

RADLETT LODGE SCHOOL

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

British values are taught through Citizenship; Personal, Social, Health and Emotional (PSHE)(Me and You); and Religious Education (RE)(My World). 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 real 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

PSHE 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 ability and their maturity.

“Pupils’ behaviour and their personal development are outstanding because their personal needs are managed so well. An exceptional personal, social, emotional and health education programme is rightly focused on providing pupils with as much choice and independence as possible.” Ofsted, March 2013

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.

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 (Educational Psychologist, 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) 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 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. Some of these pupils are also involved in the NAS' Young Campaigners Group and work here has included 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.

Pupils 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. Pupils 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.

“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 PSHE and Citizenship lessons. Pupils are given the freedom to make choices, e.g. voting on choices for whole school events, choose 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 working 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.

“Students in Post 16 are prepared very well indeed for the next steps in their education and lives. The qualifications they take and the activities they do promote their key skills, independence and confidence extremely well. “ Ofsted, March 2013

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 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 books, certificates and as part of our agreed codes e.g. staff code of conduct.

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. Assemblies and discussions involving prejudices and prejudiced-based bullying have been supported by learning in RE (My World) and PSHE (Me and you).

On a termly basis (and monthly basis for residential pupils) 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 culture in countries who participate. On these days, we invite guests, theatre and performance groups or other professionals in to allow the pupils to experience different cultures such e.g. African drummers.

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, share 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 tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

Other relevant Policies:

This policy should be read in conjunction with this statement:

- Curriculum policy
- RE(My World) & PSHE(ME and You) subject policy documents
- Communication policy and guidelines
- Spiritual, Moral, Social and Cultural Development Policy
- Assessment, Recording and Reporting Policy
- Behaviour Support Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Pupils Complaints policy
- Staff conduct policy and NAS competencies

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

To be reviewed: February 2019