

School Document/Procedures



Title: British Values

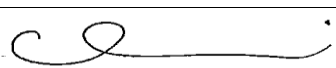
This guidance is to be read in conjunction with related
National Autistic Society Policies

Declaration

The Sybil Elgar School does not promote partisan political views.

The school will have regard for The Human Rights Act, 1998, The Disability Discrimination Act, 1995, as amended by The Special Educational Needs and Disability Act, 2001, including new duties 2002, and The Principles of the New Code of Practice, 2001, with special focus on Student Empowerment, Parents in Partnership and Consultation and Joint Working initiatives.

In addition the school has regard for the protected characteristics as defined in the Equality Act 2010.

Policy lead (s)	Deputy Principal, Safeguarding Lead,
Date of document	September 2015
Latest revision	June 2021
Signed Chloe Phillips Principal	

Intent

Students* at Sybil Elgar School will be encouraged to experience British Values through our Quality of Life Curriculum. The students will experience visits to local places, including places of worship of different faiths, to help understand about their place in the world and how it should be valued and celebrated. School ensures that the students acquire the life skills to lead fulfilling lives in the wider community. Values and positive attitudes are consistently and continually modelled by staff to encourage those in the students.

Promoting British Values

Sybil Elgar School is committed to serving the community. It recognises the multi-cultural, multi-faith and ever changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly or illegally, influence them.

School follows equal opportunities guidance which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender sexuality, political or financial status, or similar. Sybil Elgar School is dedicated to preparing students for their adult life, beyond the formal examined curriculum and ensuring that it promotes and reinforces British Values to all its students

The Department for Education state that there is a 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. These values were reiterated by the Prime Minister in 2014 and in the Promoting Fundamental British Values DoE advice November 2014. At Radlett Lodge School these values are reinforced regularly.

British Values are taught through Personal, Social, Health, Citizenship and Emotional (PSHCE); and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced Quality of Life curriculum. British Values is overtly referred throughout all programmes of study.

The school takes opportunities to actively promote British Values through our assemblies and whole school systems and structures, such as electing and running a successful School Council. We also actively promote the British Values through ensuring our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also

means challenging students, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Implementation

At Sybil Elgar School we uphold and teach students about the British Values which are defined as:

- ❖ Democracy
- ❖ Rule of Law
- ❖ Individual Liberty
- ❖ Mutual Respect
- ❖ Tolerance of those with different views

Our Quality of Life curriculum promotes and teaches the above five points. We teach students to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. The themes identified above will be revisited to maintain, consolidate, reinforce and generalise previous learning, as well as introducing new knowledge, skills and understanding. This means repeating themes and work to ensure that the learning is assimilated and understood. Each of the themes above will be developed at different levels over the years. This will not necessarily coincide with age groups but rather with young persons' cognitive and emotional ability and their maturity.

'Leaders prioritise pupils' spiritual, moral, social and cultural development; it permeates all areas of the curriculum. Events and celebrations so far this year have included Eid, Diwali, Remembrance Sunday, Black History Week, visits to museums, world kindness day and anti-bullying week. In addition, bespoke therapy programmes, weekly personal, social, health and citizenship education lessons and the 'student committee' all help to prepare pupils for life in modern Britain. An especial hallmark of the school's success is the belief in equality for all, regardless of pupils' special educational needs (SEN) and/or disabilities. For example, though many have extremely complex needs and challenging behaviours, pupils are able to attend school discos, sports days and residential trips as a matter of course.'

Ofsted, November 2017

Democracy

Democracy is an important value at our school. All of the students within our school are given a 'voice' whether it be through words, objects of reference, signing, symbols, photographs, facial gesture, body language and other forms

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of individualised augmented communication. We actively promote choice, even if this means that some students decide not to participate in certain activities. (See Advocacy Policy)

Students have the opportunity to have their voices heard through our School Council, which supports an understanding of how citizens can influence decision-making through the democratic process. The elections of members of the School Council and class representative are based on student votes.

Student voice is actively sought; School has a culture of consultation and self-assessment and students' views are welcomed and valued as part of the daily life of school. Students have individual opportunities for advocacy and democracy through their assessments, such as the annual review process.

The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout the regular school day. The Transdisciplinary team (Educational Psychologist, Behaviour Co-ordinators, Occupational Therapist, Speech & Language Therapist along with SLT) at Sybil Elgar School work with class teams and individual students to develop Personal Passports containing Individual Behaviour Support Plans (ISPs) and sensory profiles to enable all staff to work consistently to support pupils to enable them to develop strategies to manage their own behaviour where possible.

Students are encouraged to be part of the dynamic process around their own IEP targets, including those relating to social rules, behaviour, etc. They are encouraged to self-assess, reflect and plan next steps. Students will have visual supports, Social Stories, etc to support them with this process. Students for whom it is appropriate also learn about their own individual risk assessment and other risk assessments relevant to the building and how we use and manage equipment. Health and safety awareness and the need to follow rules is an integral part of practical subjects, such as PE, DT, Cookery For example where students look at risk assessments for using the kettles and toasters. This further develops their appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

Students who are cognitively able are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the local police, PCSO service, and fire service are regular at our school and help reinforce this message. Our students have the opportunity to also get involved in the NAS' Young Campaigners Group and work here has including meeting members of the House of Lords and learning about how campaign change or

impact on law. The Young Campaigners work focuses on campaigning for autism rights and opportunities.

