



## Promoting British Values

*This document needs to be read in conjunction with our Spiritual, Moral, Social and Cultural (SMSC) and Personal, Social, Health & Economic Education (PSHE) policy documents, the curriculum pathways that support the implementation of this area and the long term planning established which ensure breadth, balance and relevance of all SMSC and PSHE areas. This paper is additionally supported by the school's behaviour policy, equal opportunities policy, Sex & Relationships Education (SRE) scheme of work, the Religious Education (RE) scheme of work and the e-safety policy.*

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. This guidance was initially published to further strengthen the previous guidance published in improving the spiritual, moral, social and cultural development of pupils to ensure young people leave school prepared for modern life in Britain.

In November 2014, the government outlined that all schools must now have a clear strategy for embedding these values and show how their work has been effective in doing so.

Baskerville School promotes these values through our own school values, curriculum delivery, and the school offer and enrichment activities. The purpose of our actions will ensure that all students at Baskerville School have a voice that is listened to through the school based activities outlined below. In order to recognise the impact of these values through our work we have identified key performance indicators to allow us to judge the effectiveness of our work through our curriculum offer, school vision statement and Baskerville School Code of Conduct.

### **Monitoring:**

The School Improvement Committee of the Governing body will monitor our provision in this important area. Through reports provided by the Head Teacher and Assistant Head Teachers they will be able to scrutinise the whole school strategy outlined within this document and challenge its effectiveness by examining the impact on our learners. Member of the School Council will attend a Governors Meeting in the Summer Term to present information

about their work and make requests. This ensures that 'student voice' is recognised and most importantly empowered. Through visits to the school the Governors can measure the impact of our provision and monitor all planned development identified.

The Assistant Head Curriculum and Assessment will co-ordinate and monitor the effectiveness of this strategy as part of her curriculum co-ordinator's role. Through the school's well-established self-evaluation cycle a report/action plan will be presented to the Governors of the school which will enable the school to continue to monitor/strengthen this area.

Value	How we promote democracy	Impact
<p><b>1) Democracy</b></p> <p><b>Links to Baskerville School Code of Conduct:</b></p> <ul style="list-style-type: none"> <li>• Respect ourselves</li> <li>• Respect our school and everybody in it</li> <li>• Be polite and treat each other with care</li> <li>• Make our visitors feel welcome</li> </ul> <p><b>Links to school curriculum/offer:</b></p> <ul style="list-style-type: none"> <li>• Maths (data handling)</li> <li>• English – Understanding and Speaking</li> <li>• SMSC – Social, Moral</li> <li>• Lesson activities – Effective participators, Creative thinkers, Reflective learners, Independent workers, Team workers</li> <li>• School Council</li> </ul> <p><b>Links to school vision statement:</b></p> <p>We will ensure the entitlement of each student to access a variety of opportunities to promote</p>	<ul style="list-style-type: none"> <li>• Baskerville School Council designed and reviews the School Code of Conduct</li> <li>• We have an elected School Council; This is used as an opportunity to promote and teach about democracy (views of others) and the electoral process (data handling)</li> <li>• The work of the School Council is high profile and involves regular meetings where representatives share student concerns and discuss issues that affect the students</li> <li>• The School Council discusses how to obtain the views of others through surveys, class visits, site visits and meetings with Governors and staff/visitors across each school settings</li> <li>• Clear agenda items and minutes are published; The Student Council reports and make students' views and requests known to the Governors annually</li> <li>• SMSC curriculum is established throughout the school; SMSC audits are</li> </ul>	<ul style="list-style-type: none"> <li>• Students' voice is recognised and listened to – leisure/play equipment survey and outcomes acted upon (play/leisure area designed incorporates pupil views)</li> <li>• Agenda items underpin the developments of the school improvement plan – healthy lifestyles/eating, lunchtime activities – EHCP for all pupils</li> <li>• Play/leisure time rules identified and cascaded through the school; students remain safe at Baskerville School</li> <li>• Behaviour and safety of the school further informed</li> <li>• Governance of the school further informed</li> <li>• SMSC outcomes addressed in an informed way; personalisation of learning remains at the heart of provision/all students at Baskerville School make progress within SMSC</li> <li>• Long term planning curriculum pathways map provision for all students within Baskerville School; curriculum offer</li> </ul>

