

Sutherland House School Braithwell Promoting British Values Policy

Policy written by:	Gill Fotheringham	Headteacher
Policy ratified by:	Ann Stewart	Director of Children's Services
Policy date:	January 2025	
Policy review date:	January 2027	

Document control

Title: Promoting British Values

Applicable to: School staff and pupils

Ratified by:

Date: January 2025

Review date: January 2027

Contents page

1. Aims.....	2
2. Legislation.....	2
3. Roles and Responsibilities.....	3
4. British Values.....	4
5. Extra-curricular and cross-curricular opportunities.....	5
6. Working with parents.....	7
7. Safeguarding and welfare procedures.....	8
8. Monitoring arrangements.....	8

1. Aims

Sutherland House School Braithwell is an Independent Special School, serving the needs of pupils with autism, ranging from age 3-19.

This policy is written to ensure effective and appropriate provision to develop pupils into well-rounded members of society, who can continue to contribute positively to the community.

This policy aims to ensure:

- Our environment is inclusive and pupils feel valued and have a sense of belonging.
- Our environment promotes a community feel where pupils are encouraged and supported to achieve their personal best.
- A close working partnership between staff, pupils parents and/or carers, and our clinical and specialist teams.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- Our aims of improvement, creativity and person-centered approaches is a culture promoted by all.
- Parents and/or carers are informed about the promotion of British Values via the school's website, where PSHE and Personal Development Curriculums, will be available to download and read.

2. Legislation

This policy is supported by the following legislation:

- Equality Act 2010
- DfE (2024) Keeping Children Safe in Education
- DfE (2015) The Prevent Duty
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR Data Protection Act 2018
- DfE Working Together to Safeguard Children 2023

The Policy operates in conjunction with the following school policies:

Sutherland House School Curriculum

Calendar of Activities/Personal Development Plan

RSE Policy

Careers, Education, Information, Advice and Guidance (CEIAG)

Careers Education and Guidance Policy

Child Protection Policy

Work Experience Guidance

Complaints Policy

3. Roles and Responsibilities

The headteacher is responsible for:

- Reviewing the policy annually alongside the trustees.
- Promoting the importance of personal development through education as part of Sutherland House School's Person-Centred approach that encompasses good autism practice.
- Evaluating the effectiveness of the policy.

The Senior Leadership Team are responsible for:

- Promoting the importance of personal development through education as part of Sutherland House School's Person-Centred approach that encompasses good autism practice.
- Evaluating the effectiveness of the policy.
- Ensuring that a clear and cohesive curriculum is in place to support teaching and learning.
- Ensuring that monitoring of teaching and learning is applied across the curriculum.
- Encouraging Personal Development across the curriculum
- Ensuring that curriculum plans have a clear continuity and progression.
- Ensuring resources are available.

The staff team are responsible for:

- Acting in line with and promoting the policy.
- Ensuring high-quality teaching and learning that is informed by the teaching approaches used by Sutherland House.
- Planning lessons which are aligned with the curriculum and offer a wide range of opportunities.
- Ensuring that they do not express personal views or beliefs when delivering the curriculum.

3. British Values

Sutherland House School's vision is "a world which recognises, understands and values people with autism, and where they, and their families, receive the services and support they need throughout their lives." With this in mind, Sutherland House School have set a mission "To advocate, provide and develop high-quality services, information and support, in partnership with others, for all those whose lives are affected by autism. To recognise and respond to the needs of the individual, enabling people with autism to live their lives with dignity, choice and independence."

Following from this we aim to promote "British Values" through an integrated curriculum approach that supports the development of everyone by their individual needs. British Values are defined across 5 areas:

Mutual Respect – Respect others, embrace difference, learn about and consider the cultures, beliefs and faiths of others. This is implemented through a tailored PSHE curriculum, Personal Development plan and through person centred approaches.

Tolerance of those of different faiths and beliefs – We foster a community where each individual is respected and valued without regard to their ability, gender, faith, heritage, sexuality or race. This is implemented through a tailored PSHE curriculum, Personal Development plan and through person centred approaches.

Rule of Law – Supporting others to do the right thing by being honest, truthful and loyal. This is developed through Social and Emotional support and by pupils' tailored Positive Behaviour Support Plans and Education Health Care Plans to ensure pupils are communicated with and encouraged to follow the rules set by school in preparation for wider society.

Individual Liberty – Pupils are supported in line with their PBSPs and EHCPs to ensure they become as independent as possible. We use a wide range of communication strategies (e.g. PECs and Makaton) to support pupils to share their rights in a variety of situations. As a school we have carried out events to raise awareness and support for Red Nose Day/Comic Relief, Children in Need and AEM. We believe that the person centred approach used across AEM and Sutherland House School fosters a caring and helpful environment that aims to build upon Sutherland House School's Vision and Mission.

