

BLEASDALE SCHOOL



BRITISH VALUES POLICY

Date Policy Reviewed:	July 2023	
Finalised On:	12.10.2023	
Staff Responsible for policy	Nicola French and Amanda Allmark-Snow	
Chair of Governors	Rosemary Dyson	
Where can the policy be found:	School Website SharePoint	
Policy to be reviewed on:	08.01.2025	

Introduction

British Values Statement

At Bleasdale School we promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the schools' curriculum and supports the development of the 'whole child'.

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

As well as actively promoting British values, the opposite also applies: we will challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

The British values we identify with are not unique to Britain. We acknowledge that they differ in no way from the values of the countries and the cultural backgrounds represented by some of our families at Bleasdale School.

Below are just a few examples of how we promote British values. The examples have been broken down into our Pathways of Learning: To Be, To Do and To Know.

British values at Bleasdale School				
June 2023 overview				
Area	What it looks like in the 'To	What it looks like in the 'To Do'	What it looks like in the	
	Be' Pathway	Pathway	'To Know' Pathway	
Enable	Through our PSHE (and	Through our PSHE (and Social,	Through our PSHE (and	
students to	Social, Emotional and Mental	Emotional and Mental Health	Social, Emotional and	
develop their	Health themed) curriculum	themed) curriculum we not only	Mental Health themed)	
self-	we not only provide	provide standalone lessons but	curriculum we not only	
knowledge,	standalone lessons but also	also thread this area through all	provide standalone	
self-esteem	thread this area through all	lessons.	lessons but also thread	
and self-	lessons.	Typical example of Self-	this area through all	
confidence	Typical example of Self-	knowledge: Recognising	lessons.	
	knowledge: Recognising	yourself on other media (TV	Typical example of Self-	
	yourself on other media (TV	screen, Ipad, photo)	knowledge:	
	screen, Ipad, photo)	Typical example of Self-	Understanding who we	
	Typical example of Self-	esteem: regular and very	are, attending EHCP	
	esteem: regular and very	closely related praise from an	annual review	
	closely related praise from an	immediate tray-task	meetings, looking at	
	immediate task, use of object	Typical example of Self-	family history.	
	of reference	confidence:	Typical example of Self-	
	Typical example of Self-	Attendance virtually (in person	esteem: regular praise,	
	confidence:	if possible) to celebration	clearly linked rewards	
	Attendance to celebration	assemblies - taking part in a	to progressing with IEP	
	assemblies - taking part in a	process of understanding in	targets, regular daily	
	process of understanding in front of their hub	front of their hub	class meetings to	
		area/department what they	understand	
	area/department what they	have done well. This will be	progression, morning	
	have done well. This will be	completed with Now and Next	task check in to raise	
	complemented by simple	schedules.	self-esteem.	

with

combined

routines

themed music.

What it looks like 'To Be' Area Pathway Pathway Enable Distinguish right from wrong: students Every day our pupils are to distinguish given opportunity understand right from wrong right from two, wrong and to from choice of behaviour, rules within the respect the civil and classroom and school and to criminal law of the wider curriculum of PSHE England and cross curricula In our sensory classes we often model stories and use objects of reference to appropriate understand: support with appropriate routines to understand. To support students, we are able to explore social choices help the pupils understand how to communicate their need. This is one of the many methods we use to teach our pupils about acceptable behaviours in a variety of social situations. We also work on pupils work also understanding of self-identity teach we we developmentally. Respect the civil and criminal law of England: PSHE Equals schemed of work; stories to 1) 2.2b Rules understand 2) 2.5b Right and choices 3)3.4f Making compromises Theses unit of work would be adapted to meet the needs of a sensory co-hort. Themed days, artifacts, practical activities and social stories access this. are just some of the learning We also techniques that would be applied. identity.

Typical example of Selfconfidence:

Attendance to celebration assemblies - taking part in a process of understanding in front their hub area/department what they have done well weeklv.

What it looks like 'To Do'

Distinguish right from wrong: Every day our pupils are given opportunity to understand right from wrong from choice of two, behaviour, rules within the classroom and school and to the wider curriculum of PSHE and cross curricula

In our structured classes we often use social stories and schedules to support with routines restorative practice with individuals who are able to access this. To support students, we are able to explore social rules this way to help understanding. This is one of the many methods we use to teach our pupils about acceptable behaviours in a variety of social situations. We on pupils understanding of self-identity teach this developmentally.

