Promoting British Values

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.** This guidance was initially published to further strengthen the previous guidance for improving the spiritual, moral, social and cultural development of pupils to ensure young people leave school prepared for modern life in Britain.

In 2014, the government outlined that all schools must now have a clear strategy for embedding these values and show how their work has been effective in doing so.

At Hollybank we promote these values through our own school values, curriculum delivery, school offer and enrichment activities. The purpose of our actions will ensure that all pupils at Hollybank School have a voice that is listened to; through the school based activities outlined below we can identify how we embed these values. In order to recognise the impact of these values we have identified measures to allow us to judge the effectiveness of our work through our curriculum offer, school mission and Trust values.

Monitoring:

The Governors will monitor our provision through the Head of Education's report. The link Governor for Personal Development and Welfare will visit the school and children's home to monitor the impact of the development and provision identified.

Value	Action	Impact
Democracy	- Deciding Dolphins group in Orchard Court make decisions about the running of the home and activities. - All students are given the opportunity to communicate their opinions, wishes and feelings through the day. - Students in school are encouraged to make choices at every available opportunity. - Communication passports are created to ensure that communication is clear and consistent.	- Pupil voice is recognised and listened to. - Safeguarding is promoted as pupils have the skills and confidence to speak up. - SMSC outcomes addressed in an informal way; personalisation is at the heart of what we do. - Curriculum and Individual Progress Plans identify communication and personal skills targets for every pupil. - All pupils make at least expected progress in communication and personal skills.

The Rule of Law	- We have high expectations about pupil conduct and this is reflected in our behaviour support policy and subsequent individual plans. - Behaviour support plans identify ways that pupils can be supported to behaviour in appropriate ways. - Personalisation and engagement in learning ensure that pupils are encouraged to follow the 'rules' and be part of a community. - The school offers 1:1 music therapy sessions to support the development of emotional wellbeing and appropriate relationships.	- Behaviour support policy and associated plans identify triggers and de-escalation techniques to assist pupils in appropriate behaviour. - Pupil celebrations recognise achievements and good behaviour. - Behaviour and safety throughout the school is strengthened through robust staff training (Team Teach) and protocols which determine information sharing pathways and consistency. - Outcomes which support the well-being and relationship management of learners are fully implemented within structured music therapy sessions.
Individual Liberty	- Through our school values and curriculum, pupils are taught about personal responsibility, choices, ambition and aspiration. - Pupil aspirations are recognised and form part of their EHCP and in turn their Individual Progress Plan. - Pupils are encouraged to take part in activities related to their preferences and aspirations as part of our curriculum offer. - Pupils achievements are celebrated in assembly and newsletters. - Pupils are taught to keep themselves safe through our safe and healthy week. - The school has an e-	- Pupil voice obtained to inform EHCP and review process. - My school year completed to give pupil voice about likes, dislikes, achievements and next steps. - Curriculum offer identifies appropriate personalisation which encourages engagement; pupils continue to make progress over time. - Learning environments are conducive to well being – learning profile identifies individual needs. - E-safety principles embedded through the school.

	saftey and social media policy which enables pupils to access the internet safely.	
Mutual Respect	- We have high expectations about pupil behaviour and this is reflected in our behaviour support policy. - All our policies determine an understanding of pupils' difficulties in communication and making their needs know. - Pupils are taught to respect each other, to be co-operative and collaborative, to be supportive and understanding of differences. - Through whole school / Trust events we work with others and often support others through charity. - During our culture days we often have visiting artists who display dance, dress, food, ways to worship in accordance to their culture, faith or belief.	- Staff CPD further strengthened to inform all policy, protocols and strategy throughout the school. - Pupils are safe; they are equipped with strategies to make their needs known. - Staff are able to guide pupils into making good choices through planned interventions. - School / Trust community strengthened through planned opportunities throughout the school year. - School offer provides opportunity to pursue learning through a cross curricula approach. - Visiting professionals underpin our school offer by creating opportunities to maintain pupils' interests and curiosity.
Tolerance of different beliefs and faiths.	- Through culture days pupils' learn about different religions, their beliefs, places of worship and festivals. - This is supplemented by visits from different groups where pupils are provided with opportunities to learn about significant rituals and customs of religions such as food, music, dance and festivals.	- Curriculum provides breath and balance for all learners. - School environment celebrates different cultures and faiths in a positive way. - School and community links strengthened in an informed way. - Pupils continue to enjoy their learning and the opportunities it brings.