



PROMOTING BRITISH VALUES STATEMENT

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 DfE advice November 2014. At Radlett Lodge School these values are reinforced regularly.

British values are taught through Me and You (PSHCE and SMSC) and My World (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

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 opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

At Radlett Lodge School we uphold and teach pupils about the British Values which are defined as:

- ☐ Democracy
- ☐ Rule of Law
- ☐ Individual Liberty
- ☐ Mutual Respect
- ☐ Tolerance of those with different faiths and beliefs

PSHCE (Personal, Social, Health, Citizenship, and Emotional) and SMSC (Social, Moral, Spiritual, and Culture) underpins our entire curriculum offer. We teach children and young people 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 understanding and their maturity.

“The relationships that exist between pupils and staff are a strength of the school. The sensitive approach used by staff to help pupils improve their behaviour is highly impressive. Pupils develop their ability to work with others, learn the difference between right and wrong and stay on task.” Ofsted, January 2017

Democracy

Democracy is an important value at our school. Pupils 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 pupil votes. The pupils work together where appropriate to their cognitive ability to agree a set of class or individual rules which they actively work and live by and are used by pupils and adults to influence others' behaviour. In addition, pupils also have individual opportunities for advocacy and democracy through the annual review process. Some classes promote the democratic process by voting on where they would like to go on the community based education activities.

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 multi-disciplinary team (Behaviour Co-ordinators, Occupational Therapist, Speech & Language Therapist along with SLT) at Radlett Lodge work with class teams and individual pupils to develop Pupil Passports containing Individual Behaviour Support Plans (ISPs), risk assessments 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.

Pupils 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 (e.g. in Post 16 some students are looking at risk assessments for using the kettle and toaster). This further develops their appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

Pupils who are cognitively able are taught the value and reasons behind laws, that 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 help reinforce this message. Pupils in the past have been involved in the NAS' Young Campaigners Group and their work has including meeting members of the House of Lords and learning about how campaigning changes or impacts law. The Young Campaigners work focuses on campaigning for autism rights and opportunities.

Pupils who are not at this cognitive stage experience this within the school community daily through the NAS SPELL framework, staff acting as role models, collective worship, work around emotional regulation, communication, ISP strategies and the use of motivators. Pupils are encouraged to recognise positive behaviours that allow everyone to live and work together as a 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 society more widely.

"The school works very hard to find the ways in which everyone can express their views and choices. The student council is used very well indeed to help pupils to contribute their ideas as to how the school could be even better. Initiatives such as the Young Campaigners support students' understanding of citizenship and the different institutions of modern Britain and how to influence them." Ofsted, March 2013

Individual Liberty

Within school, pupils 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 pupils 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. Pupils 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 Me and You

(PSHCE) lessons. Pupils are given the freedom to make choices, e.g. voting on choices for whole school events, lunch, drinks, snacks, activities at break times, and where appropriate within lessons.

Between the ages of 14 and 16 all pupils at Radlett Lodge have a Person-Centred Planning meeting (PCP). At this meeting the PCP Champion plays an impartial role in communicating and supporting the young person in advocating their hopes and desires towards the following 4 life outcomes:

- employment
- independent living
- good health
- friends, relationship and community inclusion

The outcomes of the PCP meeting shape the Post 16 education that each individual then receives.

“The extensive ‘person-centred planning’ allows all students to follow personalised learning programmes. This approach enables students to develop their literacy, numeracy and personal development skills well, in addition to learning about health, friends, independence and the community.” Ofsted, January 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. Staff receive values training as part of their day 1 induction training to ensure that all other training and discussions are underpinned by this core ethos. The staff and pupils 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 Radlett Lodge School underpins our work every day both in and out of the classroom. Pupils 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, Magic Moment records, certificates and as part of our agreed codes e.g. staff code of conduct. Pupils (and staff) are supported through individual debriefs following involvement in or witnessing behaviours of concern, this together with daily / weekly reflection sessions, provides the opportunity to promote mutual respect between pupils and helps us teach understanding and empathy.

Tolerance of Those with 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 in our local community. Discussions addressing prejudices and prejudiced-based bullying are supported by learning in My World (RE) and Me and You (PSHCE).

On a termly basis in school (and half termly in the Lodge) we celebrate as a whole school themed cultural day, encouraging pupils to research and discover differences and similarities between us and other cultures, religions and significant events. Likewise, we use opportunities such as the Olympics or World Cup to study and learn about life and cultures in the countries who participate. On these days, we invite guests, theatre and performance groups or other professionals in to allow our pupils to experience different cultures.

In addition, we employ teachers and support staff who bring a varied cultural experience to Radlett Lodge 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, discuss cultural responses to autism and share food and music.

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

“The school provides outstanding opportunities to promote pupils’ spiritual, moral, social, and Cultural development and British Values. Pupils demonstrated their ability to help others recently when they ran a mile and raised money for Sport Relief... (The school) tries very hard to help children make sense of the world as best they can” Ofsted, January 2017

Other relevant Documents:

These policies / documents should be read in conjunction with this statement:

- Curriculum Policy
- My World (RE) & ME and You (PSHCE and SMSC) subject policy documents
- Communication Policy and Guidelines
- Assessment, Recording and Reporting Policy
- Positive Behaviour Support in Schools Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Pupils Complaints Policy
- Staff conduct policy and NAS competencies
- Accessibility Plan

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