Respect the civil and criminal law of England:

In our structured classes we use strategies such as: social explore and social rules; schedules to support the expectation and understanding appropriate activities, routines and behaviours; and we use restorative practice with individuals who are able to

teach this developmentally by work on pupils understanding of self-

What it looks like in the 'To Know' Pathway

Distinguish right from wrona:

Every day our pupils are given opportunity to understand right from wrong from choice of two, behaviour, rules within the classroom and school and to the wider curriculum of PSHE and cross curricula

traditional our classes the pupils often understand modelling and are often given further responsibility to be able to test, try and understand their moral compass with the right and wrong thing to do.

Respect the civil and criminal law England:

Within PSHE modules of work taken from Bleasdale's curriculum we specifically look at (2.2b)Rules, (2.5b)Right and choices, (3.4f)Making compromises, good conflict and resolution to name but a few.

A while school event would include Bonfire night/Guy Fawkes as a working example from history. Each teacher adapts this during the festival for their own

PSHE Equals schemed of work; pupils to re-enforce 1) 2.2b Rules learning in this area. 2) 2.5b Right and choices 3)3.4f Making compromises, goodwill and conflict resolution These units of work would be adapted to meet the individualized needed of the structured co-hort. Staff would support students with their social understanding and stories and themed days would r=be utilized. As our students often strugale to empathise with others and so understand the effect their actions, we use clear reward and consequence systems such as star charts. What it looks like 'To Be' What it looks like 'To Do' What it looks like in the Area 'To Know' Pathway Pathway Pathway Encourage Individualised Behaviour Individualised Behaviour Individualised Support Plans determine clear Behaviour students Support Plans determine Support to expectations for behaviour and Plans determine clear accept clear expectations for responsibility behaviour and selfself-regulation expectations use use for for their regulation of behaviour. These have been behaviour and use selfbehaviour, behaviour. These have been broken into 3 levels. The first is regulation of show initiative. broken into 3 levels. The first a Pen picture - the most behaviour. These have is a Pen picture - the most pertinent information you need been broken into 3 and understand pertinent information you to know about the pupil at a levels. The first is a Pen need to know about the pupil glance. Some of these have picture - the most how they can pertinent information at a glance. Some of these been made into a personal contribute have been made into a pupil passport. Every pupil in you need to know positively personal pupil passport. the lives of our school has one of these about the pupil at a those living Every pupil in our school has throughout their time glance. Some of these and working in one of these throughout their Bleasdale School. Level two is a have been made into a personal the locality of time at Bleasdale School. short behaviour plan that ligug the school and introduce Level two is a short behaviour begins to the passport. Every pupil in individualised need for the society plan that begins to introduce our school has one of more widely the individualised need for pupil within the six stages of a these through out their the pupil within the six stages crisis (if the pupil displays these at Bleasdale time of a crisis (if the pupil displays behaviours). Level 3 is a Level School. Level two is a these behaviours). Level 3 is a two behaviour plan, but also short behaviour plan incorporates PBSS 4 areas of Level two behaviour plan, but that begins also incorporates PBSS 4 need. All behaviour plans are introduce the areas of need. All behaviour discussed with the individual, individualised need for plans are discussed with the home, school and behaviour the pupil within the six individual, home, school and lead and reviewed regularly. All stages of a crisis (if the behaviour lead and reviewed behaviour within the school is pupil displays these regularly. All behaviour within reported on our system Slueth behaviours). Level 3 is a the school is reported on our and reviewed in regular Level two behaviour system Slueth and reviewed plan, Behaviour lead meetings but also in regular Behaviour lead where an action plan and incorporates PBSS 4

improvement is recorded.

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plan and improvement is recorded.

Another example would be within our PSHE curriculum which includes charity work and covers environmental issues such as litter and recycling. This is adapted to the sensory cohort.

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behaviour plans are discussed with the individual. home, school and behaviour lead and reviewed regularly. All behaviour within the school is reported on our system Slueth and reviewed in regular Behaviour lead meetings where action plan and improvement recorded.

