

Next review- December 2025



# Promoting British Values Statement

## Mission statement

We are committed to ensuring that every autistic student has equal rights and opportunities to access their entitled education and to reach their full potential, whilst having their specific needs met. We want to ensure that all our young people have purposeful and enjoyable experiences at Robert Ogden School, preparing them for the opportunities, responsibilities and experiences of later life. This is achieved by ensuring that all pupils have access to an aspirational broad, balanced, motivating, relevant curriculum with clear outcomes and an emphasis on Preparation for Adulthood. Pupils at Robert Ogden School all have an Education and Health Care Plan outlining individual difficulties in cognition and learning, communication, sensory and physical needs as well as social, emotional and mental health difficulties. Every aspect of the pupils' care and education is tailor-made for them using approaches that The National Autistic Society has tried and tested over many years.

## Background Information

The Robert Ogden School is an independent special school for pupils 5 to 19 years with a diagnosis of autism and with EHCPs. Many of our pupils have additional and complex needs around their abilities, behaviour, health and homelife, such as learning difficulties, ADHD, dyslexia, PDA. Citizenship & PSHE is emphasised throughout the whole curriculum for all pupils, whether that time be spent at school, home, or the wider community. School is part of the National Autistic Society (NAS) whose ethos, policies and procedures all influence the learning environment at Robert Ogden School. Alongside the NAS we share a common vision where;

"We want a world where autism is understood and people with autism have the support, they need to ensure that their rights are upheld and that they have the same opportunities as others in society. To achieve that we champion the rights and interests of all autistic people and aim to provide autistic individuals and their families with help, support and services that they can readily access, trust and rely upon and which make a positive difference to their lives". **NAS Mission Statement**

The catchment area of the school is wide and varied with pupils attending from up to 18 Local Authorities, varied socioeconomic and ethnic backgrounds, with many pupils currently qualifying for free school meals.

## Intent

Pupils at Robert Ogden School will be encouraged to experience British Values through all aspects of our Curriculum. Pupils experience visits to local places, including places of worship of different faiths, to help understand about their place

in the world and how it should be valued and celebrated. School ensures that the pupils acquire the life skills to lead fulfilling lives in the wider community. Values and positive attitudes are consistently and continually modelled by staff to encourage those in the pupils.

### **Promoting British Values**

The Department for Education state that there is a need “to create and enforce a clear and rigorous expectation on all schools to 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”

The government set out its definition of British values in the 2011 (made law 2015) Prevent Strategy. These values were reiterated by the Prime Minister in 2014 and in the Promoting Fundamental British Values DoE advice November 2014. At The Robert Ogden School these values are reinforced regularly.

British values are taught explicitly through Personal, Social, Health, Citizenship Education (PSHCE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

### **Implementation**

The school takes opportunities to actively promote British Values through our assemblies and whole school systems and structures, such as electing and running a successful School Parliament. We also actively promote British Values through ensuring our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views in line with the 'prevent duty'.

At The Robert Ogden School we uphold and teach pupils about the British Values which are defined as:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

PSHCE underpins our entire curriculum offer. We teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. The themes identified above will be a constant theme, revisited to maintain, consolidate, reinforce and generalise previous learning, as well as introducing new knowledge, skills and understanding. This means repeating themes and work to ensure that the learning is assimilated and understood. Each of the themes above will be developed at different levels over the years. This will not necessarily coincide with age groups but rather with young persons' cognitive and emotional ability and their maturity.

## Democracy

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our School Council, which supports an understanding of how citizens can influence decision-making through the democratic process. The elections of members of the School Council and class representatives are based on pupil votes. Pupils' differences in communication are considered, their "voices" are heard verbally, using objects of reference, signing, photographs, facial gesture, body language and other forms of individualised augmented communication.

The pupils work together where appropriate to their cognitive ability to agree a set of class or individual rules which they actively work and live by and are used by pupils and adults to influence others' behaviour.

