



orchard  
Education

# Promoting British Values Policy

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## 1. RATIONALE

As an Independent school it is important for us to understand the importance of promoting and highlighting core British values, not just into our school curriculum but embedded within the whole school to prepare our learners for further education and life.

## 2. WHAT ARE THE BRITISH VALUES WE ARE REQUIRED TO PROMOTE?

British values are described by the DfE as:

- 1 Democracy: respect for democracy and support for participation in the democratic process
- 2 The Rule of Law: respect for the basis on which the law is made and applied in Britain
- 3 Individual Liberty: support and respect for the liberties of all within the law
- 4 Mutual Respect: support and respect for equality of opportunity for all
- 5 Tolerance of those of different faiths, religions and other beliefs: respect and understanding in a culturally diverse society.

## 3. HOW DO WE PROMOTE BRITISH VALUES?

British values are embedded across a range of strategies throughout The Orchard at all levels

### 3.1 THROUGH OUR PHILOSOPHY, ETHOS AND CURRICULUM

British values are embedded in our policies and procedures as well as within our daily practice. British Values are inherent in our holistic learning and home environments and are actively promoted through a range of different aspects of how our communities operate. Each young person's development is guided by the underpinning core values and we actively seek to evaluate the impact of these values with a range of outcome measures. We believe British Values should be embedded discreetly within all aspects of our young people's experience and recognise that the development of these values is a process, which varies for each individual dependent on past experience.

#### 3.1.1 The Curriculum

There are specific subjects/activities that include content on Promoting British Values within The Orchard school:

- **Democracy** and the **rule of law** and **individual liberty** –Human & social studies, Personal, Social and Health development, careers guidance, work related learning, Student council, Daily logs/Academic reward system, sanctions list and Social communication and interaction with peers and external parties.

- **Mutual respect and tolerance** of those with different faiths, beliefs and cultures. - Personal, Social and Health development, Culture club, social communication and interaction with peers and local communities, multi-cultural days and celebrations, charity days, student council, Principals Promise scheme, sanctions list, extra-curricular inspire scheme, work related learning.
- **Preparing pupils for opportunities, responsibilities and experiences for later life in modern Britain** - Personal, Social and Health development, work related learning, learning for life and careers guidance. We offer a wide range of personalised qualifications and accreditations which also support pupils for opportunities, responsibilities and experiences for later life in modern Britain. We pride ourselves on learner voice and learners being involved to developing their own learning and the school.
- **SMSC development** – this is promoted across all subjects in the curriculum by having group reflection and discussion daily, exposing our learners to various communities, organisations and towns within offsite educational lessons and academic rewards, Personal, Social and Health development, Tutorials/1-1 and social communication and interaction activities.

**Each individual lesson plan document incorporates further details on how that subject contributes to the promotion of British Values or where it is embedded.**

### 3.1.2 Specific Areas

#### **Democracy**

- Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, group meetings, speaker events, curriculum programmes and the Orchard student council appointment and meetings.
- Conducting mock elections at appropriate times, including making use of local and national elections to further improve awareness and understanding of democracy. Promoting student council with a yearly election that can be challenged throughout the year in each class.
- Use specific aspects of the curriculum to explore themes relating to democracy in this country and around the world.
- Encourage pupils to be aware of injustice, perceived or real and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns.

## **Rule of Law**

- Ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school. A school sanctions list should be accessible to all learners in each classroom.
- Support pupils to distinguish right from wrong through discussion and modeling positive behavior with reflection, 1-1 ILJ meetings and reintegration meetings after exclusions.
- Regular Police visits are used to build links between and understanding of the local constabulary and their work to support the local community.
- Support pupils to understand that the law and living under the rule of law is intended to protect individuals using opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups.
- Use of restorative approaches as embedded practice for supporting pupils to understand the rule of law, and its effects upon individuals and groups as well as to develop understanding of fair reparation and sanction processes.
- Encourage pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules.
- Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

## **Individual Liberty**

- Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- Specific focus on Personal and Social Development (PSD) within all aspects of the curriculum ensuring pupils develop independent and organisational skills, attention skills and skills in interacting and working with others. Which facilitates understanding of self and the need for personal development for further education, reintegration back into mainstream school or life.
- Pupils offered significant input in developing a personalised timetable and identifying academic pathways for them. The Orchard school implement a PLP (Personal Learning Programme) to give learners the chance to shape their own future and skills.
- Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others through a restorative approach to dealing with inappropriate behaviour. This is embedded within our daily log system and learners repairing damage they cause within the centre.

- Challenge stereotypes and promote individuality at every opportunity, modeled by staff, older students and ex-students to set positive examples.
- Establish and maintain a climate in which all students feel safe in school and bullying is not tolerated in anyway at The Orchard.

### **Respect and Tolerance**

- Use Curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these.
- Promote respect for individual differences between individuals in our communities and school.
- Use curricular opportunities to encourage critical thinking and deeper understanding of differences and beliefs. This is embedded throughout culture clubs, hot topics and within various subjects.
- Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.

## **4 HOW DO WE EVIDENCE THE IMPACT?**

### **4.1 PLANNING FOR THE PROMOTION OF BRITISH VALUES**

Evidence of our active promotion of British values is derived from (but not exclusive of):

- A rich and extensive school curriculum, including 1-1 tutorials, PLP programme and personalised PSD curriculums.
- Use of Restorative Approach
- Risk Assessments
- Life Skills both in occupational studies and offsite activities.
- Liaison with Community Police Support Officer and external agencies.
- Social and emotional development measures for individuals if identified.
- Feedback to and from parents/carers and social workers to promote personal growth or development.
- Performance reports
- Lesson feedback/Daily logs
- Learning walks
- Display boards of content and student evidence
- Student council meetings
- Principal promise to learners

- Academic reward system
- Personalised learning packages
- Themed learner work and teaching strategies
- Sanctions list
- Extra-curricular inspire scheme
- The Orchard Homework scheme

#### 4.2 RECORDING THE IMPACT OF OUR PROMOTION OF BRITISH VALUES

The impact of our promotion of British Values is represented throughout the organisation. From the beginning of the school year we look to showcase evidence of celebrating British values within the school through positive displays, collating evidence from outside agencies, having an effective learner voice/student council and embedded British Values within lesson plans when appropriate.

This policy will be reviewed annually by a Director.

|          | Initial | Review 1   | Review 2 | Review 3 |
|----------|---------|------------|----------|----------|
| Signed   |         | Dave Melia | D.Melia  |          |
| Position |         | Director   | Director |          |
| Date     |         | 23.08.17   | 30/08/18 |          |