

Statement of British Values

At Hillside Specialist School and College we take very seriously our responsibility to prepare pupils for life in modern Britain. All pupils at the school have a diagnosis of Autism and co-morbidity disabilities, e.g. a range of learning difficulties. As part of the Triad of Impairment our pupils have difficulty with empathising with others and can lead it to be difficult to understand another's view point. We ensure the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, PHSE and Citizenship lessons provide excellent opportunities to deepen and develop understanding. Pupils embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

The school makes considerable efforts to ensure pupils have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and use of outdoor education centres.

British Value	Statement	Evidence	Impact
Mutual respect and the tolerance of those with different Faiths and Beliefs	Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE and SMSC curriculum. Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends and other groups; the world and its people; and the environment.	Records of PHSE sessions / Collective Worship. RE curriculum, RE planning and Records of Achievement Behaviour reporting and recording. Behaviour observations	Some pupils are able to articulate through speech and other communication strategies why respect is important; how they show respect for each other and how they feel about themselves. Pupils' behaviour can demonstrate their good understanding of this value in action, after a crisis when strategies can be discussed how a pupil could react next time and restorative justice. Pupils are able to talk about different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.

Democracy	The pupils see democracy in a number of different ways and opportunities for example, through circle time, the School Council etc. Democracy is a school value that pupils meet when discussing respect and fairness.	Class rules; school rules; learning appropriate behaviours; school values; PHSE/Citizenship lessons on the role of law and Parliament; School Council meetings; Collective Worship; RE planning and work in records of achievement; Class observations for behaviour and social behaviour.	Pupils are encouraged and able to work cooperatively in pairs and groups as well as whole class situations. Pupils are supported with the understanding of turn taking and respecting the views of others. Pupils are always listened to by adults and are taught to listen
Rule of Law	Some pupils can understand the difference of right and wrong but struggle to apply the knowledge when levels of anxiety increase. In some classes pupils debate issues that have upset them during circle time. Restorative justice is used for pupils who can understand the concept.	Class rules, circle time, restorative justice sessions, behaviour support plans. PHSE and Citizenship lessons Visits from the police and fire service RE lessons when the rules of particular faiths are discussed. What to do for a fire evacuation Rules in PE lessons.	Some pupils are able to understand the concept of consequences and can demonstrate at times of high anxiety
Individual liberty	Our values are based discussions and acts of worship begin with discussion about self, e.g. self-respect and self-worth in relation to the individual value so that children see what they are important in their own right. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence based views. Pupils are strongly encouraged to develop independence in learning and to think for themselves.	Some pupils are able to show independence in learning and to think for themselves. Pupils use a range of communication strategies to express their needs and wants to others. Pupils are given processing time to help to formulate an appropriate response. Some pupils are developing self-regulation skills before reaching to high levels of anxiety. School Council E-safety PSHE and RE lessons.	Pupils are able to express their views whether they feel safe in school. They are consulted on many aspects of school life and demonstrate independence of thought and action.