Democracy – To debate and respect views, participate, and express views confidently. Currently, Sutherland House uses Pupil Council and ongoing Pupil Voice to ensure pupils' wants and needs are listened to and discussed with the pupils, where appropriate, involved in the decision making and sharing of views.

Further to this, we have 2 pathways of learning, which give a general direction to the style of delivery and content of teaching. These 2 pathways are as follows:

- **Pathway 1** – this curriculum engages pupils in non-subject specific learning to develop their communication, numeracy, creative arts, physical development and independent living skills.
- **Pathway 2** - this curriculum prepares young people to access qualifications to help them secure college, work placements, apprenticeships and to live independently.

4. Extra Curricula and Cross-Curricula Opportunities

Through the implementation of Personal Development, pupils are offered a range of opportunities and experiences to build on the fundamental parts of British Values (See section 3).

Sutherland House School aims to maximise the life chances and experiences of all pupils and prepare them for productive and fulfilling adult lives. This is also implemented through the use of the careers and employability programme at Sutherland House School and consists of a range of activities in the following areas:

Careers Education: Planned programmes in the curriculum giving pupils knowledge and skills to help them to plan and manage their own career.

Careers Information: Including qualifications, skills, occupations, labour market information (LMI), pathways and progression routes.

Careers Advice and Guidance: Independent and impartial careers advice and guidance provided by qualified careers advisors.

Work Related Learning: Experiences within and outside the curriculum to help pupils learn about specific careers and workplace behaviours.

A stable careers programme

Sutherland House School has introduced an annual programme of embedded careers education and guidance that is known and understood by all in our school community.

Learning from career and labour market information

Every pupil and their parents will have access to good quality information about future study options and labour market opportunities. They will have access to an informed adviser (for example, Daniel Pikett) who will provide support and enable them to make the best use of available information.

Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support will be tailored to the needs of each pupil. Sutherland House Schools CEIAG programme will embed equality and diversity considerations throughout.

Linking curriculum learning to careers

All teachers will link curriculum with careers, with pupils exploring how their subjects link to the world of work. STEM subject teachers will highlight the relevance of STEM subjects for a wide range of future career paths, through involvement in STEM events and competitions regionally and nationally.

Encounters with employers and employees

Our pupils will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This will be provided through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. Sutherland House School is proud of the existing partnerships with many of East Midlands/South Yorkshire employers, including Rolls Royce and INTU shopping centres, Rotherham College, Burhouse Construction to name a few.

Experiences of workplaces

Our pupils will have the opportunity to have experiences of the workplace through world of work projects, workplace visits, employer shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

Encounters with further and higher education

Sutherland House School has strong partnerships with a number of local and national further education, higher education and adult service providers. Our pupils have the opportunity to visit providers and attend in school activities. All pupils will have access to information on the next stage of learning this will include both academic and vocational routes including apprenticeships as well as learning in colleges, universities and in the workplace.

Personal guidance

Every pupil will have opportunities for guidance interviews with a careers advisor. Interviews will be made available whenever significant study or career choices are being made. The programme ensures coverage of the Gatsby Benchmarks and the CDI framework.

Statutory duty

Sutherland House School has a statutory duty to provide independent and impartial careers education, information, advice and guidance for all Year 8-13 pupils, pupils in our sixth form provision will also have full access to a careers advisor. This is intended to inspire and motivate pupils to fulfill their potential.

5. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development.

Each pupil at Sutherland House School has an annual review to review and discuss progress and amend the EHCP to ensure that this is reflective of the progress and

needs of each individual as they progress through their education, this is held with school, parents and/or carers, the LA and other professionals to ensure a collaborative approach to support the pupil and family throughout the child's education. Specific and bespoke programmes such as communication programmes, PBSPs and other clinical reports are updated regularly to ensure that each pupil is supported based on their needs and these changes are communicated with parents and/or carers.

6. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our child protection policy. Sutherland House School understands that mental health and wellbeing of pupils is just as important as physical health. As such, pupils have bespoke, clinically informed, therapeutic programmes and interventions, directed by the provision stipulated in their EHCPs, and the presentation of their needs to ensure that pupils wellbeing is being nurtured and supported.

7. Monitoring arrangements

This policy will be reviewed and approved by Gill Fotheringham, Headteacher, every two years or earlier if changes are made by the DfE and in response to the needs of the school. At every review, the policy will be shared with Standards and Governance.