



	<p>Students take part in mock elections based on important decisions the country is facing, for example, which political party they wish to rule the country.</p> <p><b>Surveys:</b></p> <p>Students and staff are consulted (via surveys) on issues relating to all aspects of the academy and through regular learning walks to develop the quality of teaching and learning.</p> <p><b>Agreed principles:</b></p> <p>Students are involved in developing and agreeing whole school Principles and policies. For example, the Six principles of Teaching and Learning.</p> <p><b>Progress evenings:</b></p> <p>We have regular progress evenings where we seek opinions and feedback for improvement from parents and guardians.</p> <p><b>Curriculum:</b></p> <p>All departments promote the importance of democracy and the way to apply democratic rights. This can be seen through formal letters to those in authority, speeches and debates.</p> <p>The Global Learning curriculum actively teaches about rights and responsibilities in historical context to demonstrate the growth of democracy and human rights in 21st Century Britain. This ranges from issues such as the fight for the vote in Britain, to investigating the struggle for democracy in other countries and cultures around the world.</p> <p><b>SMSC Curriculum:</b></p> <p>Students are involved in understanding what democracy means and actively engage in British democracy by voting on issues facing Britain as a country.</p> <p><b>Assemblies:</b></p> <p>We have a full assembly programme which is fully based on our values, Ethos and character virtues. The assemblies promote one of our key principles of Belonging – and emphasise the uniqueness and value of each person to our school community and the British values of freedom and democracy – each person having their right to be listened to and their voice heard. This goes hand in hand with the demonstration of our school values: Be Kind, Show Respect and Do your Best.</p>
<b>Rule of Law</b>	<b>Promotion of Core values and Character Virtues</b>

Restricting arbitrary power with clear laws, applying equally to all.

We pride ourselves on our Core values and Character Virtues. These set us a code of conduct that all members of the school community follow. We value:

**Belonging** – In order to succeed every member of our community needs to feel special, valued, worthy of investment and believe that they have unique skills and talents to contribute. Self-esteem and a belief in one's own abilities to achieve academically, personally and socially are key to effective learning. Our aim is for students to feel part of a group while knowing they are special for who they are – just like in a family. The wearing of our uniform helps to create a sense of belonging and we encourage all students to take pride in them self and in the Academy. Our House system develops this value.

**Purpose** – We believe that all students are born for greatness and are destined to achieve great things. Discovering our strengths, talents and interests are vital to understanding our purpose in life and in becoming the best version of ourselves that we can be. We challenge our students to 'make a difference' to, not only their own lives, but those of others.

**Aspiration** – We know that students who are motivated and who have a sense of purpose achieve well. We therefore encourage our students to 'dream big' and to believe that nothing is impossible. Our strapline is 'Aspire to Greatness'. We offer expert careers advice and seek to build on our students' strengths. Through our curriculum we seek to foster a sense of curiosity, creativity and a desire to learn new things. At The Dorcan Academy we expect our students to aim high; we promote and develop skills of leadership and encourage students to make decisions and take responsibility for their choices and actions. This includes setting goals and taking the steps needed to reach them. Our Duke of Edinburgh Award Scheme enables students to pursue their interests and gain these vital skills.

**Perseverance** – We teach our students that life is not always easy but that they can overcome the most difficult challenges and become a better person through it. Success takes hard work and sometimes involves failure. We aim to foster a 'Spirit of adventure', where students are excited to try new things, even if they don't know that they will excel or experience failure. We want our students to develop resilience and to never give up on their dreams.

**Achievement** – We believe that *everyone* has the ability to learn and achieve through working hard and doing our best. We want all of our students to do as well as they can academically because it will open the doors of opportunity to them, however, we are clear that it is not where you start or end that counts, but the journey to get there and what you learn on the way that is the most important achievement. Achievement is more than a set of examination results – success comes in many different forms, including effort and is different for every person. Everyone is destined to be great at something and discovering what that is, is part of

the joy of learning. We pride ourselves on celebrating achievement in all its forms.

