

## British values statement

### Ormiston Queensmill Academy

We are committed to serving our diverse community and recognise the multi-cultural, multi-faith, and ever-evolving nature of British society. As an autism-specific school, we place particular emphasis on embedding inclusive practice in all aspects of school life. We understand the vital role our academy plays in fostering a safe, respectful, and supportive environment, ensuring that no group or individual is subject to intimidation, discrimination, or radicalisation.

Our approach is underpinned by equality guidance, ensuring that there is no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, neurodiversity, political belief, financial status, or any other protected characteristic.

We are dedicated to preparing students for adult life beyond the formal curriculum, ensuring that our provision actively promotes and reinforces British values throughout both structured and unstructured learning.

#### The five core British values (as defined by the 2011 Prevent Strategy) are:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance of Those of Different Faiths and Beliefs**

We use strategies within and beyond the national curriculum to embed these values meaningfully and accessibly across our school. The examples below illustrate how these values are actively promoted in ways that support the specific needs of our students.

#### Democracy

- Supporting student participation in choice-making through accessible voting systems, including visual symbols and objects of reference
- Teaching turn-taking across daily routines, including lessons, playtime, and off-site activities (e.g., using turn-taking boards or social supports)
- Providing opportunities for students to express preferences and make meaningful choices
- Student council opportunities and class-based decision-making processes
- Circle time and group activities to practise listening to others and sharing their own views
- Offering choices in learning activities to promote ownership and engagement

- Teaching that everyone has different opinions and interests, and that these should be respected

## **The Rule of Law**

- Using consistent visual signage and symbols throughout the school to support understanding of rules and expectations
- Teaching community expectations and public safety when out in local settings
- Visits from local police, fire, and ambulance services to help students identify trusted adults and understand their role in the community
- Supporting students' understanding of boundaries, personal safety, and consent through an adapted Relationships and Sex Education (RSE) curriculum
- Using social stories and visual routines to support students' understanding of safety, structure, and transitions

## **Individual Liberty**

- Celebrating each student's unique personality, preferences, and achievements
- Providing structured choices across learning and leisure activities
- Helping students understand that their voices, opinions, and preferences matter and will be respected
- Promoting self-expression through creative arts, sensory experiences, and personalised learning
- Supporting the development of a positive self-image and building self-confidence
- Delivering daily functional life skills to prepare students for independence and life beyond school
- Creating personalised learning pathways to meet individual academic, social, emotional, and sensory needs
- Encouraging the use of AAC, PECs, Makaton, or other communication systems to ensure all students can express themselves and be heard

## **Mutual Respect**

- Organising whole-school events and assemblies to celebrate a range of cultures and shared values
- Encouraging students to recognise and value their own strengths and the strengths of others
- Group learning activities that foster cooperation, sharing, and waiting
- Teaching students to understand and request personal space and time respectfully

- Promoting environmental responsibility through PSHE, including keeping public and shared spaces clean and safe

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

- Hosting celebration events and assemblies throughout the year to mark significant cultural and religious festivals
- Exploring world faiths and belief systems through stories, music, art, and accessible learning materials
- Where appropriate, arranging inclusive visits or virtual experiences to places of worship
- Inviting visitors to share different cultural perspectives and personal stories
- Teaching the similarities and differences between people in a way that is accessible, positive, and rooted in shared humanity
- Including science curriculum content that highlights the commonalities between all people (e.g., human anatomy)

We are proud to provide a learning environment that supports emotional regulation, embraces diversity, and promotes respect and understanding. These values are not taught in isolation—they are embedded in the everyday life of the school and modelled by all members of the school community.