

## Audit of Promotion of fundamental British values – analysis

**Dates: 13/12/2021; 10/02/2022; 22/03/22; 20/06/22; 09/09/22; 21/10/22**

Value	Observations	Activities where this can be observed/evidenced	What is the impact on pupils?
<b>Democracy</b>	<p>When deciding on reward trip venues, pupils participated in voting through a secret ballot. Once trained, they completed it and watched how votes were tallied and decision made. Pupils have a choice of activity if they have earned WOW time each day</p> <p>Pupils are always given the opportunity to learn how to argue and defend points of view. Examples of this includes consequences for rule breaching, mindfulness session plans</p> <p>Pupils who breach school rules and expectations are quick to apologise and restore relationships.</p> <p>Pupils have identified the genre or titles of books they prefer to read. School has used this list to buy books for the library and for pupils to read during DEAR sessions</p> <p>Pupils participate in staff interviews and form the pupil panel. Their views are taken into account when assessing interview outcomes</p> <p>All pupils have a risk assessment, individual learning plan and</p>	<p>Voting in assemblies Lesson delivery, discussions and peer talk Meet and greet Books and written work Assemblies Praise Rewards – daily, weekly and termly Classroom participation Breaks and lunch Tick sheets Individual Learning Plans Enrichment sessions MBS Learning grids (prior knowledge and progress levels) Database of certificates Parent communication Pupil discussions</p>	<p>Active participant in decision making Improved speaking and listening skills</p> <p>Pupils show mutual respect for the speaker and their views even though they may disagree with it</p> <p>Pupils feel valued and their confidence and self esteem improves which impacts on progress and outcomes for every child</p> <p>Pupils are confident and willing to express their views</p>

	<p>PEEPs(Personal Emergency Evacuation Plan) that help support their needs</p> <p>All pupils must eat fruit during break time, however they have a choice of fruits they prefer.</p> <p>Pupils complete termly surveys to share their views on their school experience. These are analysed and changes made if necessary</p>		
<b>The Rule of Law</b>	<p>We have some 'non negotiables' in our expectations such as 'one voice' which are respected by pupils</p> <p>Pupils themselves have contributed to the set of rules by adding for example banning the use of the 'b' (boring) word in school. School should not be boring but challenging at times instead.</p> <p>The school has its set of rules that all pupils must adhere to. Any infringes result in consequences. Pupils are aware of these and will remind peers of any infringement such as respecting the personal space of others, you are liable to pay the costs of any damage such as scrunching of paper (20p)</p> <p>Pupils adhere to Health and Safety Rules at all times. This include taking LFT every Monday and Wednesday in school, frequent washing of hands before and after meals, classroom hygiene rota for sanitizing chairs and desks, use of toilet, safe play, etc</p>	<p>Use of scripts</p> <p>Home-school agreement</p> <p>Policies and procedures</p> <p>Learning areas</p> <p>Acceptable use policies</p> <p>Trips and visits</p>	<p>Pupils learn life lessons on consequences of breaking the law</p> <p>Pupils feel reassured that systems make them feel safe and secure</p> <p>100% of pupils show an ability to distinguish right from wrong.</p> <p>100% of pupils demonstrate an ability to think through the consequences of their own and others actions (restorative processes).</p>

	<p>They learn in particular information through lessons about the role of the police force, on-line safety, the justice system, etc</p> <p>As the school uses external venues for MBS/PE lessons, trips and visits, they have been taught to walk safely with their assigned adult in public</p>		
<b>Individual Liberty</b>	<p>All pupils have personal targets and tick sheet which they aim to achieve each day</p> <p>Given the nature of their needs, we give pupils limited choices to avoid anxieties and worries</p> <p>All pupils feel comfortable to present ideas to the group, share their ideas, offer alternative points of view.</p> <p>Individual pupils have chosen to lead certain aspects of MBS/PE lessons. Two children share the lead during yoga sessions by demonstrating what others must follow. One pupil lead the warm up to the PE session through a dance routine</p> <p>Pupils complete their learning experience at the end of every lesson. This is completed on their learning grid.</p>	<p>Risk Assessments, Individual Learning Plan Rewards system Meet and greet Books and written work Assemblies Praise Rewards – daily, weekly and termly Classroom participation Breaks and lunch Tick sheets Individual Learning Plans Enrichment sessions MBS Learning grids (prior knowledge and progress levels) Database of certificates Parent communication Pupil discussions</p>	<p>Improvement in levels of confidence and self esteem</p> <p>Pupils feel valued and their confidence and self-esteem improves which impacts on progress and outcomes for every child</p> <p>Pupils are confident and willing to express their views</p> <p>Reduction in the number of major incidences reported.</p> <p>A higher proportion of 100% achievement in daily personal targets set (see target sheet data).</p> <p>Pupils are confident and willing to express their views on ethical issues and personal values and listen to that of others</p> <p>Pupils show, almost always (unless they are struggling with their own needs) a respect for others' needs, interests and feelings as well as their own</p>

<p><b>Mutual respect and tolerance of those with different faiths</b></p>	<p>Teaching in the Learning Area: The World around Me, pupils learn about religious iconography, creation stories from all religions</p> <p>The staff and pupils challenge stereotypes whenever heard or demonstrated</p> <p>Staff use teaching resources from a wide variety of sources to help pupils understand a range of faiths.</p> <p>All pupils and staff follow lunch time etiquette where they wait for everyone to get their food ready before they all start eating</p> <p>The school has a multicultural pupil and staffing team. Staff share their individual cultural experiences.</p>	<p>Cross curriculum Meet and greet Books and written work Assemblies Praise Rewards – daily, weekly and termly Classroom participation Breaks and lunch Tick sheets Individual Learning Plans Enrichment sessions MBS Learning grids (prior knowledge and progress levels) Database of certificates Parent communication Pupil discussions</p>	<p>Pupils are confident and willing to express their views on ethical issues and personal values and listen to that of others</p> <p>Pupils show, almost always (unless they are struggling with their own needs) a respect for others' needs, interests and feelings as well as their own.</p> <p>All pupils are comfortable explore values and beliefs including religious beliefs and the way in which they affect people's lives.</p> <p>All pupils show an awareness and interest in cultural awareness and awareness of diversity.</p> <p>All pupils demonstrate the ability to consider and respect a diversity of opinions.</p> <p>All pupils, under supervision work and learn co-operatively.</p> <p>All pupils are able to demonstrate the skills of empathy and tolerance.</p> <p>All pupils can recognise and respect differences and similarities in each other, staff and other adults.</p> <p>All pupils understand discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.</p>
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# The Damara School



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Finding opportunities in every difficulty