



BRITISH VALUES POLICY

This policy applies to the whole school

This policy which applies to all staff and is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (pupil protection). Our fundamental priority is our pupils and their wellbeing; this is first and foremost.

Oversight and implementation of this policy rests with Mrs Chizzy Chukwukere whose address is 134 New Kent Road, SE1 6TU. Telephone: 020 4541 4408 and, who is the designated member for safeguarding, is responsible for the adoption of the policy in practice. She can be contacted through the school.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Policy Agreed: September 2025

Date Published: September 2025

Next Review: September 2026

Signed

Chizzy Chukwukere

Headteacher Proprietor who is the Chair of the Advisory

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Context: The Department for Education (2014) published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. The guidance aims to help schools understand their responsibilities in this area.

All have a duty to ‘actively promote’ the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the ‘Prevent’ strategy in 2011.

Introduction: Imperial Oak School is an inclusive setting and our curriculum intent and implementation enables children to be independent learners, to make choices and to build strong relationships with their peers and adults.

Pupils achieve and develop when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We expect all pupils, staff, parents and other stakeholders to model and adhere to fundamental British values.

We promote British Values through our spiritual, moral, social and cultural learning that permeates through the school’s curriculum and supports the holistic development of the child so that they can progress.

We recognise that outstanding development and outcomes are most achievable when fundamental British Values and associated attitudes are promoted by all the staff and provide a model of behaviour for our pupils and their families.

The curriculum at Imperial Oak School offers varied, broad and balanced opportunities for pupils to develop at their appropriate developmental, social, emotional, communicative and physical level through a pathway based approach to closely matching their entire environment to their needs and aspirations.

British Values

Imperial Oak School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Democracy: The ability to understand and communicate is the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our pupils 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.

Rule of Law: We support pupils to make decisions and choices that are acceptable to the school community and society at large. Pupils are assisted and encouraged to manage their behaviour and to take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We help pupils, where relevant, to understand the connection between actions and consequences. Our school environment enables pupils to feel safe and secure; this contributes to the optimum conditions for learning to take place.

Individual Liberty: Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility within school for particular roles and to understand that with these roles comes a level of responsibility. Learning to do things independently is an important part of growth and development.

We support others by participating in charitable events such as, Comic Relief, Children in Need, Coffee Morning and other notable causes. We believe that creating a caring and helpful environment as well as creating opportunities for self-efficacy can boost and nurture a healthy self-esteem.

Mutual Respect: We promote each pupil's inclusion in activities, settings and locations that are developmentally appropriate to them individually in order to meet their needs. Within school, pupils work with a range of people. Interactions with others are positively promoted on a personalised basis for each individual. This may include working with pupils from other schools, coaches, theatre groups, artists and a range of other individuals. T

The curriculum at Imperial Oak School is personalised and may include a range of experiences both within school and the local community. Community events include: festivals, sporting events, musical shows, work with local and regional bodies (e.g. Baltic Arts) and engagement with other stakeholders. It is important to facilitate opportunities to be part of the communities the school belongs to locally, regionally and nationally as pupils, families and staff have a lot 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 activities and encouraging participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Pupils take part in assembly-like activities relevant to their developmental needs. These help all pupils to find out about themselves and develop links to the wider communities in which they belong. The themes cover the areas:

- Problem solving.
- Communication.
- Teamwork.
- Resilience.
- Confidence.
- Initiative.
- Organisation.
- Creativity.

Pupils are encouraged to experience British Culture through our curriculum topics. For example, pupils have visited many local places. We also take part in relevant sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are skilled in observing pupil's presentation of Engagement and well-being that may indicate anxiety. If staff have concerns regarding the wellbeing of a pupil, our accepted practice links to the Child Protection Policy and Keeping Children Safe in Education that establishes a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers, families and a wide range of relevant professionals to ensure that the pupils at Imperial Oak School are well cared for and have access to a developmentally appropriate environment where they will be able to develop the

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skills necessary to play a role in their community and be the most they can be in life.

British Values at Imperial Oak School

At Imperial Oak School we don't plan specific lessons to teach children British values they permeate everything we do. We develop British Values through a specific curriculum focus on The World Around Me, Literacy, Communication, Maths, Thinking and Problem Solving, Physical Education, Art, Drama, Relationships and Sex Education and Outdoor Learning.

Britain has undergone rapid economic and social change in the last few decades and we live in an increasingly diverse society. We teach our children that it is possible to live together peacefully, each of them a valuable part of our multicultural world.

British Values are embedded across all aspects of the school in a number of ways that are evident throughout the school day.

- We teach children to be kind, helpful and respectful of others;
- We teach children to be part of their local community by taking learning out of the classroom;
- We celebrate festivals and mark special days from the world around us;
- We support children to work and play together developing shared values and working together towards a common goal.
- We teach or give pupils experiences that involve the wider world in which they live: their immediate environment, locality, region and the wider world.
- Where appropriate we provide learning opportunities for children to learn about the different cultures within our country through the school's curriculum connectors that become experientially broader as pupils move through key-stages.

