

SPECIALIST EDUCATION SERVICES

Promoting British Values Policy and Practice

Date created or revised: 0820
Date of next review: 0622

*SES Avocet House Ltd (4926028), SES Turnstone House Ltd (7972485) and SES Kite Ltd (12634002)
are subsidiary companies of Specialist Education Services Holdings Ltd (7970185)*

CONTENTS

1	Rationale	2
2	What Are The British Values We Are Required To Promote?	2
3	How Do We Promote British Values?	2
3.1	Through Our Philosophy, Ethos and Curriculum	2
3.1.1	The Curriculum	3
3.1.2	The 24hr Curriculum	3
3.1.3	Specific Areas	4
4	How Do We Evidence The Impact?	6
4.1	Planning For The Promotion Of British Values	6
4.2	Recording The Impact Of Our Promotion Of British Values	6
5	SES KITE: Operational Differences	7

1 **RATIONALE**

This document should be read in conjunction with the **Curriculum Intent Statement**, which outlines specific issues underpinning the Curriculum approach at SES.

The very nature and purpose of the holistic provision at our establishments means that the focus is always on the 'whole child'. This is amplified in the range of documentation, policy and practice that reflects our philosophy of '24hr' learning, coupled with our "no limits" positive psychology.

This document sets out the policy and practice that supports the process of promoting British values as part of the wider curriculum picture. As such this policy and practice document should only be seen in the context of other policy and practice documents as illustrated by:

- SMSC Policy and Practice
- Citizenship Policy and Practice
- PSHE Policy and Practice
- Radicalisation Policy and Practice

Equally because of our philosophy and ethos as referred to in paragraph two above, threads of how we address the promotion of British values permeates the totality of our work.

2 **WHAT ARE THE BRITISH VALUES WE ARE REQUIRED TO PROMOTE?**

British values are described by the DfE as:

- 1 Democracy: respect for democracy and support for participation in the democratic process
- 2 The Rule of Law: respect for the basis on which the law is made and applied in Britain
- 3 Individual Liberty: support and respect for the liberties of all within the law
- 4 Mutual Respect: support and respect for equality of opportunity for all
- 5 Tolerance of those of different faiths, religions and other beliefs: respect and understanding in a culturally diverse society.

3 **HOW DO WE PROMOTE BRITISH VALUES?**

British values are embedded across a range of strategies throughout the operation of SES establishments at both policy and practice levels.

3.1 **THROUGH OUR PHILOSOPHY, ETHOS AND CURRICULUM**

British values are embedded in our policies and procedures as well as within our daily practice. British Values are inherent in our holistic learning and home environments and are actively promoted through a range of different aspects of how our communities operate. Each young person's development is guided by the

underpinning core values and we actively seek to evaluate the impact of these values with a range of outcome measures. We believe British Values should be embedded discreetly within all aspects of our young peoples experience and recognise that the development of these values is a process, which varies for each individual dependent on past experience.

3.1.1 The Curriculum

There are specific subjects that include content on Promoting British Values:

- **Democracy** and the **rule of law** and **individual liberty** – Citizenship, Personal, Social and Health development, Religious education, careers guidance, work related learning and Social communication and interaction.
- **Mutual respect and tolerance** of those with different faiths, beliefs and cultures. - Personal, Social and Health development, Religious education, social communication and interaction, multi-cultural days and celebrations and work related learning.
- **Preparing young people for opportunities, responsibilities and experiences for later life in modern Britain** - Personal, Social and Health development, work related learning, learning for life and careers guidance. SES offer a wide range of personalised qualifications and accreditations which also support young people for opportunities, responsibilities and experiences for later life in modern Britain
- **SMSC development** – this is promoted across all subjects in the curriculum and particularly in Religious education, collective worship, Personal, Social and Health development, Tutorials and social communication and interaction.

Each individual curriculum subject policy and practice document incorporates further details on how that subject contributes to the promotion of British Values.

3.1.2 The 24hr Curriculum

The 24hr curriculum at SES aspires to develop our young people as well rounded and capable learners who are able to play a full and active role in our modern society. Through sensitive and targeted delivery of our 24hr curriculum we are able to provide extensive exposure, development and impact in relation to all young peoples' core skills, SMSC development and understanding of British Values.

The 24hr curriculum is one key vehicle that SES employ to ensure that each young person's understanding of British Values is consistent, relevant and contextualised. All young people at SES will have at least two 24hour plans that they are working on at a given time. This expectation, matched with high quality planning and a wide organisational appreciation of individual needs

ensures that British Values are promoted at every opportunity throughout the 24hr learning cycle.