Students who are not at this cognitive ability experience this within the school community daily by the NAS SPELL framework, staff as role models, through collective worship, work around emotional regulation, communication, ISP strategies and the use of motivators. Students are encouraged to recognise positive behaviours that allow everyone to live and work together in safe and supportive school community, thus learning right from wrong laws and rules in a way that is appropriate to their cognitive ability and ensuring that they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Individual Liberty

We aspire and are committed to promote a sense of self-esteem and self-worth within each student. We encourage each student to be as independent as possible whether it is choosing a snack or recipe, budgeting, shopping for ingredients and then cooking it for their peers, or being as independent as possible with activities such as personal care. Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our students to make choices safely, through the provision of a safe environment, support with communication from our Speech and Language Therapist, a planned curriculum and an empowering education.

Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our online safety teaching and PSHCE lessons. Students are given the freedom to make choices, e.g. voting on choices for whole school events, choose lunch, drinks, snacks, and leisure activities at break times and where appropriate within lessons.

'Leaders' work to promote pupils spiritual, moral, social and cultural development is exceptional. Pupils are very well prepared for their lives in modern London and Britain thanks to the wide range of therapeutic activities: enrichment trips and community events.'

Ofsted November 2017

Mutual Respect

Respect is one of the core values of our school. This can be seen and felt in our pervading ethos in school. The staff and students know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of respect at Sybil Elgar School underpins our work every day both in and out of the classroom. Students and adults alike, including visitors are challenged if they are disrespectful in any way. Values are highly visible around the school and can be seen in displays, Star of the Week, certificates, trophies and as part of our agreed codes e.g. staff code of conduct. We welcome the Everyone's Invited initiative and have a culture of It Could Happen Here.

We strive to ensure that each student is included in activities and experiences that are appropriate to their individual needs and abilities. We provide opportunity for the students to be part of the wider community as much as possible whether this be through visits, visiting music therapists, theatre groups, working with students from other schools and colleagues. Other activities have included collaborative Art projects and Dance festivals. We endeavour to work across different key stages regularly to promote a sense of inclusion and tolerance to the needs and appreciation of others.

'Parents are overwhelmingly positive about the work of the school. They repeatedly told the inspector that the school's work is transformational. For example, comments typical of those made to the inspector included: 'I just can't believe the difference in my child' and 'If only you could see where they were and where they are now.'

Ofsted November 2017

Tolerance of Those with Different Faiths and Beliefs

Irrespective of a person's cognitive or physical ability, gender, faith, race and creed, everyone must be treated with equal respect both within our school and the wider communities. We are fortunate to be based in London where we benefit from being part of a diverse community.

Cultural development and appreciation form a central part of our curriculum. We celebrate the cultural heritage of our students. We have an established and enriched SMSC diary of events running throughout the school year, celebrating a range of national and international cultural, ethical and religious events, linked to the PSHCE programmes of study. We undertake an MFL week, where we immerse ourselves in the languages, cultural influences and heritage of a variety of countries.

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This is achieved through enhancing students' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Assemblies and discussions involving prejudices and prejudiced-based bullying have been supported by learning in RE and PSHE.

Daily and weekly whole school assemblies explore different themes such as friendship and how we as individuals link in with the world around us. We explore celebrations of different faiths and events from around the world.

In addition, we employ teachers and support staff who bring a varied cultural experience to Sybil Elgar School. Where we have large numbers of families from specific cultural groups we hold information and celebration sessions for parents and staff to develop their understanding of autism, share cultural responses to autism and share food and music.

Events such as these help students develop an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

Impact

We are proud of our happy and safe school. Our students and staff have good attendance and want to be at school, where they feel valued and empowered. This is reflected and can be evidenced in absence monitoring, reduction of idiosyncratic behaviours and in consultation documents. We have a wealth of photographic evidence documenting the quality and joy of experience over time.

See Assessment and Recording Policy

The Sybil Elgar School has a very strong ethos and programme in place to support and safeguard all staff, students and families.

The school will have due regard to the need for everyone to **be safe and feel safe**.

We will ensure that our students are overtly taught and have modelled for them the values of courtesy, honesty, tolerance kindness and respect for others, through a robust curriculum, clear and effective policies and well established procedures, practice and protocols.

We will not tolerate abuse in any form, including peer on peer abuse and we will ensure that we: **inform prepare and respond**

- Inform (ensure students, staff and families know the risks, how they present and the potential support/outcomes)
- Prepare (ensure that students, staff and families can identify the risks, report and respond)
- Respond/Help (ensure that responses to reports of CSE are dealt with effectively, keeping children safe, helping those involved).

The school has an open culture and we encourage families/students and staff to talk about their concerns safely.

Our students are autistic and this presents clear and extra challenges. The majority of our student population have severe cognitive delay, highly complex needs and a lack of understanding about the impact of their behaviour on others. They may be perceived to be behaving without respect 'abusing' others without intent, both their peers and staff who work with them. The school will not tolerate instances of abuse, violence and harassment in any form. Instances of this from or between students will be dealt with following the NAS schools behaviour policy and school protocols.

Staff training and support is key to ensure that our students are supported sensitively and robustly to manage their difficulties in a positive way and to ensure that they are taught the skills to enable them have the best possible quality of life and enable them to live and work with others in their adult lives.

Other relevant Policies:

This document should be read in conjunction with the following policies:

- Safeguarding Children policy
- Curriculum policy
- PSHCE policy
- RSE Policy
- RE Policy
- Online Safety Policy
- Communication policy and guidelines
- Spiritual, Moral, Social and Cultural Development Policy
- Assessment, Recording and Reporting Policy
- Positive Behaviour Support Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Pupils Complaints policy
- Staff conduct policy and NAS competencies Curriculum/British Values

Equal Opportunities

Teachers will ensure that provision reflects Cultural Diversity, Ethnicity, Religion, Gender, Ability, Disability and Age.

Health and Safety

All staff should ensure the health and safety of all pupils and staff at all times

*For the purposes of this policy and for fluency the term 'student' is used to describe all learners from the Early Years through to the 16-25 Provision