



British Values

Our Values Statement

At Paces High Green School for Conductive Education we promote 'British Values' through our spiritual, moral, social and cultural education that permeates through the school's curriculum and supports the development of the 'whole child'.

At Paces High Green School for Conductive Education, we recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a positive model of behaviour for our pupils.

British Values have been identified as:

Democracy:

The ability to communicate is one of the most important areas of learning. At Paces High Green School for Conductive Education we ensure that pupils are given a 'voice' to communicate. Our Whole School Policy is clear that within our Conductive Education Framework

- ❖ we enable our pupils to let someone know that they want or don't want something,
- ❖ to tell someone about an event, to describe an action and to acknowledge another person's presence through various forms of communication devices and strategies.

This can be done either verbally or non-verbally. It can be accomplished through gestures, vocalizations, sensory cues, objects of reference, signs, symbols or words.

We continue to promote democracy within all classes by:

- ❖ Providing pupils with learning opportunities where they can express their views, make choices and respect choices made.
- ❖ Encouraging pupils to become involved in decision-making processes and ensure they are listened to in school.
- ❖ Use public activities to teach, reinforce and praise desirable behaviours.
- ❖ Set clear and reasonable boundaries in a manner that can be understood by the child.
- ❖ All staff use appropriate communication strategies that are relevant and meaningful for our pupils.

We encourage pupils to take ownership not only of their school but also their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

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.

- ❖ Children are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.
- ❖ We model and teach the necessity for rules and boundaries.

- ❖ Many lessons and stories used in school have themes covering tolerance, mutual respect and democracy.
- ❖ All pupils receive support at an appropriate level to manage their own behaviour, to work alongside other people and to treat other people with respect and consideration.
- ❖ Classrooms have on display their class rules, which are continually promoted.
- ❖ We use social stories to further enhance understanding of concepts such as personal space and visiting a shop.
- ❖ Clear system of rewards and consequences and restorative approaches such as behaviour plans and personalized reward charts.
- ❖ Visits from authorities or local community leaders during Religious Education, when rules for particular faiths are thought about.
- ❖ During other school subjects, where there is respect and appreciation for different rules, in a sport activity or in a PE lesson.

Individual Liberty:

Pupils at Paces High Green School for Conductive Education are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment, during group activities supporting pupils to work together.

- ❖ As a school we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching.
- ❖ We encourage pupils to take responsibility for their behaviour.
- ❖ Children are encouraged to know, understand and exercise their rights and personal freedoms.
- ❖ Stereotypes are challenged and a strong anti-bullying culture is implemented.
- ❖ Pupils are reminded of potential positive and negative consequences.
- ❖ Pupils are given responsibilities within the school/ class.
- ❖ Pupils are encouraged to make their own decisions.
- ❖ Staff provide boundaries and educate children to make safe choices.
- ❖ Pupils make choices safely: for example choices about what learning challenge or activity to pick, about how they record their learning.
- ❖ Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely during lessons, the task series and group circle activities.

Mutual Respect and Tolerance of those of Different Faiths and Beliefs:

- ❖ Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and this is modelled for children by caring, sharing and listening to others.
- ❖ Staff support children to understand how to respect each other by talking about how actions/words can affect others.
- ❖ Our global curriculum emphasises the similarities between people everywhere and our connectedness; examples of these themes from our curriculum are Myself, My Country, Victorian Times, Christmas, Diwali, Hanukah, Eid, Chinese New Year, Easter.
- ❖ We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year, through our RE curriculum planning.
- ❖ Our RE curriculum is varied and diverse to include all major faiths.

- ❖ Lessons reinforce messages of tolerance and respect for others. We demonstrate similarities and celebrate the differences in religious beliefs.
- ❖ Children have the opportunities to experience different cultures through role play, experiencing various traditions and food
- ❖ We encourage parents and carers to participate and support our multi-cultural events.
- ❖ Our curriculum is enriched with visitors from a range of cultures, reading stories and folklore from different countries, all of which underline our similarities and unity as people.

Orthofunction, the main aim of Conductive Education, underpins all of our teaching to guide children to become independently functioning young people who are valued appreciated citizens like everyone else.