3.1.3 Specific Areas

Democracy

- Provide young people with a broad general knowledge of and promote respect for public institutions and services through lessons, group meetings, speaker events and curriculum programmes
- Conducting mock elections at appropriate times, including making use of local and national elections
- Use specific aspects of the curriculum to explore themes relating to democracy in this country and around the world (HI; GG; PSHE).
- Young people have a variety of opportunities to have their voice heard through elected sub committees, staff appointments, tutorials, staff appraisals, Personal Tutor discussions, PAN meetings, Reg 44 visits, questionnaires, restorative meetings etc. This teaches young people how they can influence decision making through democratic process
- Encourage young people to be aware of injustice, perceived or real and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns

Rule of Law

- Ensure school (Learning Centre) rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school.
- Support young people to distinguish right from wrong through discussion and modeling positive behaviour
- Regular Police visits are used to build links between and understanding of the local constabulary and their work to support the local community
- Support young people to understand that the law and living under the rule of law is intended to protect individuals using opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups.
- Use of restorative approaches as embedded practice for supporting young people to understand the rule of law, and its effects upon individuals and groups as well as to develop understanding of fair reparation and sanction processes.
- Encourage young people to understand that the law is to be respected

through upholding and adhering to it as a community and to our own school rules.

- Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

Individual Liberty

- Support all young people to develop positive self-esteem, self-confidence and self-awareness and self-knowledge. This is conducted through our Celebration and Commendation Certificates, Oscars and Director Awards, individual counselling sessions, our emphasis on a 'no limits' approach, PAN meetings
- Specific focus on Personal, Emotional and Social Development (PESD) within all aspects of the curriculum ensuring young people develop independent and organisational skills, attention skills and skills in interacting and working with others. Which facilitates understanding of self.
- Young people offered significant input in developing a personalised timetable and identifying academic pathways.
- Encourage young people to assume responsibility for their own behaviour and acknowledge the effects it may have on others through a restorative approach to dealing with inappropriate behaviour.
- Challenge stereotypes and promote individuality at every opportunity, modeled by staff, older students and ex-students to set positive examples.
- Establish and maintain a climate in which all students feel safe in school and bullying is not tolerated
- Ensure a range of speakers and visitors are invited into school to explore diverse of issues

Respect and Tolerance

- Use Curricular and extracurricular opportunities to expose young people to British and other cultures, their ways of life and faiths, encourage and support young people in growing their understanding and appreciation of these.
- Promote respect for individual differences between individuals in our communities
- Use curricular opportunities to encourage critical thinking and deeper understanding of differences and beliefs.

- Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that young people can understand these different elements within British society.

4 HOW DO WE EVIDENCE THE IMPACT?

4.1 PLANNING FOR THE PROMOTION OF BRITISH VALUES

Evidence of our active promotion of British values is derived from (but not exclusive of):

- A rich and extensive Learning Centre Curriculum including SMSC tutorials and personalised PSHE curriculum.
- Twenty Four Hour Learning
- Learning Centre interactive displays
- Use of Restorative Approaches
- PAN Process
- Transition Plans
- Daily Care Plans and updates
- Risk Assessments
- Life Skills
- Therapeutic Input
- Community Meetings
- Achievement and Successes celebratory gatherings with use of Circle Time Reflection Process
- Rewards policy; Celebrations, Commendations, OSCARS, Directors Award
- Behaviour Programmes
- Liaison with Community Police Support Officer
- Regular Impact Reports for each Young Person
- Restorative Approaches Log
- Minutes from Community Meetings
- Learning Centre Education Plans
- Updates of risk assessments
- RPI Statistics Monitoring
- Head of Education and Registered Manager reports and monitoring
- Reg 44 Reports
- Life Skills folders.
- Social and emotional development measures
- Feedback from parents/carers and social workers
- Subject reviews
- Planning towards cultural targets in the residential setting
- Lesson feedback
- Core Standards Impact Reports

4.2 RECORDING THE IMPACT OF OUR PROMOTION OF BRITISH VALUES

The impact of our promotion of British Values is represented throughout the

systems and structures operated at SES establishments. The Learning Centre aspire to co-ordinate key outcomes and activities that Promote British Values within an SMSC and British Values evidence file. This file is updated on an ongoing basis and forms a concise and clear evidence base of examples of best practice in.

5 SES KITE: OPERATIONAL DIFFERENCES

The key principles of this document apply to SES Kite homes, and it is an expectation that the young adult's broader 'curriculum' encompasses the promotion of British Values at all times. Planning, recording, evidencing and monitoring progress in British Values for young adults may take different forms to the processes described in the above policy. The YWRSM will oversee coverage of British Values within SES Kite homes.