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Area

Enable

students

broad general

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and services in

institutions

England

respect

public

acquire

and

to

England:

What it looks like 'To Be' Pathway

Enable students to acquire a broad general knowledge of

Teachers are adept at referencing local and British culture at every opportunity the offered durina curriculum. Some examples of this would be:

Geographically: Water and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:

- •its coasts. rivers and mountains is learnt through sensory choices and then fed back to the teacher understanding of like and dislikes by switches, eye pointing, pointing and sometimes on-body Makaton.
- •where Britain is in relation to the rest of Europe and other countries in the world in a coactive experience with 1:1 support

Historically: Key moments in British history are studied in the topics such as Vikings, the gunpowder plot and several

Pathway Enable students to acquire a

What it looks like

broad general knowledge of England:

Teachers are adept referencing local and British culture at every opportunity during the offered curriculum. Some examples of this would

Geographically: Water and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:

- its coasts. rivers mountains and understanding how we can tolerate these different sensory experiences.
- •where Britain is in relation to the rest of Europe and other countries in the world. This is always related to tangible objects and relevance to them selves.

Historically: Key moments in British history are studied in the topics such as Vikings, the gunpowder plot and several other topics. These session would be built up over a number of weeks - exploring these large subjects sometimes

What it looks like in the 'To Know' Pathway

Enable students to acquire broad а general knowledge of England:

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Geographically: Water and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:

- •its coasts, rivers and mountains
- •where Britain is in relation to the rest of Europe and other countries in the world Historically: Kev moments in British history are studied in the topics such as Vikings, the gunpowder plot and several other topics

other topics through a well designed VAK impacting lesson relating to tangible objects and of course the pupils EHCP and termly IEP. English: We often studied a varied set of authors from the UK and other cultures and place a few key historical figures each year for example a Shakespeare Day and Roald Dahl Day. This learning is often offered within built up simple routines and age appropriate learning. Only one of these days may be built up to over a number of weeks.

Food Tech/Art & DT: Throughout the learning in the Art and DT room you will often find а varied exploration of both UK and European artists by design of the curriculum. Also classic cultural heritage days occur in the calendar of work for example: Pancake day and a Valentines disco. These are always worked through with pupil's Engagement Steps/Quest/Physio/OT/SaLT targets at the forefront of the learning.

Respect for public institutions and services in England:

Gaining a stronger understanding of the NHS, fire service, police, armed forces, libraries, museums, National Trust, Monarchy, Government and

Bank of England are often referred to though out the curriculum and within cross curricula links during lessons with our young people. We also take the opportunity to promote these during our 'Summer' Day. This is a day dedicated to leisure and celebration of our own hard work and what is on offer to us. We always invite the

for only 30 seconds and building up to 10 minutes.

English: We often studied a varied set of authors from the UK and other cultures and place a few key historical figures each year for example a Shakespeare Day and Roald Dahl Day. Total communication is key to exploring these figures often with the four areas of SEND at the four front of there learning.

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Pupils also take the opportunity to when learning off site to

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	services so the pupils can learn and interact with them. Pupils also take the opportunity to when learning off site to regularly visit churches/places of worship, museums, art galleries, theatres and music venues e.g. The Philharmonic.	regularly visit churches/places of worship, museums, art galleries, theatres and music venues e.g. The Philharmonic.	learning off site to regularly visit churches/places of worship, museums, art galleries, theatres and music venues e.g. The Philharmonic.
Area	What it looks like 'To Be' Pathway	What it looks like 'To Do' Pathway	What it looks like in the 'To Know' Pathway
Further tolerance and harmony between different cultural traditions by enabling students to acquire an Appreciation of and respect for their own and other cultures	On our calendar of work you will see we celebrate traditions and customs in the course of the year; for example, Harvest Festival during the autumn term: where pupils will experience a sensory Bleasdale tradition of contribute to whole a school soup making. In house pantomimes in at Christmas: where pupils will have an opportunity to be supported with a sensory telling of the story while sitting amongst larger groups of people while tolerating louder sounds, Easter events: larger group participation in sensory activities looking for learning within the 5/7 areas of cognition, Diwali – often exploring tracking objects and use of repetition and predictability, Guy Falk's night, making simple choices when interacting with the afternoon of learning and Chinese new year: with use of sensory understanding of the day. We also value and celebrate national events: an example being the 100th anniversary of the start of World War One, with a remembrance day service each year, our poppy garden and silver birch to represent the fields visited by two of our pupils in the Somme.	On our calendar of work you will see we celebrate traditions and customs in the course of the year; for example, Harvest Festival during the autumn term: where pupils will follow board maker instructions to contribute to whole school soup making and in house pantomimes in at Christmas: where pupils will have an opportunity to tolerate larger groups of people and louder sounds, Easter events: larger group participation in structured activities using alternative means of communication, Diwali - often exploring tracking objects and use of repetition and predictability, Guy Falk's night, making simple choices when interacting with the afternoon of learning and Chinese new year: with use of sensory understanding of the day. We also value and celebrate national events: an example being the 100th anniversary of the start of World War One, with a remembrance day service each year, our poppy garden and silver birch to represent the fields visited by two of our pupils in the Somme.	On our calendar of work you will see we celebrate traditions and customs in the course of the year; for example, Harvest Festival during the autumn term and in house pantomimes in at Christmas, Easter events, Diwali, Guy Falk's night and Chinese new year. We also value and celebrate national events, an example being the 100th anniversary of the start of World War One, with a remembrance day service each year, our poppy garden and silver birch to represent the fields visited by two of our pupils in the Somme.
Area	What it looks like 'To Be' Pathway	What it looks like 'To Do' Pathway	What it looks like in the 'To Know' Pathway
Encourage respect for other people	Bleasdale and the surrounding area of Knowsley has a low incident of ethnic	Bleasdale and the surrounding area of Knowsley has a low incident of ethnic minority	Bleasdale and the surrounding area of Knowsley has a low

