

Oliver House School

Fundamental British Values

Local Procedure



Date of issue: May 2026

Date of review: May 2027

Procedure:	Fundamental British Values Local Procedure Oliver House School – Engage and Aspire Pathways In line with the Ofsted Education Inspection Framework and the new SEND framework expectations
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Issue date:	May 2026
Review date:	May 2027
Applies to:	All Post-16 learners, staff and stakeholders

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1. Policy Statement

At Oliver House School, we are committed to promoting the Fundamental British Values of:

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

As an independent specialist school for children and young people aged 6–19 with autism and associated needs, we recognise the importance of preparing pupils for life in modern Britain. We aim to support our pupils to become confident, respectful, responsible and active members of society who can make positive contributions to their communities.

Fundamental British Values are woven throughout our curriculum, therapeutic approaches, enrichment opportunities, preparation for adulthood pathways and daily interactions. We promote these values in ways that are meaningful, accessible and relevant to each pupil's individual needs, communication style and stage of development. We celebrate diversity and actively promote equality, inclusion and respect, ensuring every pupil feels valued, heard and empowered.

2. Aims

The aims of this policy are to:

- Promote understanding of Fundamental British Values through meaningful and accessible learning experiences.
- Foster respect, inclusion and positive relationships.
- Support pupils to develop independence, confidence and self-advocacy.
- Encourage pupils to understand their rights and responsibilities.
- Develop pupils' understanding of diversity within modern Britain.
- Prepare pupils for adulthood, employment and participation in the wider community.
- Ensure pupils feel safe, valued and able to express themselves appropriately.

3. Our School Context

Our school supports children and young people with autism and associated needs. Pupils have a wide range of communication, learning and social profiles, from non-speaking learners using AAC to students accessing accredited qualifications and preparing for employment or further education.

To ensure all pupils can access and understand Fundamental British Values, learning may be delivered through:

- Visual supports
- Social stories
- Total Communication approaches
- AAC systems
- Structured teaching
- Practical and experiential learning
- Community-based learning
- Preparation for Adulthood programmes
- Therapeutic interventions
- Positive and relational approaches to support

We recognise that pupils may demonstrate their understanding of British Values in different ways. For example:

- A pupil may participate in democracy by making a choice using symbols, photographs or a communication device.
- A pupil may demonstrate respect by recognising another person's sensory needs and giving them space.
- A pupil may show individual liberty by communicating a preference, expressing an opinion or making an informed choice.
- A pupil may demonstrate tolerance by learning that others have different beliefs, interests or ways of communicating.

These achievements are valued as meaningful demonstrations of British Values and personal development.

4. Promoting Fundamental British Values

Democracy

Democracy means that everyone's voice matters and that people have opportunities to express their views and contribute to decision-making.

We promote democracy through:

- School Council and student voice opportunities.
- Pupil questionnaires and surveys.
- Person-centred reviews and EHCP meetings.
- Opportunities to vote on activities, events and initiatives.
- Choosing aspects of learning and enrichment experiences.
- Encouraging pupils to express opinions and preferences.
- Listening to pupil feedback and responding appropriately.

For many pupils, participation in democracy may include:

- Choosing between activities using symbols or photographs.
- Using signing, speech or AAC to express a preference.
- Voting for a school event or charity project.
- Contributing to annual reviews through visual or multimedia presentations.
- Communicating what is important to them in school and beyond.

Through these opportunities, pupils learn that their views are important and that they can influence decisions affecting their lives.

The Rule of Law

The Rule of Law helps pupils understand that laws and wider societal expectations exist to protect people, uphold rights and support communities to function safely and fairly.

We promote understanding of the Rule of Law through:

- PSHE and Citizenship education.
- Learning about rights and responsibilities.
- Online safety and safeguarding education.
- Exploring fairness, justice and consequences.
- Community visits and engagement with local services.
- Learning about the role of public institutions and organisations.
- Supporting pupils to understand the impact of actions and decisions.

