



British Values Policy

Background:

The Department for Education (2014) published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.

The guidance aims to help schools understand their responsibilities in this area. All have a duty to 'actively 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. These values were first set out by the government in the 'Prevent' strategy in 2011.

Introduction:

Sunningdale School is an inclusive setting and our ethos and curriculum enables children to be independent learners, to make choices and to build strong relationships with their peers and all adults. Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We would challenge pupils, staff or parents who expressed opinions contrary to fundamental British values.

We promote 'British Values' through our spiritual, moral, social and cultural learning which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is at its most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

The curriculum at Sunningdale offers broad and balanced opportunities.

'British Values' is identified as:

Democracy:

The ability to understand and communicate is the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are assisted and encouraged to manage their behaviour and to take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We help some pupils to understand the connection between actions and consequences. Our school environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility within school for particular roles and to understand that with these roles comes a level of responsibility. Learning to do things independently is an important part of learning in order to understand yourself.

We support others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually in order to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with pupils from other schools, coaches, theatre groups etc.

The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations including: sports events, community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing activities and encouraging participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as:

friendships, helping others and celebrations from a range of faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are skilled in observing changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Child Protection Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Sunningdale School are happy, well cared for and have access to an active, enabling environment where they will be able to learn the skills necessary to live a fulfilling life as part of their community.

How we teach British Values at Sunningdale

At Sunningdale we don't plan specific 'lessons' to teach children British values - they are included in everything we do. Britain has undergone rapid economic and social change in the last few decades and we live in an increasingly diverse society. We teach our children that it is possible to live together peacefully, each of them a valuable part of our multicultural world.

Here are some examples of how British Values are embedded in our day-to-day learning:

- We teach children to be kind, helpful and respectful of others;
- We teach children to be part of their local community by taking learning out of the classroom.
- We celebrate festivals and mark special days from the world around us;
- We teach the children about compromise.
- We teach children to work together - we provide opportunities where children learn to listen, take turns and value contributions from others. This is an important part of British values- teaching about shared values and working together towards a common goal.
- We teach children about the world in which they live -their immediate locality and the wider world.
- Where appropriate we provide learning opportunities for children to learn about the different cultures within our country through the school's SMSC focus.