



Odyssey House School

Promoting British Values Policy

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Aims

This policy sets out the ways in which Odyssey House School encourages pupils to develop their understanding of the four key areas defined by DfE as British values, through the curriculum, extracurricular and other opportunities.

Ethos

At Odyssey we ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The senior leadership team also ensure that this ethos is reflected and implemented effectively through school policy and practice and that there are safeguarding policies in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone at Odyssey House School has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Background

As of November 2014 the government published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

Definitions

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made and applies in England
- Individual liberty: Support and respect for the liberties of all within the law
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols etc.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We aim to help pupils understand the connection between actions and consequences. 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 are encouraged to become good and valued citizens. We do this by supporting each pupil to develop their self-confidence and independence. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We will be supporting others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with students from other schools, coaches, theatre groups etc.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

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

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils visit many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Odyssey House School are happy, well cared for and are enabled to learn the skills they need to live a fulfilling life as part of their community.

British Values and the wider curriculum

We promote 'British Values' throughout the curriculum but particularly through SMSC (social, moral, spiritual and cultural) and the PSHCE curriculum. British Values and SMSC permeates through the entire school's curriculum and supports the holistic development of pupils.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.