

## **Promoting British Values at Haydon School**

At Haydon School we embrace our wider role in preparing students for their adult life beyond the formal examined curriculum. Part of our role in that preparation is ensuring that we promote and reinforce British values to our students. The government set out its definition of British values in the 2011 Prevent Strategy (see separate prevent Strategy document) and considered them to be democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At Haydon these values are reinforced in an explicit manner, are woven through our curriculum and permeate the school community. The examples that follow are an indication of some of the many ways in which we seek to embed British values at Haydon, and should be seen as an indication of our approach rather than an exhaustive list.

### **Democracy**

At Haydon the principle of democracy is consistently reinforced and is explored in Sociology, Law, Government and Politics, History and Religious studies as well as in form time and assemblies. We have a whole half term of assemblies dedicated to British democracy in preparation for general and local elections during April and May each year. Students have the opportunity to have their voices heard through our Student Voice, Surveys, questionnaires and through our Sixth Form Leadership Team.

### **The Rule of Law**

Our students will encounter rules and laws throughout their lives. We want them to understand that whether these laws govern their class, their school, their neighbourhood or their country, they are set for good reason and they must adhere to them. Students have been involved in the modification of these school behaviour rules and this helped them to understand the reasons behind them and the consequences if they are broken. The behaviour flow chart makes the rules explicitly clear in a format that all can understand. We actively encourage visits from authorities such as the police and parliamentarians as part of our calendar of visits and these help reinforce this message. We also promote the value of the rule of law through a range of wider curriculum activities, such as our whole school Remembrance Assembly which includes the Poppy Appeal and our Student Leadership Team laying a wreath at the local Remembrance Parade.

### **Individual Liberty**

At Haydon, students are actively encouraged to make independent choices, knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for students to make choices safely, through the provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety in computing and form time activities. We educate them to make choices about their curriculum options that, whilst guided, still allow them free choice.

## **Mutual Respect**

Our school ethos, 'Individual excellence in a caring community' permeates the school alongside our Haydon Values of Respect, Excellence, Community, Cooperation and Perseverance. This is at the root core beliefs and is what our rewards policy is linked with. Our staff and students model these values on a daily basis and we expect the same of the visitors to our school. In line with our commitment to democracy, students at Haydon are always able to voice their opinions and we foster an environment in which students are safe to respectfully disagree with each other. Mutual respect is embraced throughout the curriculum from the concept of 'fair play' in PE to a number of 'buddy' and peer.

## **Tolerance of Those of Different Faiths and Beliefs**

This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community and beyond. Our Religious Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures. We also celebrate the religious traditions of a range of faiths in assemblies and the Citizenship programme. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in all subjects. Regular visits, including trips abroad, enhance students' perceptions of the world around them as well as of their local area.

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