Our **Character virtues** are qualities we aspire for all members of our academy to demonstrate – both students and staff - in order to be model British citizens within our local community and globally.

**Compassion** – showing empathy, sensitivity and kindness towards others

**Generosity** – a willingness to ‘go the extra mile’

**Gratitude** – Being thankful and appreciative for, and to, others

**Honesty** – Telling the truth at all times

**Integrity** – Acting out the Dorcan values - all day, every day - even when no-one is looking

**Personal responsibility** – being accountable for the actions which you have control over, in order to make wise choices

**Resilience** – Being able to ‘bounce back’ from struggles and setbacks; having a Growth mindset

**Courage** – An inner strength, self-belief and confidence to stand *out* from the crowd and to stand *up* for what is right

**Self-discipline** – the drive, determination, self -control and commitment to work hard and do your best at all time

They can be summed up in our three Core values:

**Be Kind, Show Respect, Do your Best**

**Attendance and Uniform:**

Our Attendance and Uniform Policy teaches young people about basic rules in society and the workplace and gives us a sense of community.

**Safeguarding and whistle blowing:**

The Dorcan Academy places great importance on safeguarding and encourages ‘whistle blowing’ from staff and students when it is felt that rules are not being upheld or policies not being followed.

**Curriculum**

Our PE curriculum facilitates good understanding of rules of play by explaining concepts of fair play, participation and refereeing. Through lesson activities students apply their understanding of school rules whilst promoting British Values.

	<p><b>PSHE and Skills for Life Curriculum</b></p> <p>Students investigate what healthy relationships are and the laws regarding relationships in Britain as well as a range of topics linking to mental/physical wellbeing, radicalisation/extremism and diversity in modern Britain.</p> <p><b>Rewards</b></p> <p>Our reward system acknowledges excellent conduct as well as excellent academic work which encourages students to ensure they try to be the best version of themselves every day.</p> <p><b>Police visits</b></p> <p>Our close relationship with the local police force enables them to support our behaviour policy. In addition, they talk to our students to reinforce the laws of our country so they understand the difference between right and wrong.</p>
<p><b>Individual Liberty</b></p> <p>The ability of individuals to freely exercise rights, with responsibility.</p>	<p><b>The right to access equal learning opportunities:</b></p> <p>Students are encouraged to make rapid progress as emphasised by our school's vision: 'Aspire to Greatness'. Students from disadvantaged backgrounds and with special educational needs are supported through interventions and extra support to ensure they are enabled to achieve their hopes and aspirations.</p> <p><b>Agreed policies and principles:</b></p> <p>Students respect the value and reasons behind the highly visible policies such as our principles of teaching and learning and our behaviour policy.</p> <p><b>The right not to tolerate bullying at school:</b></p> <p>We fully believe that all members of our school community should feel safe and be free to express themselves (within school rules) so that they can 'Aspire to Greatness'. The Dorcan Academy is against all forms of bullying and does not accept any form of discrimination. Our anti-bullying policy ensures that all reported incidences, however minor, are followed up and dealt with swiftly.</p> <p><b>Empowering individuality:</b></p> <p>Students are encouraged to know, understand and exercise their rights and personal freedoms in a responsible way through assemblies, Skills for Life (PHSE) lessons and our Character program.</p> <p><b>Freedom and opportunity</b></p> <p>Students are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. For example,</p>