<p>academic, social, emotional and physical development.</p> <p>We will use autistic specific, empathetic approaches and an autistic sympathetic learning environment to promote student learning and personal development.</p> <p>We will provide choices and challenges in order to maximise potential and build upon strengths and interests.</p> <p>All the members of the school community are valued equally and work in partnership with parents, careers and the wider community.</p> <p>We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school</p>	<p>conducted regularly</p> <ul style="list-style-type: none"> <li>• Democracy is also promoted through the maths curriculum with a focus upon data handling enabling the students to strengthen their key concepts/skills of obtaining views of others and through humanities where students learn about other societies, faiths and ways of life and learn about the development of democracy in Britain</li> </ul>	<p>provides equality of opportunity for all learners</p> <ul style="list-style-type: none"> <li>• Personalised learning programmes track progress identifies personal learning outcomes for learners struggling to make appropriate progress – all students at Baskerville School now make expected progress within literacy and maths (see progress reports)</li> </ul>
<p><b>UN CRC Article 12:</b> Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p> <p>Students are supported so they can express their views and preferences at their annual reviews and conversion meeting to formulate their Education Health and Care Plans.</p>		

Value	How we promote the rule of law	Impact
<p><b>2.The rule of law</b></p> <p><b>Links to school Code of Conduct:</b></p> <ul style="list-style-type: none"> <li>• Respect each other’s property</li> <li>• Only leave the classroom and school with permission</li> <li>• Take care moving around the school</li> <li>• Only leave the classroom and the school with permission</li> <li>• Take care on our way to and from school</li> </ul> <p><b>Links to school curriculum/offer:</b></p> <ul style="list-style-type: none"> <li>• PSHCE/SRE – Relationships scheme of work</li> <li>• ILP targets</li> <li>• Behaviour Management Strategies</li> <li>• PATHS</li> </ul> <p><b>Links to school vision statement:</b></p> <ul style="list-style-type: none"> <li>• Celebrating success</li> <li>• Promoting educational potential</li> <li>• Working for success</li> <li>• Preparing students for life after school</li> </ul> <p><b>UN CRC Article 19:</b> Governments should ensure that children are properly cared for, and</p>	<ul style="list-style-type: none"> <li>• We have high expectations of students’ conduct and this is reflected in our Behaviour Policy</li> <li>• Behaviour Management Strategies, PATHS and support to guide learners in identifying ways they can moderate their behaviour and act towards others</li> <li>• Personalised BMS targets address behaviour for learning in a consistent and informed way</li> <li>• Good behaviour and consistent demonstration of our values by staff</li> <li>• Recognition of students’ positive behaviour through such things as ‘Star of the week’ and merits in weekly school assembly</li> <li>• Home school books sent home to parents/carers identify positive behaviour</li> <li>• Awards Evening held annually to recognise students’ effort, positive behaviour and contribution to the school</li> <li>• Governors scrutinise behaviour data at full Governor meetings each term</li> <li>• Through our behaviour code and assemblies students are taught how to earn trust and respect and supported to develop a strong sense of morality; knowing right from wrong and doing</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour policy and associated behaviour management strategies identify triggers and de-escalation techniques to assist students in changing their own behaviour towards others</li> <li>• Anti-bullying policy identifies nature of learners; succinct record keeping enables staff to determine alternative strategies for the management of behaviour</li> <li>• Parents/carers help determine IEP targets; strengthened vision statement ‘all members of the school community work in partnership with parents and carers’</li> <li>• Students celebrate achievements throughout the school; peer assessment embedded within weekly timetable of assemblies and reward systems</li> <li>• Whole school celebration of citizenship in assemblies, special events and awards evening that recognises students’ achievements by awarding the community cup</li> <li>• Governance of the school regularly informed by the Head Teacher and school self-evaluation document leading to opportunities to scrutinise data and challenge outcomes</li> <li>• Behaviour and safety within the school further strengthened through robust staff training and protocols which determine</li> </ul>

