

## **British Values Policy**

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 curriculum intent and implementation enables children to be independent learners, to make choices and to build strong relationships with their peers and adults.

Pupils achieve and develop when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We expect all pupils, staff, parents and other stakeholders to model and adhere to fundamental British values.

We promote British Values through our spiritual, moral, social and cultural learning that permeates through the school's curriculum and supports the holistic development of the child so that they can 'be more'.

We recognise that outstanding development and outcomes are most achievable when fundamental British Values and associated attitudes are promoted by all the staff and provide a model of behaviour for our pupils and their families.

The curriculum at Sunningdale School offers varied, broad and balanced opportunities for pupils to develop at their appropriate developmental, social, emotional, communicative and physical level through a pathway based approach to closely matching their entire environment to their needs and aspirations.

*British Values* are 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 support 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 pupils, where relevant, to understand the connection between actions and consequences. Our school environment enables pupils to feel safe and secure; this contributes to 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 growth and development.

We support others by participating in charitable events such as, Comic Relief, Children in Need, Macmillan Coffee Morning and other notable causes. We believe that creating a caring and helpful environment as well as creating opportunities for self-efficacy can boost and nurture a healthy self-esteem.

### Mutual Respect:

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

The curriculum at Sunningdale School is personalised and may include a range of experiences both within school and the local community. Community events include: festivals, sporting events, musical shows, work with local and regional bodies (e.g. Baltic Arts) and engagement with other stakeholders.

It is important to facilitate opportunities to be part of the communities the school belongs to locally, regionally and nationally as pupils, families and staff have a lot 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.

Pupils take part in assembly-like activities relevant to their developmental needs. These help all pupils to find out about themselves and develop links to the wider communities in which they belong. The themes cover the areas:

- Problem solving.
- Communication.
- Teamwork.
- Resilience.
- Confidence.
- Initiative.
- Organisation.
- Creativity.

Pupils are encouraged to experience British Culture through our curriculum connectors. For example, pupils have visited many local places. We also take part in relevant 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 pupil's presentation of Engagement and well-being that may indicate anxiety. If staff have concerns regarding the wellbeing of a pupil, our accepted practice links to the Child Protection Policy and Keeping Children Safe in Education that establishes a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers, families and a wide range of relevant professionals to ensure that the pupils at Sunningdale School are well cared for and have access to a developmentally appropriate environment where they will be able to develop the skills necessary to play a role in their community and be the most they can be in life.

## **British Values at Sunningdale School**

At Sunningdale School we don't plan specific lessons to teach children British values they permeate everything we do. We develop British Values through a specific curriculum focus on The World About Me, Independence, Communication, Thinking and Problem Solving, Physical Well-being, Play and Leisure, Art, Drama, Relationships and Sex Education and Outdoor Learning.

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.

British Values are embedded across all aspects of the school in a number of ways that are evident throughout the school day.

- 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 support children to work and play together developing shared values and working together towards a common goal.
- We teach or give pupils experiences that involve the wider world in which they live: their immediate environment, locality, region 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 curriculum connectors that become experientially broader as pupils move through key-stages.

<b>Role</b>	<b>Name</b>	<b>Ratification Date</b>
Policy Author (if not HT)		
Headteacher	J. Waller	
Chair of Governors	V. Ingleton (2021) C. Stewart (2022)	November 2021 (Reviewed November 2022)