



The Llewellyn School Policies and Procedures

Promoting British Values Policy

Policy Reviewed by:	Suzy Hollett (HR Manager)
Date:	23/01/2024
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Date:	23/01/2024
Date for Next Review:	01/01/2025

The Government set out its definition of British values in the 2011 and Prevent Strategy as of September 2014. The Department of Education requires all schools to promote the historical and current values that underpin the national identity known as "being British". Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

The Llewellyn School values support a safe and healthy environment where our pupils are encouraged to respect and embrace all people irrespective of age, race, gender, disability, beliefs and culture and they are respected and understood.

Promotion of British values is embedded throughout our curriculum, school values and culture. In line with the individual pupils' capacity to understand the concepts and ideas - these values are reinforced regularly through a wide range of methods such as assemblies, event days, discreet lesson, pupil personal developments and behaviour and attitudes targets, reflection activities, tutorials, and celebration days and/or rewards.

The fundamental British Values covers the following sections: Democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faith and beliefs. These values are reinforced regularly and in the following ways:

Democracy

Democracy is embedded throughout our school. Pupils are encouraged to express their views and to be involved in decision making. They are listened to by the school and their support workers. They are encouraged and supported to participate and express their views within their own EHCP meetings. Their opinions are valued and acted upon. They are encouraged to use reflective practice and supported to consider, respect and to be aware of others. The school helps pupils express their views and ideas through pupil council, tutorials, questionnaires, in assemblies and lessons. Pupils are able to email direct to the school leader about their concerns and they are responded to. Pupils are given opportunities to vote and/or to make choices.

Rule of law

The importance of Laws, whether they are those that govern the class, the school, or the country, is consistently reinforced throughout the school day. Our school rules are displayed - rules and expectations are modelled and reinforced by staff. Pupils are supported to distinguish right from wrong. Reflective practice is demonstrated and encouraged to help pupils to understand and to respect rules. Pupils are supported to manage their own behaviours through self-regulation and positive strategies. Our school values and rules are promoted through the school day, in lessons, during social and play activities, role play, in the community and in our assemblies. Our curriculum reflects and supports our pupil's personal development of behaviour and attitudes. Rules of the law are reflective through topic work, PHSE and citizenship lessons. Pupils are made aware of the world around them and of people who can help and protect them. Pupils are supported to gain skills to enable them to become valued members of the community. Pupils are taught the value and the reasons behind rules and laws.

Individual Liberty

Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are supported and encouraged to know and understand their rights and personal freedom, to voice their opinions, ideas, and aspirations. Pupils are supported and encouraged to take responsibility for their behaviours, as well as knowing their rights. Pupils are supported to learn about their own and other disabilities, identity, and cultures. Pupils are supported to express their feelings, views, and choices in their own EHCP meetings. Every pupil is encouraged to have high expectations and aspirations. The school curriculum, values, and culture support pupils to be safe and to understand they have the right to say 'No'. The school provides a fully inclusive and safe environment where pupils have equal access to the curriculum and resources.

Mutual respect

Mutual respect is a core value of the school. Our pupils are vastly diverse, and the school community provides a fully inclusive and safe culture and environment. All members of the school are expected to treat each other with respect. All differences are welcomed and supported. Pupils are supported to recognise their actions influence their own rights and those of others. Pupils learn to help each other and to accept differences. Hearing pupils learn sign language, able pupils help disabled pupils. Whole school topics, activities or events promote inclusion and are accessible to **all** pupils at **all** levels. Pupils are inspired by others; they pick up incidental learning from others, from classroom and hall displays, artwork and/or observing and participating in activities and whole school assemblies. Our Curriculum, school values, school topics and events acknowledge, promote, and celebrate diversity irrespective of age, race, gender, disability, beliefs and culture and they are respected and understood.

Tolerance of Different Faiths and Beliefs

Our school values acknowledge, promote, and celebrate diversity irrespective of age, race, gender, disability, beliefs and culture and they are respected and understood. Prejudice and discriminating behaviour is challenged. Curriculum, assemblies, and school events are planned to help pupils to learn, understand and respect other faiths and beliefs. Pupils have opportunities to celebrate and participate in cultural events through topic work, food tasting, role play and storytelling. Members of different faith or religions are encouraged to share their knowledge and enhance learning. We help our pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life. The school promotes and adheres to the Equality Act 2010 protecting all from discrimination.