

## British Values

Our school reflects British values in all that we do. We encourage our learners to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

At Mapledown School, we actively promote British values in the following ways:

### Democracy

- Pupil voice and communication autonomy is very important and something as a school we continue to develop and strive towards. This is a key aspect of our school improvement work.
- Pupils who cannot attend their person centered EHCP review meeting record their opinions within our pupil voice sheet and videos so that their views are shared in the most appropriate and meaningful way possible.
- The principles of democracy are explored in the curriculum e.g. Turn taking, sharing and collaboration, as well as during assemblies, special projects and of course our Student Council. Elections take place in September when all pupils elect a representative for each class. The Council meets regularly to plan for whole school projects and requests.
- Achievements are celebrated and rewards are embedded into our school culture and ethos.
- We promote a school environment where questions are valued and encouraged.

### Rule of Law

- The ethos and school environment promotes and encourages respect and helps pupils to distinguish right from wrong.
- Class rules are shared more frequently as and where necessary, reminding pupils of our school ethos and values.
- The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parents and carers.

### Individual Liberty

- Our school environment is one that promotes independence and individual communication. Pupils are supported by skilled communication partners to take ownership of their learning. All staff are working towards scaffolding communication with minimal support necessary to promote engagement and achievement.
- We all work to promote the pupils self-esteem and a positive sense of self throughout the school day and in the wider community
- Pupils are encouraged to take responsibility for their behaviour and are supported to learn to make safe choices that enable them to grow as individuals and reach their own potential in all aspects of their learning
- As pupils move up through the school they are supported to understand their rights and personal freedoms and are given appropriate advice to enable them to make independent decisions.
- Vulnerable pupils are supported to make appropriate decisions and staff ensure that adults supporting them are doing so with the pupils best interests.

- We conduct annual surveys and use the results to inform the coming year's school improvement plan.
- We pride ourselves on a school culture and ethos that builds respect, tolerance and resilience.

### **Mutual Respect and Tolerance of Those With Different Faiths and Beliefs**

- Respect is one of the core values of our school. The pupils know and understand that it is expected that respect is shown to everyone, adults and children.
- Pupils are helped to acquire an understanding of, and respect for, their own and others' opinions, cultures and ways of life.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour. All incidents are recorded.
- We have an annual Black History Week where lessons focus on different cultures and countries, and an annual International day where we celebrate diversity through a fun-filled afternoon.
- Through the PSHE and RE curricula, pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Displays around the school celebrate our diverse community.
- Assemblies are a way of introducing pupils to a larger community group and a lovely way to share & celebrate pupil's achievements.
- Links with our immediate community provide rich real life experiences.

### **Vulnerability to Radicalisation or Extreme View Points**

- The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.
- The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.'
- Staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern.
- Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

## Curriculum Links

Safeguarding and preparing for life in modern Britain through the promotion of British values is developed through our policies and procedures, through whole school celebrations and events and through the timetabled lessons. Communication autonomy and working towards being as independent as possible in what individuals can say is at the heart of our values. Communication opportunities are planned into lessons and each student has a communication target as part of their Key Personal Learning Targets. This promotes communication autonomy; getting your needs met, self-advocacy, including the ability to say no.

### Key Stage 3

- E-Safety
- Know we have rights, views and opinions; how to respect others and voice one's own.
- Personal appearance, qualities and behaviour and the effect these can have on others
- Debating, reasoning and reflecting on spiritual, social, moral and cultural issues. Developing relationships and respecting differences in others.
- Saying no and personal space
- Understanding we all have rights and the concept of self advocacy.
- Understand rules and laws and why we have them.
- Realise the consequences of bullying, racism, homophobia etc. Understand stereotyping, prejudice and discrimination.
- Facing life's challenges, building resilience and celebrating achievements of self and others.

### Key Stage 4 & 5

- E-Safety - using internet safety, personal data, privacy and how to report concerns.
- Awareness of different views and opinions are represented online and that not all information is factually correct, as appropriate to our learners' cognition needs.
- Making informed choices about safety and health; including drugs and medicines - the effects and the law.
- Relationships, sexuality and the human life cycle.
- Dealing with feelings the context of relationships,
- Accepting and celebrating difference, respecting and protecting the characteristics, values and choices of others. Peer pressure and being assertive.
- Identifying feelings of grief and bereavement and how to cope with these.
- Advocacy - taking control of the future; managing transitions.