

ROSEWOOD FREE SCHOOL

Our British Values Statement

At Rosewood Free School we value tolerance and respect for all aspects of British society. Our curriculum enables our learners to engage in a wide range of experiences that support them to understand the world around them in a way that is both age respectful and meaningful for their developmental level.

In our Post 16 provision, we aim to build regard for other people of all faiths, races, and cultures, and to encourage our learners to play an active part in their local communities. Through direct teaching, educational visits, social and enrichment activities and learning experiences, learners are taught to understand right and wrong and how we all have our parts to play in the lives of our families, friends, groups, and the wider community.

We promote “British Values” through our spiritual, moral, social and cultural education, which permeates through the School’s curriculum and supports the development of the ‘whole child’ (see Spiritual, Moral, Social and Cultural Development (SMSC) Policy).

We recognise that such development is most successful when those values and attitudes are promoted by the staff team.

“British Values” have been identified as:

Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure learners are given a ‘voice’ to

communicate. This 'voice' could be using words, vocalisations, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our learners through our curriculum supporting them with the development of their own agency and ability to have an effect on the environment around them.

In the Post 16 department, we empower our learners by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty. We have successfully included some of our young adults on interview panels.

Rule of Law

We involve our Post 16 learners in setting codes of behaviour; helping learners to make decisions and choices that are acceptable to the school community and society at large (see Pupil Charter).

In Post 16, learners are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty

We aim to reduce dependency and by 'meeting our learners where they are and not leaving them there', we enable them to take the next steps in doing this.

We promote the availability of expression of preferences throughout the school day and respond to those preferences.

We use language and communication styles that involve our learners in the many interventions that they are part of throughout the school day, promoting respect of them as individuals.

Mutual Respect

We promote each learner's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within School, learners work with a range of people, and interactions with others are always promoted positively on a personalised basis for each individual.

We believe it is important to facilitate opportunities to be part of the community as the learners, families and staff have much to offer in the development of community cohesion.

Tolerance of Different Faiths and Beliefs:

We are part of a School and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage, or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all learners' experiences and awareness of others.

Although most of our learners are not able to articulate their feelings and concerns, staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a learner our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with families, carers, and other professionals to ensure the learners at Rosewood Free School are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Beyond the Curriculum

We are also committed as a School to developing Spiritual, Moral, Social and Cultural development beyond the curriculum. This is done through:

- Arts, Music, and Cultural Specialists visits to school over the year.

- Assemblies give learners an opportunity to explore aspects of SMSC.

Impact

To reflect further on the impact of all our work on SMSC we:

- Engage governors, families, and community.
- Observe staff and pupil interactions.
- Support Social Behaviour.
- Complete learning walks reflecting on resources and practices.