British Values Statement

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<th>Reviewed:</th>
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<td>September 2019</td>
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At Woodlands we actively seek to use the diversity of our community as a resource for learning, helping pupils to understand and respect difference in all its manifestations and to be proud of who they are.

- Our equalities policy makes clear our intention to provide the best education we can for all our pupils regardless of race, faith, gender, age, and sexual orientation.
- Woodlands School recognises and celebrates the multi-ethnic and multi-faith nature of our country and our community.
- Woodlands school expects all staff to model and teach these values.

**Democracy**

Our school **behaviour policy** is clear that children are:

- expected to be given the opportunity to express their views and opinions by whatever means possible,
- to be listened to
- and to be involved in decision making
- All pupils experience a Total Communication environment. From touch and sound cues to objects of reference, VOCA, PECS, sign-a-long signs, photographs, symbols and switches to speech, ICT.
- We listen to children’s and parent's voice and work closely with the Speech and Language team to support pupils’ communication
- We enable our pupils to let someone know that they want or don’t want something, to tell someone about an event, to describe an action and to acknowledge another person’s presence through various forms of communication devices and strategies. This can be done either verbally or non-verbally. It can be accomplished through gestures, vocalisations, sensory cues, objects of reference, signs, symbols or words

We continue to promote democracy within all classes by:

- Providing pupils with learning opportunities where they can express their views, make choices and respect choices made
- Encouraging pupils to become involved in decision-making processes and ensure they are listened to in school
- Use public activities to reinforce the praise of desirable behaviours such as the Well Done Assembly, plenary sessions, act of collective worship time as well as the use of displays
- Set clear and reasonable boundaries in a manner that can be understood by the child
- All staff use appropriate communication strategies that are relevant and meaningful for our pupils
- We encourage pupils to take ownership not only of their school but also their own leaning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils

**The Rule of Law**

- We consistently reinforce our high expectations of children.
• Children are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. Our PSHCE lessons develop an understanding for rules.
• We model and teach the necessity for rules and boundaries.
• Many lessons and stories will have themes covering tolerance, mutual respect and democracy.
• All pupils receive support at an appropriate level to manage their own behaviour, to work alongside other people and to treat other people with respect and consideration.
• Classrooms have on display and continually promote their class rules
• We use of First and Then boards to encourage positive behaviour and structure to routines or targets cards with visual expectations.
• We use social stories to further enhance understanding of concepts such as personal space and visiting a shop
• Clear system of rewards and consequences and restorative approaches such as behaviour plans and personalised reward charts
• Visits from authorities or local community leaders
• During Religious Education, when rules for particular faiths are thought about
• During other school subjects, where there is respect and appreciation for different rules – in a PE lesson, for example

Individual Liberty

• Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Group activities supporting pupils to work together.
• As a school we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching.
• We encourage pupils to take responsibility for their behaviour,
• Children are encouraged to know, understand and exercise their rights and personal freedoms.
• Challenge stereotype and implement a strong anti-bullying culture
• Pupils are reminded potential positive and negative consequences
• Pupils are given responsibilities within the school/ class
• Pupils are encouraged to make their own decisions
• Staff provide boundaries and educate to make safe choices
• Pupils make choices safely, for example choices about what learning challenge or activity or choices about how they record their learning.
• Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely such as during our PCSHE/PSED, SRE lessons and group circle activities.

Mutual Respect and Tolerance of those of Different Faiths and Beliefs:
• Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and children are modelled this by caring, sharing and listening to others.
• Staff support children to understand how to respect by talking about how actions/words can affect others.
• Our global curriculum emphasises the similarities between people everywhere and the connectedness; examples of these themes from our curriculum are Myself, my country, Victorian and times, Christmas, Diwali, Hanukah, Eid, Chinese New Year, Easter.
• We aim to enhance children’s understanding of different faiths and beliefs by participating in a range of celebrations throughout the year, our RE curriculum and our SMSC planning
• Our RE curriculum is varied and divers to include all major faiths. lessons reinforce messages of tolerance and respect for others. We demonstrate similarities and celebrate the differences in religious beliefs.
• Children have the opportunity to dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi-cultural events.
• Our curriculum is enriched with visitors from different cultures, reading stories and folklore from different countries.

These are all evidenced in:
• Our curriculum and planning
• Pupils personal targets
• star of the week
• Pupils learning journals
• Evidence for Learning
• Display boards
• Assemblies
• Events folder e.g. festival celebrations and Sports Days
• School website and Facebook