

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.

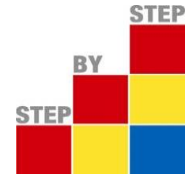
Our aim is to ensure that the education which it is planned to offer to pupils is in all aspects not in conflict with, or inconsistent with, any of the 5 British Values as set out below.

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.

STEP BY STEP SCHOOL



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 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 are empowered to make choices and the most popular option is carried out, and we encourage taking responsibility and respecting others.

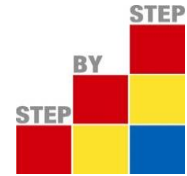
All pupils are given a 'voice' to communicate. This 'voice' can be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language. By valuing each 'voice' and by listening and responding to that voice, we are supporting democracy and liberty.

Our pupil council, nominated by their class teams, play an active role in making school decisions.

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 are helped to learn to manage their behaviour and take responsibility for their actions through bespoke programmes. Clear consequences are in place when rules are broken. Throughout their time at Step by Step, pupils are encouraged to learn and understand the connection between their actions and consequences. The secondary and Sixth Form curricula, where appropriate, include some experience of the Law. All pupils leave having undertaken the ASDAN Citizenship programme.

Staff are committed to providing a consistent and predictable environment within the school and beyond. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.



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 their right to say 'no'. 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, through school-focused charity events.

Tolerance of different Faiths and Beliefs

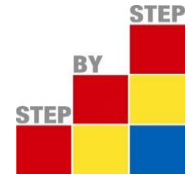
We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

The skill of tolerating others (e.g., beliefs, opinions) is often a barrier for autistic children and this is a large focus on all pupils' Individual Education Plans (IEPs). For example, social skills are taught, targeting tolerating others (e.g., sharing a game, tolerating a peers' close proximity), tolerating following another person's agenda and tolerating when a group decision was not the preferred outcome.

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 the faiths.

Linked Policies

Equalities Policy
Child Protections and Safeguarding
Whistle Blowing
Quality of Education



Policy	British Values
Statutory requirement?	Yes
Approved	December 2023
Responsible Officer	OK
Responsible Governor/s	HS
Date of last review	November 2020
Frequency of Review	Every three years
Date of next Review	December 2026