<p>protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<p>the right thing even when it's difficult</p> <ul style="list-style-type: none"><li>• Through our safeguarding policy and Tier 2 and 3 safeguarding training (whole staff)</li></ul>	<p>information sharing pathways and Team Teach</p>
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Value	How we promote individual liberty	Impact
<p><b>3. Individual liberty</b></p> <p><b>Links to school behaviour code of conduct:</b></p> <ul style="list-style-type: none"> <li>To be kind and considerate towards others</li> <li>To look after the school and everything in it</li> <li>To keep ourselves and others safe</li> </ul> <p><b>Links to school curriculum/offer:</b></p> <ul style="list-style-type: none"> <li>E-safety</li> <li>PSHCE/SRE - Relationships scheme of work</li> <li>Life Skills and travel training</li> <li>Citizenship</li> </ul> <p><b>Links to school vision statement:</b></p> <ul style="list-style-type: none"> <li>Celebrating success</li> <li>Promoting educational potential</li> <li>Providing choices and challenges</li> <li>Integrating into the wider community</li> <li>Preparing for life after Baskerville School</li> </ul> <p><b>UN CRC Article 15:</b> Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p><b>UN CRC Article 31:</b> All children have a right to relax and play, and to join in a wide range of</p>	<ul style="list-style-type: none"> <li>Through our school values, students are taught about personal responsibility, choices, ambition and aspiration</li> <li>Students' aspirations are recognised, and promoted within tutor time, the aspirations boards and wider aspects of our curriculum</li> <li>All classes display class rules which provide meaning and relevance for each learner</li> <li>Peer and self-assessment encourages students to determine what went well and how improvements can be made in all aspects of learning (e.g. marking policy and can do statements)</li> <li>Through the use of outcomes identified within EHCP/Annual and Transition reviews students' voice is obtained through 'All about me' in the residential provision and 'students' views annual review document'</li> <li>Students are encouraged to take opportunities to follow their aspirations/ interests through our curriculum, vocational courses and lunchtime and after school clubs</li> <li>Students' achievements are celebrated in assembly, displays, on our web site and the school newsletters</li> <li>Students are taught how to keep</li> </ul>	<ul style="list-style-type: none"> <li>Students' voice obtained to determine outcomes for destination planning; destination fully informed</li> <li>Curriculum offer identifies appropriate personalisation which encourages engagement; students continue to make progress over time</li> <li>Class rules help inform behaviour outcomes</li> <li>Learning environments are conducive to well-being; learning environments continue to support students' progress over time (use of work stations and calming areas)</li> <li>Students enjoy their time at Baskerville (see parent and students' questionnaires); curriculum interest/aspiration led</li> <li>Students' learning celebrated by whole school community</li> <li>Relationships curriculum (safety) identifies learning outcomes which are fully differentiated to support informed progress over time</li> <li>E-safety protocols embedded throughout the school</li> </ul>

activities.	<p>themselves safe through the PSHE and the Relationships curriculum delivered throughout the school; they learn about how to keep safe by teachers reminding them about the safety rules in science, PE, Forest Schools, Technology, food technology, textiles, land based studies, horticulture, computing, work experience and off site visits</p> <ul style="list-style-type: none"><li>• The school has a high profile approach to e-safeguarding as recognised in our e-safety policy, protocols and posters; There are 2 students and a governor member on the e-safety committee</li></ul>	
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Value	How we promote mutual respect	Impact
<p><b>4. Mutual respect</b></p> <p><b>Links to school behaviour code of conduct:</b></p> <ul style="list-style-type: none"> <li>• To be respectful towards ourselves and to others</li> <li>• Be polite to visitors</li> <li>• To keep ourselves and others safe at school and to and from school</li> </ul> <p><b>Links to school curriculum/offer:</b></p> <ul style="list-style-type: none"> <li>• RE curriculum and scheme of work</li> <li>• SMSC Long term planning – social, moral, spiritual and cultural</li> <li>• Whole school charity days</li> <li>• MFL</li> </ul> <p><b>Links to school vision statement:</b></p> <ul style="list-style-type: none"> <li>• Working in partnership, parents and professionals</li> <li>• Working for success</li> <li>• Whole school community valued equally</li> </ul> <p><b>UN CRC Article 2:</b> The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p><b>UN CRC Article 30:</b> Children have a right to learn and use the language and customs of their families, whether these are shared by the</p>	<ul style="list-style-type: none"> <li>• We have high expectations about students’ behaviour and this is reflected in our Behaviour Policy</li> <li>• Our anti-bullying policy demonstrates an understanding of students’ difficulties in communication and in making their needs known</li> <li>• Bullying is recorded and triggers a review of the Behaviour Management Strategy where further strategies and approaches are identified to address issues</li> <li>• Through our behaviour code, PSHE lessons and assemblies students are taught to respect each other, to be cooperative and collaborative, to be supportive and to be understanding of differences</li> <li>• The staff at Baskerville School treat all students with mutual respect; staff assist all students on a daily basis in the development of their behaviour and personal skills through the implementation of the code of conduct, class rules and IEP targets</li> <li>• Through our wider curriculum we study ways we can help others, e.g. whole school charity days</li> <li>• We support a range of charities such as Wear bright for sight, water aid, red</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD further strengthened to inform all policy, protocols and strategy throughout the school</li> <li>• Students at Baskerville School remain safe; students are equipped with strategies that make their needs known to staff</li> <li>• Staff able to guide students into making good choices through the allocation of tutor time, and the deployment of teaching assistants to classes so that students are well supported by planned interventions</li> <li>• The code of conduct is upheld throughout the school leading to informed practice</li> <li>• Staff able to guide students into making good choices through planned intervention which is outcome led</li> <li>• ILPs reflect targets identified to support respect/behaviour towards others</li> <li>• Assistant Head Teacher Pastoral monitors ILP target, and Behaviour Management strategies assisting teaching teams in establishing targets that provide meaning and challenge</li> <li>• SMSC outcomes firmly embedded throughout the school leading to students’ making good progress over time</li> <li>• School meets statutory guidance on the teaching of RE</li> <li>• RE curriculum provides appropriate</li> </ul>