minority cultures and faiths. However, this only makes exploration of such of great importance as ignorance of others is no excuse. We promote and celebrate different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our Statement of Intent and ethos.

The school Mission Statement to "Learn about our world, care for others and celebrate achievement" fosters mutual respect and recognition of others.

Some examples we have that serve to enhance pupils' understanding and respect for different faiths and beliefs are:

Through Religious Education, PSHE and other lessons where we develop full body sensory exploration, awareness and appreciation of other cultures - in English through heavily supported sensory fiction and in art and music by considering cultures from other parts of the world.

Celebrating cultural differences through assemblies, themed weeks, noticeboards and displays – by encouraging pupils to initiate interactions with others and in front of larger groups of people (based on SaLT targets).

Whilst instances contrary to our values are relatively rare, no school can guarantee that there will never be instances which are contrary to our values. Each is treated seriously in line with our policies and expectations.

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Some examples we have that serve to enhance pupils' understanding and respect for different faiths and beliefs are:

Through Religious Education, PSHE and other lessons where we develop awareness and appreciation of other cultures with sensory exploration of objects/experiences-in English through inclusive sensory fiction and in art and music by considering cultures from other parts of the world.

Celebrating cultural differences through assemblies, themed weeks, noticeboards and displays - by encouraging pupils to initiate interactions with others and in front of larger groups of people (based on SaLT targets).

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"Learn Together, Achieve Together" contrary to our values. Fach treated is seriously in line with our policies and expectations. What it looks like 'To Do' What it looks like 'To Be' What it looks like in the Area Pathway Pathway 'To Know' Pathway Children, parents and staff Children, parents and staff have Children, parents and Δn understanding have many opportunities for many opportunities for their have staff many of how citizens their voices to be heard at voices to be heard at Bleasdale. opportunities for their can influence Bleasdale. Democracy is Democracy is central to how we voices to be heard at decisioncentral to how we operate operate and reflected in our Bleasdale. **Democracy** making and reflected in our equal is central to how we equal opportunities policy. through the operate and reflected opportunities policy. democratic our equal The election of School Council process opportunities policy. election of School members reflects the British The **Council** members reflects the electoral system. The Student British electoral system. The Council meet regularly to bring A clear example is the Student Council suggestions to the table from meet regularly bring their peers and make decisions to suggestions to the table from about ways to improve the their peers and school for the benefit of all. Our make sensory pupils are elected and decisions about ways to improve the school for the partake in choosing agenda benefit of all. Our sensory and voting on ideas given from choice boards/switches and pupils are elected and partake in choosing agenda key symbols or pictures. and voting on ideas given the from choice boards/switches Staff encourage children to and objects of reference. effective know that their views count, to

> Staff encourage children to know that their views count, to value each other's views, and to talk and listen to each other about their feelings. Pupils learn to respect the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress whenever possible. This encourages heightened sense of both personal and social responsibility and demonstrated on a daily basis by our pupils. This voice can be heard through objects of reference, photographs, symbols, eye pointing, body language and assistive

value each other's views, and to talk and listen to each other about their feelings. Pupils learn to respect the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress possible. whenever This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils. This voice can be using heard through photographs, symbols, eye pointing and body language.

Pupils are always listened to by adults and considerable time is taken to understand the meaning of our pupils 'voice'.