	<p>curriculum option choices in year 8 and year 9. Students also have the opportunity to take part in a range of extra-curricular activities allowing them to express themselves outside of the classroom as well as within. We encourage students to take personal responsibility over the choices that they make.</p> <p><b>Charity fundraising activities:</b></p> <p>Through fundraising activities like the Christmas Shoe Box campaign and regular Food Bank collections it allows students to exercise their views in a responsible way about the inequalities in our local and global community. All students have the opportunity to participate in and contribute to their House charity events.</p> <p><b>Curriculum:</b></p> <p>All departments develop students' voice through effective expression and imagination. This is seen through speech, creative writing and the ability for students to express themselves using appropriate language.</p> <p>Our Expressive arts curriculum promotes the skills of self-confidence, self-esteem and creativity amongst our students as seen through our school productions.</p> <p>Our Global Learning curriculum teaches the growth of human rights and responsibilities in a number of historical and cultural contexts including current issues such as radicalisation and freedom of speech.</p> <p>Our English curriculum allows our students to study a range of literature, for example 'Of Mice and Men' which raises deep questions about society.</p> <p><b>Character and SMSC Curriculum</b></p> <p>Through Tutor time and the Skills for life curriculum students investigate people's individual liberties. This has been achieved through an in-depth look at Civil Rights.</p> <p><b>Educational visits:</b></p> <p>Trips to the Somme battlefields and Remembrance ceremonies at The Dorcan Academy to mark WWI Armistice Day help students reflect on a range of British values.</p>
<p><b>Mutual Respect</b></p> <p>The ability to resolve differences and build good relationships between each other.</p>	<p><b>Our non-selective school:</b></p> <p>We aim to provide high quality teaching and learning for all. We have a fully inclusive admissions policy where all members of our local and global community are welcome to attend. Our school community is based on respect and inclusivity for all.</p>

**Learning ethos:**

Our strapline 'Aspire to Greatness' encourages all members of our community to support our students in achieving their goals. This is reinforced through our Core values and Character virtues that we encourage all to follow.

**Challenging views contrary to fundamental British values:**

Students, staff and parents who express opinions contrary to fundamental British values and incidents of prejudice are recorded, actively followed up and monitored through our reporting system.

**Skills for Life (PHSE) and SMSC**

Our Skills for Life curriculum promotes healthy relationships between family, friends and partners. Our SMSC/Character programme and skills for life curriculum develops a sense of unity within our school, locally, nationally and as a global community but also challenges injustices in controlled ways so these can be resolved in a way that promotes British Values.

**Encouraging and respecting views from all members of our community:**

Through House council and School council meetings, staff Survey monkeys, Parents' dialogue, progress evenings, Governor meetings and our links to local schools we develop a community based on respect and mutual trust.

**Curriculum:**

All departments create active learning environments where students learn to work cooperatively; this includes ways of working when engaging with difficult topics. This is achieved by pair- share activities and discussion forums as part of our everyday teaching.

All staff and students are encouraged and taught to challenge harmful or discriminatory behaviour by reinforcing our values and character virtues.

Students are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life throughout the RE curriculum at Key Stage 3 and Key Stage 4.

Our Expressive Arts curriculum teaches cooperative attitudes to learning and the exploration of difference through drama.

Our PE and Sports Curriculums ensure the principles of fair play and competitive games which teaches about winning with respect and losing with dignity.

**Tolerance of those with different faiths & beliefs**

Accepting people of all different backgrounds, beliefs and faiths.

**Appreciating uniqueness and individuality**

Students appreciate and respect their own and other cultures. This is achieved through enhancing student understanding of their place in a culturally diverse society and by giving students opportunities to experience such diversity.

**Curriculum:**

All departments promote tolerance within their curriculums so that people of all different faiths and beliefs are respected and accepted.

Our English curriculum focuses on a wide range of literature that challenges stereotypes and promotes empathy and understanding about the lives of others. For example, 'Of Mice and Men' as well as other literature from our own heritage.

The major world religions are studied as part of our RE curriculum.

Our Global Learning curriculum allows students to study people from all over the world examining their faith and beliefs. It also allows students to explore how Britain has progressed into a multicultural society that accepts those of different faiths and beliefs.

