil questionnaires. The elections of House Captains and Vice House Captains, are based solely on the democratic process with children giving speeches and elections then occurring. The majority of policies are debated widely and incorporate pupil voice as children, parents, governors and staff work together to put policy into practice. The pupils are asked to vote each year for the charity they want the school to support.

The 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 PSHE lessons, as well as when discussing behaviour and through whole school assemblies. Pupils are taught the value and reasons behind the School Rules (laws), that they govern and protect us, the responsibilities that this involves and the consequences when rules are broken. Visits from authorities such as the Police, Fire Service, and NSPCC are regular parts of our calendar and help reinforce this message.

Individual Liberty:

Within school, pupils are actively encouraged to make good choices, knowing that they are in a supportive environment where clear boundaries rules, rewards and sanctions have been set. Where appropriate, pupils are encouraged to know, understand and exercise their rights and personal freedoms whilst respecting the decisions and choices of others. Some examples of choices pupils are invited to make include their choice of midday meal, whether they would like to care for the chickens and collect the eggs, whether to help in the school garden on a Friday or to join an after school club, whether to be involved in inter-house competitions and to whether come up with suggestions for events, competitions and fund raising ideas.

Mutual Respect:

Our school rules and Behaviour Policy are built around the core values of respect and inclusion. Positive, healthy relationships are valued and explicitly taught in PHSE and every adult in the school community is treated equally and with respect by all the pupils. This includes teenage work experience students, volunteer parents / carers to teachers and the Senior Leadership Team members who are all listened to and accorded the same polite and appropriate responses by all the pupils.

Displays around the school promote the acceptance and respect of different types of family groups, as well as the use of artefacts and fabrics to show that no one ethnic group is less valued than another. This is further embedded by the use of dual language texts and books in the classroom and around the school as well as world maps which celebrate the diversity of our school population.

All teachers encourage and promote the use of 'Learning Tools' to build learning power and foster positive relationships amongst the pupils.

Furthermore, pupils are encouraged to report acts of kindness as well as unkindness (and where appropriate use bullying slips), which are rewarded with House Points or sanctioned according to the Behaviour Policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying regularly take place and are explored in PSHE or RE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and in whole school assemblies. Often common themes are drawn upon, for example, the Harvest Festival was led by a Christian Curate from the local church and a Muslim Teacher, both practitioners taught the importance of charity in their religions. Through our RE curriculum, pupils are taught about the main faiths and the importance of understanding and tolerating each other's religious beliefs. Classes visit a variety of places of worship and have the opportunity to handle artefacts and to learn about/ take part in a variety of different faith celebrations and customs.