

Progression 4Work British Values Statement

July 2022 (Reviewed June 23 / Aug 24)

The Department for Education states 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 Department for Education defines British Values as follows:

- ✓ Respect for democracy and support or participation in the democratic process
- ✓ Respect for the basis on which the law is made and applies in England
- ✓ Support for equality of opportunity for all
- ✓ Support and respect for the liberties of all within the law
- ✓ Respect for and tolerance of different faiths and religious and other beliefs

We ensure that the fundamental British Values are introduced, discussed, and lived out through the ethos and work of Progression 4Work. All curriculum areas provide a vehicle for furthering understanding of these concepts and re, PSHE and group gathering sessions provide opportunities to deepen and develop understanding. We encourage our students to be creative, unique, open-minded, and independent individuals, respectful of themselves and of others in our school, our local community, and the wider world. We aim to nurture our students on their journey through life so they can grow into safe, caring, democratic, responsible, and tolerant adults who make a positive difference to British Society and to the world.

At Progression 4Work, we also uphold and actively promote British values in the following ways:

Democracy

- All students are encouraged to debate topics of interest, express their views, and make a meaningful contribution to the running of the school on matters that directly involve students.
- Students also have a voice; they can raise concerns and share ideas.
- Students also can have their voices heard through pupil questionnaires and pupil conferences.
- Our behaviour policy involves rewards which the students have discussed.
- The principle of democracy is explored in our Literature teaching and in PHSE as well as in group gatherings.
- Students have a voice in lunch choices

Rule of Law

- The importance of laws and rules, whether they are those that govern the student/class, Progression 4Work, or the country, are consistently reinforced throughout Progression 4Work via regular daily activities. Our system for behaviour is aligned to an agreed code.
- We have behaviour for learning rules, which are deeply embedded in our work every day. Rules and expectations are clear, fair, and regularly promoted. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member can learn in a safe and ordered environment.
- Students are helped to distinguish right from wrong.
- Students are helped to respect the law. They are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- Students are helped to understand that living under the rule of law protects individuals.
- Visits from/to authorities such as the Police; Fire Service; Ambulance etc. are arranged and help reinforce this message.
- The Behaviour and Anti-Bullying policies encourage participation in the restorative justice process to resolve conflict.
- The school has zero-tolerance for any form of aggression, abuse, or violence, which extends to students, staff, and parents/carers.
- We are committed to praising students' efforts. Students are rewarded not only for achievement in curriculum areas, but also for behaviour. Rewards are given in the form of points towards rewards and certificates. Students' achievements are also recognised during Celebration gatherings and via contact with parents and commissioning schools.

Individual Liberty

- Students are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment.
- For example, by choosing social and experiential learning activities, choosing the level of challenge in some lessons, and becoming increasingly more involved in student-led learning.
- We educate and provide boundaries for our students to make choices safely, through the provision of a safe environment, a planned curriculum, and an empowering education.

- Students are supported to develop their self-knowledge, self-esteem, and self-confidence.
- Students are encouraged to take responsibility for their behaviour, for example through abiding and respecting our e-safety policy.
- Students are encouraged to know, understand, and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through e-safety teaching and PSHE lessons.
- Freedom of speech is modelled through encouraging student participation.
- Vulnerable students are protected, and stereotypes challenged.
- A strong anti-bullying culture is embedded in the school.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

- Respect is one of the core values of Progression 4Work. This can be seen and felt in our pervading ethos. The students know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.
- All the above is embedded throughout Progression 4Work and strongly promoted.
- Progression 4Work strongly promotes respect for individual differences.
- Students are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and students are encouraged to challenge prejudicial or discriminatory behaviour.
- Actively promoting our values also means challenging students, staff or parents expressing opinions contrary to fundamental values, including 'extremist' views.
- Through the various curriculums, students are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked after students or young carers.

Equality of Opportunity for All

- At Progression4Work all students are given equal access to our curriculum and experiential activities
- We are a non- excluding organisation

Progression 4Work SMSC Statement

What is SMSC?

Students' **spiritual development** is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings, and values
- sense of enjoyment and fascination in learning about themselves, others, and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences.

Students' **moral development** is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Students' **social development** is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic, and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Students' **cultural development** is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

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- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting, and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.