UNLOCKING POTENTIAL

LEVELLING THE SOCIAL AND ACADEMIC ARENA

BRITISH VALUES POLICY

Date of policy	September 2025
Next review date	September 2027
Frequency of policy review (annually, every two years)	Every 2 years
Policy owner	Ben Bridger – DH / Simon Scarborough - DH
Published policy	Yes ☐ No ☒
List of connected policies	PSHE Policy, Curriculum Policy
Approved By/Date	Approved by Governors

Mission Statement

The Levels School exists to provide a nurturing environment in which students with specific learning difficulties and co-occurring diagnoses can develop their self-esteem and aspire to be independent young adults who value the rights, responsibilities and rules that exist to promote and support their future welfare. Our approach toward establishing this ideology is predicated on trauma-informed practice and an obligation to develop the social skills required to build their future aspirational communities. We exist to help them find their level.

This policy covers all premises known as The Levels School.

The Board of Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a review to satisfy themselves that the implementation of this policy is effective.

The Board of Governors ensures the establishment of familiarity with and the effective operation through monitoring, of school policies, approving those requiring GB sign-off in line with a regular cycle of school policy reviews. This occurs through a cycle of governor committee meetings and full board meetings.

Contents

Mission Statement....1
Introduction....3
Democracy....3
The Rule of Law....4
Individual Liberty....4
Mutual Respect....5
The Acceptance of those with Different Faiths and Beliefs....5

Introduction

The Levels School is committed to working closely and in harmony with its community and celebrating the diversity of the UK. We aim to prepare students for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values.

We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society, in which individual members can feel safe, valued and can contribute to for the good of themselves and others.

We work alongside our local community and recognise the variety of religious beliefs within it. All subject departments are aware of the importance of transmitting British values through their curriculum content.

We take opportunities to:

- Acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain's past.
- Join in with international sporting events and find out more about the countries that host them.
- Support several charities that are selected by the students and arrange fundraising events.
- Invite members of the local community to our school events.

We understand the role that our school has in helping prevent radicalisation and supporting our pupils in developing a world view, recognising Britain's place within it. The five British values are:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Acceptance of those with different faiths and beliefs.

Democracy

Many of our school routines are built upon the concept of democracy. All students have opportunity as an individual, as a member of a tutor group and within subject departments, to influence decision making and to have a voice. They understand that they must use this voice responsibly. Students are regularly consulted both formally informally about how their school might be improved. They see the example that is set with staff working cooperatively with each other to make the school the best it can be.

Students within the school have key roles and responsibilities and are democratically elected to take on leadership roles (Student mentors, Reading Mentors, School Council Reps, Supporting new students into the school). They understand that they are accountable to the school community for the way in which they carry out these roles.

Our Student Council allows students to explore and understand the democratic process. Student Council representatives discuss key issues in school, seek the opinions of their fellow tutees and represent these views in the decision-making process. During national and local elections, we hold our own mock elections. We make students aware of their part in future decision making nationally, as well as within a school setting.

In lessons, students learn how to work appropriately in a team – they learn ways in which they can express opinions, show respect, and uphold principles based on the majority of people's opinions. Our students are supported with their SEND in this area through our Talking, Listening and Communicating (TLC) programme. The development of British democracy and the dangers of dictatorships are taught in history lessons.

The Rule of Law

Students in our school understand the need for rules to make ours a happy and secure environment. Our relational policy is shared and understood, and this provides a basis on which we discuss other laws and rules and how they apply. Student expectations follow the "Ready, Respectful, Safe" approach to learning and these expected to be adhered to in all areas of the curriculum and students are encouraged to see the reasons for them.

The legal system in the UK is discussed during tutor sessions, as well as being linked into subjects across the curriculum. The school is keen to foster contacts made with our community police officer.

We set ground rules during PSHE classes where sensitive issues are discussed. IT lessons include discussion around data protection and e – safety. In Ethics and Philosophy, the need for rules in a functioning society, and the concept of authority and moral codes is regularly discussed. The development of crime and Punishment in Britain from c1000 to the present day is taught as part of the GCSE history curriculum.

Individual Liberty

The rights of every student are at the centre of our ethos. However, students must also recognise the boundaries within that.

Independent thinking and learning are encouraged and there are frequent opportunities for students to grow in maturity and independence as they move towards their post – 16 education. This may include visits to local colleges, one to one career meetings with career advisors, and support to attend college open evenings and experience days. For those students who attend our TLS Post 16 provision, there are opportunities to hear about apprenticeships and to learn about running small businesses from visitors.

The TLC programme empowers students to recognise, accept and celebrate their neurodiversity and a weekly feature of the Tutor Programme includes critical thinking activities.

We place an emphasis on respecting difference and valuing creativity. Human rights is a topic included in our PSHE curriculum. We also discuss what it means to 'contribute to

society' and discuss what it means to be 'free'. These principles are discussed within Ethics and Philosophy, and History lessons also.

Mutual Respect

We recognise the importance of not only respecting one another but also of self-respect. We have a clear anti-bullying policy which emphasises the importance of us creating an environment both within school and the wider world in which individuals can feel safe and valued. Our student expectations of behaviour are centred on the values of respect and keeping themselves and others safe.

We ensure visitors feel welcome as part of the school ethos. Outside of school, each student is seen as an 'ambassador' when they are out in the community.

Every individual is respected in our school and our actions towards one another reflect this.

Our PSHE curriculum includes topics on relationships and what a healthy relationship consists of. Staff behave towards each other in an exemplary way; setting a good example for the students. The language used between staff and students at all times is considered to be vital in showing how we respect one another. This is a key aspect of our relational policy.

The Acceptance of those with Different Faiths and Beliefs

We welcome difference and diversity and aim to create understanding of how this adds to the richness of our community.

We aim to do more than 'tolerate' those with different faiths and beliefs. We recognise the extent to which our own traditions and history have developed side by side and the rich cultural heritage that different world religions bring.

We believe that exploring and understanding other people's faiths and beliefs are rewarding experiences and help us understand our own faiths and beliefs better. We take the opportunity to find out more about different cultures we encounter through research and discussion within tutor discussions, linking to annual celebrations of different faiths. We encourage those in our school who hold different faiths and beliefs to share their experiences and provide us with insight.

Our Ethics & Philosophy curriculum teaches about all six of the major world religions, as well as different cultures and variations of belief within religions. Opportunities are taken to highlight a range of religious festivals in the school calendar, including Christmas, Easter, Ramadan and Tu BiShvat. Students are familiar with the principles which different religions hold and explore the main world religions.