## The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout the regular school day. Our Behaviour System is aligned to a set of codes agreed by the National Autistic Society. The transdisciplinary team (Educational Psychologist, Behaviour Co-ordinators, Occupational Therapists, Speech and Language Therapists along with SLT) at Robert Ogden School work with class teams and individual pupils to develop Individual Support Plans. These include Individual Behaviour Support Plans (IBSPs), sensory profiles and communication profiles to enable all staff to work consistently to support pupils to enable them to develop strategies to manage their own behaviour where possible and to develop their ability to access and contribute in a positive way to the school, local and wider community.

Pupils who are cognitively able are taught the value and reasons behind laws. That they are there to govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Pupils who are not at this cognitive ability experience this within the school community daily by the NAS SPELL framework, staff as role models, through collective worship, work around emotional regulation, communication, IBSP strategies and the use of motivators. Pupils are encouraged to recognise positive behaviours that allow everyone to live and work together in a safe and supportive school community. This ensures that they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

## Individual Liberty

We aspire and are committed to promote a sense of self-esteem and self-worth within each student. We encourage each student to be as independent as possible, whether it's choosing a snack or recipe, budgeting, shopping for ingredients and then cooking it for their peers, or being as independent as possible with activities such as personal care. Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment, support with communication from our Speech

and Language Therapist, a planned curriculum and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE lessons. Pupils are given the freedom to make choices, e.g. signing up for enrichment clubs, choose lunch, drinks, snacks, activities at break times, and where appropriate within lessons.

### **Mutual Respect**

Respect is one of the core values of our school. This can be seen and felt in the pervading ethos in school. The staff and pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have. The core value of respect at The Robert Ogden School underpins our work every day both in and out of the classroom. Pupils and adults alike, including visitors are challenged if they are disrespectful in any way. Values are highly visible around the school and can be seen in posters, certificates and as part of our agreed codes e.g. staff code of conduct.

### **Tolerance of Those with Different Faiths and Beliefs**

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Discussions involving prejudices and prejudiced based bullying have been supported by learning in RE and PSHE. We celebrate as a whole school half termly through Theme Days, encouraging pupils to research and discover differences and similarities between us and other cultures, religions and significant events e.g. our European neighbours. Likewise, we use opportunities such as the Olympics and World Cup to study and learn about life and culture in countries who participate. We invite guests, theatre and performance groups in to allow the pupils to experience different cultures e.g. Chinese New Year celebrations. We employ teachers, teaching assistants and support staff who bring a varied cultural experience to The Robert Ogden School. All these help pupils develop an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. We have a prayer room to facilitate individual pupils to follow their individual religious beliefs.

### **Impact**

Through the promotion of British Values across the curriculum, overtly taught topics within Preparation for Adulthood Long Term Plan and the wider school ethos, pupils feel safe and valued. They are encouraged to express their wants, needs and concerns, which are considered on an individual basis. We will ensure that are pupils are overtly taught and have modelled for them the values of courtesy, honesty, tolerance, kindness and respect for others, through a robust curriculum underpinned by clear and effective policies, practice and protocols.

Staff training and support is key to ensure that our pupils are supported sensitively and robustly to manage their difficulties in a positive way and to ensure that they are taught the skills to enable them have the best possible quality of life and enable them to live and work with others in their adult lives.

### Other relevant Policies

This policy should be read in conjunction with the Robert Ogden:

- Curriculum policy
- Safeguarding policy
- Religious Education Implementation document
- Spiritual, Moral, Social and Cultural Development Policy
- School's Assessment, Recording and Reporting Policy
- Behaviour Support Policy
- Anti-bullying Policy
- Equal Opportunities Policy

### Equal Opportunities

Teachers will ensure that provision. Reflects Cultural Diversity, Ethnicity, Religion, Gender, Ability, Disability and Age.

### Health and Safety

All staff should ensure the health and safety of all pupils and staff at all times.