**Skills for Life / Character Curriculum**

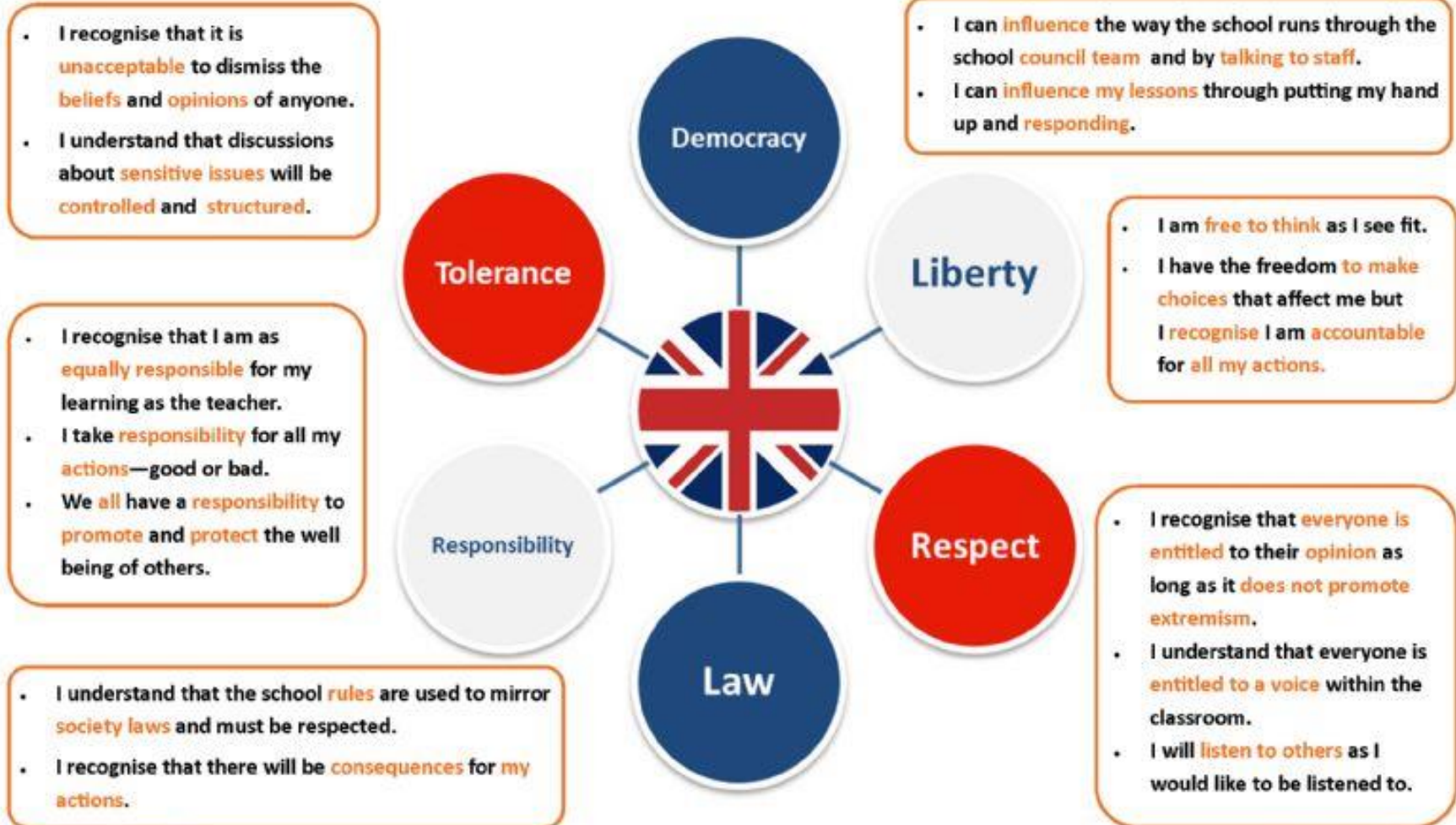
Through Tutor time and the Skills for life lessons students investigate other cultures to develop their understanding of the multicultural society we live in today, both locally, nationally and as a global community.

**Assemblies**

Through themed assemblies linked to our Core Values and Character virtues tolerance is examined through several assembly themes such as immigration, radicalisation and gay rights.



# Core British Values



Social - Moral - Spiritual - Cultural