School Council. Pupils are elected not only to express their own views on matters about the school but also to represent the needs of others who do not have a voice e.g. PMLD pupils. Pupils consider necessary characteristics for an student council member and vote using a secret class ballot. Our council meets with other school councillors from the North of Knowsley and other SLD schools from all over Greater Mersevside to learn about the views of others and experience democracy in a wider context. The Council is actively involved in recruitment of teaching Examples staff. positive changes made are - designing and equipment choosing for our outdoor play areas, being involved in the implementation of healthier choices at lunchtimes, planning bullying week

technology such as eye gaze or switches.

Pupils are always listened to by adults and considerable time is taken to understand the meaning of our pupils 'voice'.

Parents' opinions are welcomed Bleasdale at through an annual parent/carer questionnaire, parents' evenings, Annual Parent Support Reviews, Group and through the Parent/Carer Facebook page.

Not only does this democratic voice feed through the pupil's curriculum, we have also made it overtly clear in Topic Summer 4 2022 with a "Pupil Led Topic" Term.

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activities and charity events.

Staff encourage children to know that their views count, to value each other's views, and to talk and listen to each other about their feelings. Pupils learn to respect the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress whenever This possible. encourages heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils. This voice can be heard through using words, signing, and written words.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other,

Parents' opinions are welcomed at Bleasdale through an annual parent/carer questionnaire, parents' evenings, Annual Reviews, Parent Support Group and through the Parent/Carer Facebook page.

Not only does this democratic voice feed through the pupil's curriculum, we have also made it overtly clear in Topic Summer What it looks like 'To Do'

What it looks like 'To Be'

Area

4 2022 with a "Pupil Led Topic" Term. What it looks like in the

Area	What it looks like 'To Be'	What it looks like 'To Do'	What it looks like in the
Λ .	Pathway	Pathway	'To Know' Pathway
An	The importance of rules and	The importance of rules and	The importance of rules
appreciation	laws, whether they be those	laws, whether they be those	and laws, whether they
that living	that govern our school or our	that govern our school or our	be those that govern
under the rule	country, are referred to and	country, are referred to and	our school or our
of law protects	reinforced often, such as in	reinforced often, such as in	country, are referred to
individual	assemblies and when	assemblies and when reflecting	and reinforced often,
citizens and is	reflecting on choices. At the	on behaviour choices. At the	such as in assemblies
essential for	start of the school year, each	start of the school year, each	and when reflecting on
their	class share and build up	class where able, discusses the	behaviour choices. At
wellbeing and	routines, models with the	school rules and class routines,	the start of the school
safety	pupil the class rules and	principles that are clearly	year, each class where
	routines, principles that every	understood by all and seen to	able, discusses the
	class member is able to learn	be necessary to ensure that	school rules and class
	in a safe and mutually	every class member is able to	routines, principles that
	supportive environment.	learn in a safe and mutually	are clearly understood
	D D C C C C C C C C C C	supportive environment. As	by all and seen to be
	Pen Picture determine clear	pupils may Struggle to communicate basic needs, this	necessary to ensure that every class
	expectations for behaviour	interaction is often explained	that every class member is able to learn
	and care promote dignity.	through schedules, symbols	in a safe and mutually
		and behaviour choice cards	supportive
	We have visits from	were pupils will indicate they	environment.
	authorities such as the police	may need to go outside or to a	environment.
	and fire service which will be	safe space area.	Behaviour Support
	accessed in a sensory manor.	sare space area.	Behaviour Support Plans determine clear
		Behaviour Support Plans	expectations for
	We explore	determine clear expectations	behaviour and use of
	rules/experiences/symbols of	for behaviour and use of report	report cards promote
	particular faiths in Religious	cards promote self-regulation	self-regulation of
	Education.	of behaviour (based on the 6	behaviour.
		stages of a crisis).	Beriavioar.
	Our Code of Conduct and		We have visits from
	Team Teach training	Learn to recognise simple	authorities such as the
	identifies the expected	emotion	police and fire service.
	behaviour of all adults who	Limited or no joint attention.	ponec and meservice.
	work with our children.		We look at rules for
		Allows for support to interact	particular faiths in
	Other curriculum subjects,	with others including visits from	Religious Education.
	where there is a need for	authorities such as the police	nongious Education.
	respect and appreciation of	and fire service.	Our Code of Conduct
	different rules - e.g. P.E.		identifies and Team
		We explore rules for particular	Teach training the
		faiths in Religious Education,	expected behaviour of
		accepting other people and	all adults who work with
		will learn to share space with	our children.
		familiar people.	
			Other curriculum
		As pupils often display high	subjects, where there is
		levels of anxiety e.g.	a need for respect and
		transitioning. Our Code of	appreciation of
		Conduct and Team Teach	different rules - e.g. P.E.
		training identifies the expected	

