



British Values at Hampden House

The DfE has stated 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.”

At Hampden House we view British Values as integral to the spiritual, moral, social and cultural education that is embedded in our aims, values, curriculum, residential and extra-curricular provision. We recognise that development of these values and attitudes in every child is most successful when they are modelled and promoted by all staff and provide a model of behaviour for our students.

British Values have been identified as:

Democracy

One of the fundamental rights at Hampden House is that of all members of the community to be heard, and everyone has a responsibility to allow this to happen. This is taught and reinforced through all lessons, showing our students how to make their needs and wishes heard in a way that society and school find acceptable. This is done throughout every lesson and taught explicitly through PSHE, but also through enrichment activities and the 24 hour experience of boarders.

The ability to understand and communicate appropriately is the most important area of learning. We ensure that students are given a voice to communicate. This ‘voice’ could be using words, objects, pictures, symbols, or body language. We empower our students by giving them opportunities to make choices about the things that they believe to be important. Students have the opportunity to have their voices heard through Student Council, perception interviews and questionnaires, and boarders attend a daily house meeting. Our school behaviour policy involves rewards which are identified by the individual students, their needs and interests.

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 students in setting codes of behaviour; helping students to make decisions and choices that are acceptable to the school community and society at large. Students are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We help students to understand the connection between actions and consequences.

The importance of Laws or rules, whether they are those that govern the classroom, the school, or the country, are consistently reinforced throughout the school day. During induction and throughout the placement students are taught the value and reasons behind

the schools rules, what they mean and how they look when people are following them. Part of the work in PSHE is about the rules that govern and protect us, the responsibilities that this involves and the consequences when laws and rules are broken. Visits from the Police forms part of our provision and sometimes part of individual packages needed to support young people. The fundamental right to feel and be safe is paramount in all aspects of school and boarding life.

Individual Liberty

Students are encouraged to become good and valued citizens. We believe that engendering a caring and helpful environment can boost and nurture a healthy self-esteem, which in turn promotes positive attitudes to others.

Students are actively encouraged to make positive choices, knowing that they are in a safe and supportive environment. As a PRU we educate and encourage students to make positive choices, through the provision of a safe environment, staff with whom they have a supportive relationship and boundaries that are secure. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, alongside their responsibility to consider how making their choice will impact on themselves and others in the immediate and long term future. This may be in PSHE, target setting, or as part of the ongoing support and intervention provided for every student.

Mutual Respect

We promote every student's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. We offer 24 hour provision in which to develop social skills, social awareness and mutual respect. Students work with a range of people and positive interaction with others is always actively promoted.

Our aim for every child is to develop a healthy respect for themselves, to build self-esteem, self-worth and confidence as a learner. This is embedded in our approach to learning and teaching, behaviour, welfare and safeguarding. It forms part of daily discussions about personal behaviour targets and weekly target setting.

We expect mutual respect to be modelled by all staff at all times, and is an expectation of the whole community. Students are taught about the nine protected characteristics set out in the Equality Act 2010, which protects everyone from discrimination:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Students are taught that to treat people unfairly because they belong – or are believed to belong - to a group of people with protected characteristics, is unlawful discrimination.

We encourage supporting others in the wider community by participating in charitable events such as the MacMillan Coffee Morning, Red Nose Day and Children in Need.

Tolerance of different faiths and beliefs

We are an organisation in which each person is respected and valued equally without regard to ability, gender, faith, heritage or race. Tolerance and understanding of different faiths and beliefs is fundamental to RE, and is promoted through PSHE and assemblies. It is also reinforced throughout the curriculum. Every opportunity is taken to then incorporate issues of tolerance in relation to topical events and news reports.

Hampden House aims to enhance students' understanding of their own and others' needs and to impress upon them that they belong to the school community, their local community and their world community. Hampden House work with students not only to overcome anxiety about differences but also to celebrate and embrace difference through celebration of achievements and developing students' understanding of their place in a culturally diverse society.

PSHE lessons and other activities tackling prejudice and prejudice-based bullying are routine and one-to-one work following any incidents reinforce this learning. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

Although some of our students may find it difficult to articulate their feelings and concerns, staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a student our accepted practice links to the Safeguarding Policy which recognises the duty of care of all staff actively to protect and promote the welfare of children. The staff work closely with parents, carers and other professionals to ensure that the students at Hampden House are happy, well cared for and enabled to gain the knowledge and skills they need to live a fulfilling life as part of their community.

Adopted at Management Committee meeting on:

Signed:

Date: January 2019

Chair of Management Committee

Review date: March 2021

Member of staff responsible for review: Headteacher