

British Values Policy

A specialist provision for young people with autism, where they can develop their skills in an environment that values them for who they are, with no limits on their aspirations.

Approved by:	Rachel Thompson	Date: February 2023
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Purpose

This policy identifies the ways in which Queensmill College encourages and supports young people to develop their understanding of the five key areas defined by DfE as British Values.

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 values.

What are 'British Values'?

- Democracy
 - Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
 - Develop an understanding of how citizens can influence decision making through the democratic process.
- The rule of law
 - Distinguishing right from wrong.
 - Respecting the civil and criminal law in England.
 - Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
 - An understanding that there is a separation of power between the executive and judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, other such as the courts maintain independence.

- Individual liberty
 - Enable students to develop their self-knowledge, self-esteem and self-confidence.
 - An appreciation that living under the rule of law protects individual citizens and is essential for well-being and safety.
- Mutual respect
 - Encourage respect for other people.
 - Understanding of the importance of identifying and combating discrimination.
- Tolerance of those with different faiths and beliefs
 - Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
 - An acceptance that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

Curriculum

Young people at Queensmill College have access to a broad and varied curriculum which is designed not only to teach academic and functional skills but also how to understand and manage their autism. The combination of functional learning and effective communication and regulation strategies ensure that young people are prepared to for life after college and to become valued members of their communities. The curriculum is designed to prepare them for life in modern Britain; it encourages young people to be inquisitive, open to new experiences and tolerant of others. Promoting the college's mission statement alongside fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of fair, just and civil society.

The curriculum adheres to the 2002 Education Act which requires a balanced and broad curriculum which:

- promotes spiritual, moral, cultural, mental and physical development of pupils at the college and of society and,
- prepares pupils at the college for the opportunities, responsibilities and experiences of later life.
- The college setting is a welcoming, respectful and non-judgmental environment and community which understands and adheres to the Education Act 2006 on community cohesion, Equality Act 2010, Teacher's Standards and Prevent Strategy 2011.

Examples of how Queensmill College actively promotes 'British Values'

- Democracy
 - Teaching young people to take turns using a turn taking board, taking turns making orders at the café, role play activities
 - Providing young people with learning opportunities where they can express their views, make choices and respect choices made by themselves and others.
 - Encouraging young people to become involved in decision-making processes and ensure that they are listened to in college.

- Circle time activities focused on sharing and identifying their peers and encouraging them to work with them in class.
- Giving young people options and opportunities to explore new activities.
- Having students vote on class trip destinations.
- Teaching young people that other students/adults may have different opinions and different special interests that need to be valued and accepted.
- Students participating regularly in using democratic processes (eg. Voting/electing librarians and for choices of activity)

- The rule of law
 - Teaching young people appropriate behaviours for specific situations and contexts (through communication, visual support, role play and positive modelling).
 - The use of visual throughout the college to help young people develop and understanding of rules and regulations.
 - Constant reinforcement of high but realistic expectations for young people.
 - Explicit teaching of sex and relationships (through the SoSafe! programme) to teach young people appropriate interactions and how to keep themselves and other safe.
 - Use of strategies such as breaks, reward charts and emotion key chains to promote positive behaviour and interactions.
 - The teaching of rules and expectations when out in the community and public arenas.
 - Visits from the local police officer and identification of them to young people as a 'safe' adult.
 - Young people are involved in writing sets of rules that they need to follow for different settings and activities.

- Individual liberty
 - Throughout the college staff respect young people's personalities, interests, celebrate their achievements and encourage them to be themselves.
 - Feelings sessions in small groups or 1:1 to develop understanding of oneself.
 - Giving young people a selection of activities to choose from and honouring their choices.
 - Teaching young people that their opinions and choices have merit and are acknowledged by the community around them.
 - Providing young people with positive reinforcement to help them develop a positive self-image and build upon their self-esteem and self-confidence.
 - Explicit teaching of daily, functional life skills to prepare young people for adulthood and life after college.
 - Personalised curriculums and individualised pathways to ensure academic, social and behavioural needs are being met.

- Mutual respect
 - Through the delivery of an 'Our World' topic young people are taught that they are part of a multi-cultural community in which everybody follows the same rules.
 - Young people are encouraged to know, understand and request the right to personal space and time (through sensory areas, quiet time, movement breaks etc...).

- Encouraging young people to recognize the strengths, qualities and characteristics of their peers.
 - Group activities focused on turn taking, waiting appropriately and sharing.
 - Working in friendship groups and clubs to encourage friendships and relationships built around common interests.
 - PHSE curriculum focused on protecting our planet and environment and keeping public areas clean and safe.
 - Celebrating the strengths and achievements of others through certificates, reward systems and achieve days.
 - Tolerance of those with different faiths and beliefs
 - Demonstrating the similarities and celebrating the differences between different groups of people.
 - Creating opportunities for young people to experience different faiths and cultures (through trying different clothes and food, listening to music and visiting important cultural sites).
 - Engaging in Spanish club and language lessons.
 - Health lessons on the human body, which emphasize the similarities between all humans.
 - Appropriate, dignified and sensitive representation of other cultures in books, videos, pictures etc...
 - RE weeks spread across the year that develop young people's knowledge and understanding of the six major world religions.
 - Participation in 'International Day' and 'World Cup Day' each year to celebrate the different faiths and beliefs in college.
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