

Policy on Fundamental British Values

BRITISH VALUES STATEMENT

Step by Step School is committed to serving its community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally influence them whether that be by deliberate act or their own background.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Step by Step School is dedicated to preparing pupils for the next stage in life beyond the curriculum and ensuring that it promotes and reinforces British values to all its pupils.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

Our aim is to ensure that the education which it is planned to offer to pupils is in all aspects not in conflict with, or inconsistent with, any of the 5 British Values as set out below.

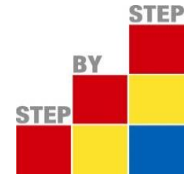
The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

Our curriculum ensures effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. The curriculum includes group activities that teach co-operation and initiative, giving pupils responsibility within the school setting, and enabling pupils to transfer these skills to the wider community.

We aim to help pupils to learn to articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their

STEP BY STEP SCHOOL



confidence. We celebrate all achievements and have high expectations of our pupils to undertake challenging tasks and participate in a wide range of experiences.

Step by Step uses strategies within its Curricula and beyond to secure such outcomes for pupils. The examples that follow show some of the many ways we seek to embed British values.

Democracy

Processes of democracy are taught through action; all classes follow class rules, during group lessons pupils make choices about activities and the most popular is carried out, encouraging responsibility and respect.

Rule of Law

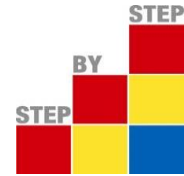
High expectations govern the classes, learning environments and wider school community and these expectations are consistently adhered to. The school has clear behaviour plans and expectations of conduct for pupils. Pupils learn to improve their behaviour and conduct through bespoke programmes. Clear consequences are in place when rules are broken. The secondary and Sixth Form curricula, where appropriate, include some experience of the Law. All pupils leave having undertaken the ASDAN Citizenship programme.

Individual Liberty

Pupils make individual choices within a safe, secure, supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and how to do so safely through continued reinforcement of, for example, e-safety and circle time. Certain aspects of the School curricula relate to rights and responsibilities and making healthy choices. Great emphasis is placed upon the pupils' ability to communicate their needs, desires and choices using a system best suited to their individual needs. (See pupil voice presentation).

Mutual Respect

Reinforced by the positive role models and interaction of staff at all levels and visiting members of the community, School's termly topics and themes allow the opportunity to emphasise core values. Pupils frequently undertake fundraising for local, national and international charities, both through school-focussed charity events.



Tolerance of different Faiths and Beliefs

Regular visits, themed activities and sometimes visitors including parents support the children’s learning about faiths and beliefs. Our PSHE/SMSC/RE/RSE work celebrates elements of celebrations and festivals across all faiths represented within our School.

Linked Policies

Equalities Policy
 Child Protections and Safeguarding
 Whistle Blowing
 Quality of Education

Policy	British Values
Statutory requirement?	Yes
Approved	December 2020
Responsible Officer	GA
Responsible Governor/s	CJ
Date of last review	November 2018
Frequency of Review	Every two years