<p>majority of people in the country or not.</p>	<p>nose day and cancer charities identified each year by students' initiative, Student Council, the Eco Committee and vocational courses</p> <ul style="list-style-type: none"> <li>• We use Bible stories and drama to promote Christian values, tolerance and respect within our RE curriculum and in assemblies</li> <li>• We use stories and drama to promote a wider understanding of the beliefs of others through our RE curriculum and assemblies (SACRE LA agreed syllabus) identifying when such areas will be addressed through our long term planning for this subject area</li> <li>• During our culture days/foreign language days we celebrate a range of different cultures and their faith/belief</li> <li>• Mutual and self-respect is also promoted through the Code of Conduct, PSHE lessons and assemblies</li> </ul>	<p>breadth and balance for all learners throughout the school</p> <ul style="list-style-type: none"> <li>• School offer provides opportunity to pursue learning through a common approach to learning - TEEP</li> <li>• Visiting professionals and organisations, the police, the fire brigade, piano lessons, careers advisor etc underpin our school offer by creating opportunities to maintain students' interests and curiosity</li> </ul>
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Value	How we promote tolerance of different faiths and beliefs	Impact
<p><b>5. Tolerance of different faiths and beliefs</b></p> <p><b>Links to school Code of Conduct :</b></p> <ul style="list-style-type: none"> <li>• Treat others with respect</li> <li>• Respect the school and property</li> <li>• To keep ourselves and others safe</li> </ul> <p><b>Links to school curriculum/offer:</b>  RE curriculum  SMSC long term planning – Spiritual, Moral, Social and Cultural  Creative Arts (Art, Design and Music)  RE and History  DT – Food Technology</p> <p><b>Links to school mission statement:</b></p> <ul style="list-style-type: none"> <li>• Promoting opportunities for all</li> <li>• Encouraging students to make choices</li> <li>• Promoting success</li> <li>• Working with parents and professionals</li> <li>• Preparing students for life after school</li> </ul> <p><b>UN CRC Article 14:</b> Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<ul style="list-style-type: none"> <li>• We have high expectations about student conduct and this is reflected in our Behaviour Policy and Equal Opportunities Policy.</li> <li>• Tolerance of different faiths and beliefs is promoted through the Locally Agreed Syllabus for Religious Education; Students learn about different religions, their beliefs, places of worship and festivals; Students’ work is often displayed in the classroom and within the school environment</li> <li>• Long term planning identified practical opportunities for students to learn about their own and others beliefs</li> <li>• This is supplemented by visits from local religious representatives (class and whole school), where students are provided with opportunities to learn about significant religious festivals such as Ramadan, Diwali and the Jewish and Islamic New Years.</li> <li>• Whole school culture days</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour data is scrutinised for potential trends over time; pupil behaviour support plans updated accordingly</li> <li>• Governance of the school further informed; Governors are provided with termly opportunities to monitor behaviour and challenge the data presented</li> <li>• RE curriculum provides breadth and balance for all cohorts of learners</li> <li>• RE curriculum meets statutory guidance</li> <li>• School environment celebrates learning and students’ achievements</li> <li>• Opportunities created to underpin our school vision statement of uniting parents and professionals by holding meetings and attending consultations</li> <li>• Schools’ community further strengthened in an informed through newsletters etc.</li> <li>• Students continue to enjoy their learning and the opportunities it brings; students fully engaged within the teaching/learning process, evidenced by observations and self evaluations</li> <li>• Students’ progress over time and learning outcomes determined for all areas of the curriculum; school meets statutory guidance on reporting to parents</li> </ul>

<b>UN CRC Article 30:</b> Every child has a right to learn and use the language, customs and religion of their family		
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