behaviour of all adults who work with our children and young adults. Other curriculum subjects, where there is a need for respect and appreciation of different rules - e.g. P.E. sensory circuits What it looks like 'To Be' What it looks like 'To Do' What it looks like in the Area Pathway Pathway 'To Know' Pathway An understanding that there is An understanding that An An understanding that there there is a separation of understanding is a separation of power a separation of power between power between the between the executive and the executive and the judiciary that there is a the judiciary executive and separation of power Students who are able will judiciary Students will experience the consider who makes rules and between the who enforces them within the executive and application of rules and Students who are able the judiciary, occasionally the changing of class, the school and the consider and that while particular country. They may consider if makes rules and who rules under rule makers can make any rule enforces them within some public circumstances. non Ea bodies such as they want. the class, the school uniform days. the police and and the country. They the army can Learning in this area is often Students will experience the may consider if rule be held to linked to student council eq makers can make any application of rules and the student council help to occasionally the changing of rule they want. account through implement rules/policies etc rules under particular Parliament, that come from other pupils/ circumstances. Eq non uniform Students others such as teachers/senior davs. experience the courts management. Learning to application maintain make choices is key within the Learning in this area is often and occasionally the independence Sensory Pathway. During the linked to student council eathe changing student council they will often student council help under have an object of reference to implement rules/policies etc circumstances. Eq non understand the relevance of that come from other pupils/ uniform days. the vote, and then make a teachers/senior management. choice with eye pointing or Learning in this area is switches. often linked to student Governor presence in the school promoting council eg the student eq Governor presence in the awareness of who staff council promoting governors are and highlighting school implement eg awareness of who staff any times that other governors rules/policies etc that governors are and come into school, their role, come from highlighting any times that and what we can do within our pupils/ teachers/senior other governors come into school system. management. school, their role, and what we can do within our school ...and that while some public Governor presence in system. bodies such as the police and the school the army can be held to promoting awareness account through Parliament, ...and that while some public of who staff governors are and highlighting bodies such as the police and others such as the courts the army can be held to any times that other maintain independence. account through Parliament, governors come into

others such as the courts

maintain independence.

This can often be a contentious

issue teaching in this area, and

often brings out a lot of debate

by pupils and teachers. It is

the

who

will

the

of rules

particular

of

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eq

This can often be a contentious issue teaching in this area, and often brings out a lot of debate by pupils and teachers. It is therefore important to have clear objects of refence for it to have meaning for our young people and very clear choices.

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...and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.

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What it looks like 'To Be' Pathway

What it looks like 'To Do' Pathway

What it looks like in the 'To Know' Pathway

An understanding that the freedom to choose and hold other faiths and beliefs is protected law

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely dependent on their ability; for example:

Choices about what learning challenge or activity with very small increments of increased attention to activities.

Choices about what is in their Learning Journal (EFL/Folder of work - with pupil reflections).

Through IEP Targets/Challenges pupils are encouraged to take ownership of ways they can improve their learning and progress, giving them a sense of personal and social responsibility.

Choices around the participation in **extra- curricular activities** and whilst engaged in the Majors

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Choices about what learning challenge or activity through increased functional communication e.g. PECS and visual schedules

Elements of supported choices about what is in their Learning Journal (EFL/Folder of work - with pupil reflections).

Through IEP Targets/Challenges pupils are encouraged to take ownership of ways they can improve their learning and progress, giving them a sense of personal and social responsibility.

Learning to tolerate peers and adults with choices around the participation in **extra-curricular activities** and whilst engaged in the Majors Award/JASS/After

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Award/JASS/After school PE and Duke of Edinburgh Award increasing functional communication

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our PSHE lessons leading to elements of supported choice and responsibility of leading a fulfilling life.

To be supported to express their views when out in the community. Pupils also make choices around Friday Options activities and Golden Time. school PE and Duke of Edinburgh Award

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Area

What it looks like 'To Be' Pathway

Acceptance that other people having different faiths:

On our calendar of work you will see we celebrate traditions and customs in the course of the year; for example, Harvest Festival during the autumn term: where pupils will follow board maker instructions to contribute to whole school soup making or Diwali light festival - enjoying a sensory light experience in the Performing Arts room.

