



British Values

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We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the whole child.

We recognise that such development is most successful when those values and attitudes are promoted and modelled by all the staff and, in turn, provide a model of behaviour for our students.

The curriculum in all SENDAT settings offers broad and balanced opportunities for learning, for personal development, for experiencing and supporting the emergence of life skills to be active member of the communities in which we and our students live.

'British Values' have been identified as:

Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that students 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 students 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.

We have an active School Council.

Rule of Law:

We involve students in understanding 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 (for example on visits and trips). We endeavour to help students to understand the connection between actions and consequences. This type of environment enables students to feel safe and secure. This, in turn, promotes the conditions for real learning and development of life skills within communities to take place.

Individual Liberty:

Students are encouraged to become good and valued citizens. We do this by supporting each student 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 students will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each student's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, students work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with students from other schools, visits to local communities, shops, etc. The curriculum is personalised and planned for students and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges. Staff model appropriate behaviour to demonstrate respect for everyone in our community and outside the school settings.

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 encounters and participation in events and celebrations to broaden all students' experiences and awareness of others which leads to tolerance.

Our assemblies help all students to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as friendships, awareness of conditions and medical needs, helping others and celebrations from a range of faiths and world events.

Students are encouraged to experience British culture through our curriculum. For example, students have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

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 staff are concerned about a student, our accepted practice includes awareness of Safeguarding which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents and carers and with other professionals to ensure that the students are happy, well cared for and are able to learn the skills they need to live a fulfilling life as part of their community.

Our School Council and Children's Safeguarding Board

We have a School Council which is elected each year and contributes to the decision-making processes in school. We have a display board in school so all staff and students know who our School Council members are. The information from the meetings is shared with everyone at assemblies, tutor times, etc.

Spiritual, Moral, Social and Cultural (SMSC)

All SENDAT communities have a strong commitment to the personal and social development of all students. The Trust vision and values supports spiritual, moral, social and cultural characteristics in all students.

What is SMSC – Spiritual, Moral, Social and Cultural development?

Spiritual development is when we:

- explore beliefs and experiences,
- respect faiths,
- feelings and values,
- enjoy learning about oneself, others and the surrounding world,
- use imagination and creativity,
- reflect.

Moral development is when we:

- recognise right and wrong,
- respect the law,
- understand consequences,
- investigate moral and ethical issues,
- offer reasoned views.

Social development is when we:

- use a range of social skills,
- participate in the local community,
- appreciate diverse viewpoints,
- participate, volunteer and cooperate,
- resolve conflict,
- engage with the British values of democracy, the rule of law, liberty, respect and tolerance.

Cultural development is when we:

- appreciate cultural influences,
- appreciate the role of Britain's parliamentary system,
- participate in culture opportunities,
- understand, accept, respect and celebrate diversity.

In our school student's SMSC development is seen for example in:

- Taking part in a range of activities regarding social skills
- Developing an awareness and respect for diversity
- Developing and appreciation of theatre
- Developing an understanding of right and wrong.
- Developing the communication skills to make choices about likes/dislikes in school then in wider community visits.
- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.

SMSC is embedded throughout the curriculum. This integrated approach ensures that aspects of SMSC is considered in all subject areas.

Beyond the Curriculum

We are also committed as a school to developing SMSC beyond the curriculum. This is done through:

- Arts, Music and other visits to school over the year
- Assemblies give students an opportunity to explore aspects of SMSC