

British Values at Abigail's Place

Our Values Statement

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'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

The curriculum across the school offers broad and balanced opportunities.

'British Values' have been identified as:

Democracy:

The ability to understand and communicate are 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, or body language.

We understand that control and choice is difficult for the children at Abigail's Place. When adults have let children down they feel the need to be in control to keep themselves safe. We work hard to alleviate this control by being adult led and giving limited controlled choice until children are ready to take more control. We give children the opportunities to make choices about the things that may be important to them

Democracy

- Sitting on Fostering Panel
- Choosing and voting for their favourite activities
- All about me-advocacy, wishes and dream, worries in school
- Drawing and Sand Consultations-giving a voice
- Sitting on Panel for employment of staff
- Choosing afternoon areas of interest-singing/outdoor learning etc
- Glimmer Books

Rule of Law:

The importance of law and rules are referred to and reinforced to teach children to distinguish between right and wrong. The rule of law in British values teaches children to take responsibility for their own actions. Children are taught the reasons behind rules and laws, how they govern and protect us, and the consequences of what happens when these laws are broken.

Rule of Law

- Social Emotional Chain Response
- Natural Consequence
- School Rules
- People who help us topic
- PSHE-actions and consequences
- PSHE-rules and laws and belonging to community
- AQA rules and Laws
- SALT cause and effect
- Therapeutic Curriculum-establishing internal compass
- Breaking cycle of Intergenerational trauma
- Consistent and predictable school environment
- Expected and unexpected behaviours
- Zones of Regulation

Pupils know the importance of rules for keeping ourselves safe; Staff use social emotional chain response to help them understand the impact of their actions on themselves and others.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions through natural consequence. Staff are committed to providing a consistent and predictable environment within the school and beyond. Using the Social, emotional chain response children are helped to understand the connection between actions and consequences. Children are taught about expected and unexpected behaviours in different environments through zones of regulation. 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

Promote freedom of choice and the right to respectfully express views and beliefs in a safe environment. Teach children to take responsibility for their behaviour. Children should be supported to understand that they have rights and personal freedoms and should be advised on how to exercise these safely. Pupils should be supported to become as independent as possible.

Individual liberty
<ul style="list-style-type: none">• All about me-views and wishes• Advocate• Life Skills• PSHE-rules and laws and belonging to community• AQA rules and Laws• Drawing Consultation• School Rules• Kind and Unkind behaviours• Expected and unexpected behaviours• Glimmer books

Mutual Respect: This principle fosters an environment where individuals respect one another, regardless of differences in beliefs, backgrounds, or lifestyles. It is essential for promoting social harmony and understanding within a diverse society

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

Mutal Respect
<ul style="list-style-type: none">• Expected and Unexpected behaviours• School rules• Bespoke curriculum• Regulation Plan

- Life Skills in the community
- SALT-Talk about and social skills groups

Tolerance of different faiths and beliefs:

We are part of a school and wider community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race. Inclusion within Pyramid Care activity days further enhances this.

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 pupils' experiences and awareness of others.

Tolerance of different faiths and beliefs:

- Dream days
- LGBTQ days
- Cultural experience days-Holi, Diwali, Chinese New Year
- Geography
- Books

- Different activity days LGBTQ, celebration days and topics around different cultures Djembe drumming- Looking at countries and using concrete approach-Chinese New Year-local Chinese supermarket gave us resources and things for children to take home in goody bag. LGBTQ days.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them-personal development sheet in folder
- Use of imagination and creativity in their learning -clay, any performing arts
- Willingness to reflect on their experiences-glimmer books, SECR

SMSC at Abigail's Place

SPIRITUALITY Spirituality can be difficult for our children as you gain these from your families-the children haven't had that luxury. You are shaped by your family. Foster carers aren't allowed to promote a faith or belief.

Spiritual development is when we: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

- Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share.
- A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities.

- Feelings of transcendence – the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.
- A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives.
- Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.
- Creativity – where the student has the opportunity to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.
- Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

Spirituality:

- Concrete experiences of religious celebrations such as Diwali, Chinese New Year
- School family Christmas dinner and Christmas games as a school-same format every year so it becomes the norm a ritual.
- Memorial garden for lost loved ones
- Visits to Cathedral, Castles
- Glimmer books
- Visiting baby lambs
- Sledging
- Climbing to the top of Malvern Hills
- All about Me books
- The Abigail's Place Family-Sunshine Group
- Performing Arts
- Zones of Regulation
- Older children supporting younger children in Sunshine Group-becoming mentors/support on activity days
- Dream Days
- Theraplay
- Therapeutic Sessions

MORAL DEVELOPMENT

Moral development is when we:

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

This involves making clear to our students the values that we are a community 'The Abigail's Place Family'

MORAL DEVELOPMENT

- School rules 'Stick together, No hurts, Have Fun
- Zones of regulation
- Social Emotional Chain Response#
- PACE
- Window of Tolerance
- Regulation Plans
- Natural Consequence
- Charity days
- Supporting Street Kitchen
- Raising Money for a charity of chn choice in PSHE curriculum
- Adult modelling of kindness, acceptance
- Pyramid Activity Days- The Pyramid family
- Becoming a mentor activity days

SOCIAL DEVELOPMENT is when we:

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

SOCIAL DEVELOPMENT

- Charity Days
- Supporting Homeless Street Kitchen

- Supporting Animal Shelter
- Motional
- Theraplay
- Sunshine Group
- Activity Theme Days
- Speech and Language Intervention-social skills
- Life Skills Curriculum
- Visiting Hiive, gym, swimming pool
- Sitting on Fostering Panel
- Sitting on staff employment panel
- Drumming events
- Trips
- Sitting on panel for Fostering
- Sitting on Employment panel School
- Becoming a mentor on Activity Days

CULTURAL DEVELOPMENT

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

In our school pupil's SMSC development is seen for example in:

- Taking part in a range of activities regarding social skills
- Developing an awareness and respect for diversity
- Developing and appreciation of theatre
- Developing an understanding of right and wrong.
- Developing the communication skills to make choices about likes/dislikes in school then in wider community visits.

- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.

CULTURAL DEVELOPMENT

- Theme days-LGBTQ
- School rules
- Diverse community-Pyramid Fostering Activity Days
- Sense of belonging-All Looked After Children
- Concrete experiences of festivals and religious events
- Trips-Cathedral etc
- Geography topics
- History topics
- Local area visits
- Djembe drumming
- Sitting on panel for Fostering
- Sitting on Employment panel School
- Pantomime
- Performing Arts Curriculum
- Outdoor Curriculum
- Theatre to watch staff perform
- Expected and Unexpected Behaviours
- Performing for others-performing arts
- Teaching drumming to other schools
- Likes and dislikes choosing foods and what to cook in AQA units
- Bouldering