WHERE TO FIND BRITISH VALUES AT IMPERIAL OAK SCHOOL

Value	Example
Democracy	<p>Understanding the world around us: aware of others and sensitive to differences.</p> <p>Physical, health and wellbeing: building relationships; listening to others; initiating play and conversations; resolving conflicts; playing co-operatively and taking turns; enjoys responsibility of carrying out small tasks; sharing; beginning to solve problems and negotiate; working as part of a group; understanding and following rules; team games; negotiation with others.</p> <p>English, communication and language: listening to others and responding to what they hear; understanding body language.</p> <p>Teaching young people to take turns using a turn taking board, in role play, at playtime or during 'What's in the box' activities.</p> <p>Providing young people with learning opportunities where they can express their views, make choices and respect choices made by themselves and others.</p> <p>Encouraging young people to become involved in decision-making processes and ensure that they are listened to in school.</p> <p>Circle time activities focused on sharing and identifying their peers and encouraging them to work with them in class.</p> <p>Giving young people options and opportunities to explore new activities.</p> <p>Having students vote on class trip destinations.</p> <p>Teaching young people that other students/adults may have different opinions and different special interests that need to be valued and accepted.</p> <p>Students participating regularly in using democratic processes (eg. School council)</p>
Tolerance of those of different faiths and belief	<p>Understanding the world around us: joining in with family customs and routines; knowing about similarities and differences between themselves and others and among families, communities, and traditions; showing awareness of and interest in different ways of life, culture, and religions.</p> <p>Celebration assemblies and celebration weeks throughout the year where a range of faiths and religions are celebrated.</p> <p>Demonstrating the similarities and celebrating the differences between different groups of people.</p> <p>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).</p> <p>Engaging in international week.</p> <p>Exposure to other cultures in books, videos, pictures etc...</p> <p>Participation in 'International Day' and 'World Cup Day' each year to celebrate the different faiths and beliefs in school</p>
Mutual Respect	<p>Understanding the world around us: beginning to have their own friends; awareness of others and sensitive to differences; showing care and concern for livings and for their environment.</p> <p>Sensory Play & Social play: playing alongside and co-operatively with others</p>

	<p>Expressive arts: representing own ideas, thoughts, and feelings through creative activities.</p> <p>English, communication and languages: listening to others and responding to what they hear; understanding body language.</p> <p>Physical wellbeing: enjoying company of and interacting with others; showing affection and forming special friendships / relationships; awareness of own and others feelings; take turns; understanding own actions affect other people.</p> <p>Each individual learner expects that their communications will be enacted by those who have control over the resources/time/space.</p> <p>Curriculum connectors</p> <p>Young people are encouraged to know, understand and request the right to personal space and time (through sensory areas, quiet time, movement breaks etc...).</p> <p>Encouraging young people to recognise the strengths, qualities and characteristics of their peers.</p> <p>Group activities focused on turn taking, waiting appropriately and sharing.</p> <p>Working in friendship groups and secondary clubs to encourage friendships and relationships built around common interests.</p> <p>Relationships education</p> <p>Celebrating the strengths and achievements of others through assemblies, certificates, reward systems and achieve days.</p>
Individual Liberty	<p>Freedom to join or not any activity: Each individual learner understands that they are free to engage with any activities or people or stay in a particular space (with due regard to health and safety) if they choose not to do so.</p> <p>Understanding the world around us: beginning to have their own friends</p> <p>The Arts: favourite songs; developing preferences; expressing feelings and ideas; making choices.</p> <p>English, communication and languages: communicating needs and feelings; making requests.</p> <p>Physical wellbeing: moving freely; expressing needs and wants, likes and dislikes; considering and managing some risks; seeking support; sense of self as an individual; expressing own feelings, preferences, and interests; sense of self; saying 'no'; requesting help; confident to try new activities.</p> <p>Throughout the school staff respect young people's personalities, interests, celebrate their achievements and encourage them to be themselves.</p> <p>Zones of Regulation feelings sessions in small groups or 1:1 to develop understanding of oneself.</p> <p>Giving young people a selection of activities to choose from and honouring their choices.</p> <p>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 school. - Personalised curriculums and individualised pathways to ensure academic, social and behavioural needs are being met.</p>
Rule of Law	Teaching young people appropriate behaviours for specific situations and contexts (through communication, visual support, role play and positive modelling).

	<p>The use of visual throughout the school to help young people develop and understanding of rules and regulations.</p> <p>Constant reinforcement of high but realistic expectations for young people.</p> <p>Explicit teaching of relationships to teach young people appropriate interactions and how to keep themselves and other safe</p> <p>Use of strategies such as breaks, reward charts and emotion key chains to promote positive behaviour and interactions.</p> <p>The teaching of rules and expectations when out in the community and public arenas.</p> <p>Visits from the local police officer and identification of them to young people as a 'safe' adult.</p> <p>Young people are involved in writing sets of rules that they need to follow for different settings and activities.</p> <p>English, communication and languages: following directions.</p> <p>Physical, health and wellbeing: aware of boundaries and of behavioural expectations; co-operating with routines and adapting behaviour to different events, changes in routine and social situations</p>
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