Looking specifically at the pupils learning we often make reference to the basic rights and responsibilities which includes the right to vote etc. We always teach that this applies to everyone in this country regardless of race, religion, gender, age, sexual orientation and is enshrined in the discrimination act.

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An acceptance that other people having 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

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What it looks like 'To Be' What it looks like Pathway |

Inclusion, mutual tolerance and respect are at the heart of Bleasdale's aims and ethos:

"Learn about our world, care for others and celebrate achievement"

We believe that each person is respected and valued equally without regard to faith, heritage, race, ability or gender.

Staff aim to enhance pupils understanding and respect for different cultures, faiths and beliefs through our curriculum, examples are;

Creative Arts - by considering cultures from around the world through music, art and dance.

Humanities and Knowledge & Understanding of the World - through organising Themed Weeks where we celebrate and enjoy the differences between other countries and cultures.

Literacy and ICT - where there are opportunities to explore cultures and traditions using a wide range of fiction, nonfiction texts and the internet. As part of E-Safety and the teacher cascading PREVENT training down to pupils.

PSHE, Health and Wellbeing where Circle Time and The Thrive Approach are both important tools for promoting mutual tolerance and respect.

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important tools for promoting mutual tolerance and respect.

Scientific Learning- in which practical activities require students to engage in teamwork and show mutual respect for each other.

We also encourage involvement in;

Charity Events where pupils are made aware of the needs of people both in our own and other countries, supporting them through national fund raising events such as Children in Need, Comic Relief and Sports Relief.

Alan Turing Scheme of work in which staff visit and are visited by schools across Europe which promotes mutual respect for one another's heritage.

Day to day, pupils are aware of/experience the concept of being fair and EVERYONE having a share or a turn and that any instance of discrimination is /will be treated seriously (in line with our policies and expectations).

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Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody in the school. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Harvest Festival during the autumn term and trips to the pantomime in at Christmas. We also value and celebrate national events, with a remembrance day service each year, our poppy garden and silver birch to represent the fields visited by two of our pupils in the Somme.

Children learn about being part of Britain from different perspectives and relative to age and ability to grasp concepts. Two specific examples of when we teach about being part of Britain are:

Geographically: Water and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:

- •its coasts, rivers and mountains
- •where Britain is in relation to the rest of Europe and other countries in the world

Historically: Key moments in British history are studied in the topics such as Vikings, the gunpowder plot and several other topics

Democracy

Children, parents and staff have many opportunities for their voices to be heard at Bleasdale school. Democracy is central to how we operate and reflected in our equal opportunities policy.

A clear example is the School Council. Pupils are elected not only to express their own views on matters about the school but also to represent the needs of others who do not have a voice e.g. PMLD pupils. Our council meets with other school councillors from other SLD schools from all over Lancashire to learn about the views of others and experience democracy in a wider context.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress whenever possible. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

Parents' opinions are welcomed at Bleasdale School through an annual parent/carer questionnaire, home-school link books, parents evenings, Annual Reviews, Parent Support Group.

Rules and Laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class where able, discusses the school rules and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and mutually supportive environment.

Behaviour Support Plans determine clear expectations for behaviour and promote self-regulation of behaviour.

We have visits from authorities such as the police and fire service.

We look at rules for particular faiths in 'My World' sessions.

Our Code of Conduct identifies the expected behaviour of all adults who work with our children.

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely dependent on their ability; for example:

Choices about what learning challenge or activity

Choices about what is in their Learning Journal

Choices around the participation in extra-curricular activities.

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our PSHE lessons.

Mutual respect and tolerance of those with different faiths and beliefs

The school Mission Statement to "Learn together, Achieve Together" fosters mutual respect and recognition of others.

Some examples we have that serve to enhance pupils' understanding and respect for different faiths and beliefs are:

Through 'Our World', PSHE and other lessons where we develop awareness and appreciation of other cultures - in Communication through fiction and in Expressive arts and music by considering cultures from other parts of the world.

Celebrating cultural differences through assemblies, themed weeks, noticeboards and displays.

Whilst instances contrary to our values are relatively rare, no school can guarantee that there will never be instances which are contrary to our values. Each is treated seriously in line with our policies and expectations.