For many pupils, participation in democracy may include:

- Recognising why safety procedures are important.
- Understanding that community expectations help keep people safe.
- Learning how to stay safe online.
- Understanding personal boundaries and consent.
- Identifying trusted adults who can help when needed.
- Recognising how actions can affect themselves and others.

These skills help pupils build understanding of personal responsibility and community participation.

Individual Liberty

Individual Liberty means having the freedom to make choices, express views and develop independence whilst understanding how to remain safe and respect the rights of others.

We promote individual liberty through:

- Encouraging pupil choice and decision-making.
- Developing self-advocacy skills.
- Supporting emotional wellbeing and self-awareness.
- Teaching personal safety and healthy relationships.
- Preparation for Adulthood programmes.
- Careers education and future planning.
- Opportunities to pursue personal interests and strengths.

Pupils may demonstrate Individual Liberty through:

- Communicating preferences and opinions.
- Making choices about learning, interests and future aspirations.
- Developing independence skills.

- Learning how to ask for help and support.
- Identifying personal strengths and challenges.
- Accessing the community with increasing confidence and independence.
- Making informed decisions about future education, employment or living arrangements.

We encourage pupils to understand that their voice matters and that they have rights, choices and aspirations.

Mutual Respect

Mutual Respect is central to our school culture. It means treating others with kindness, consideration and understanding, regardless of differences.

We promote mutual respect through:

- Positive relationships between staff, pupils and families.
- Recognition and celebration of achievement.
- Inclusive teaching practices.
- Collaborative learning opportunities.
- PSHE and social communication programmes.
- Modelling respectful communication and behaviour.
- Celebrating individual strengths and differences.

Mutual Respect may be demonstrated by pupils through:

- Understanding that people communicate in different ways.
- Respecting another person's sensory needs.
- Taking turns during activities.
- Listening to the views of others.
- Working cooperatively with peers.
- Demonstrating kindness and empathy.
- Recognising that everyone has different strengths, interests and challenges.

Our pupils learn that valuing differences makes our community stronger and more inclusive.

Tolerance of Different Faiths and Beliefs

We actively encourage pupils to understand, respect and appreciate the diverse society in which they live.

We promote tolerance through:

- Religious Education.
- PSHE and Citizenship.
- Learning about different cultures, traditions and beliefs.
- Celebrating significant cultural and religious events.
- Promoting equality, diversity and inclusion.
- Challenging stereotypes and prejudice.
- Exploring similarities and differences between people.

Pupils may demonstrate tolerance by:

- Learning about a range of faiths and cultures.
- Showing curiosity and interest in different traditions.
- Recognising that others may have different beliefs and perspectives.
- Understanding that people celebrate different events and festivals.
- Respecting people whose experiences or lifestyles differ from their own.
- Accepting different ways of thinking, communicating and expressing identity.

Through these opportunities, pupils gain a greater understanding of modern Britain and the diverse communities within it.

5. Curriculum Delivery

Fundamental British Values are embedded throughout the curriculum and school life, including:

- PSHE
- Citizenship
- Religious Education
- Preparation for Adulthood
- Careers Education
- Online Safety
- Communication and Social Development

- Community Participation
- Enrichment Activities
- Work Experience
- Educational Visits
- Therapeutic Programmes

Learning is carefully adapted to ensure that all pupils can engage with and understand the concepts being taught, regardless of ability or communication needs.

6. Safeguarding and the Prevent Duty

Promoting Fundamental British Values supports our safeguarding responsibilities and contributes to the development of confident, resilient and informed young people.

Through our curriculum and wider school experiences, pupils are supported to:

- Feel safe and secure.
- Respect and value differences.
- Develop confidence and self-esteem.
- Recognise risks and unsafe situations.
- Understand where and how to seek support.
- Participate positively in society.

The promotion of British Values contributes to pupils' personal development and helps prepare them for life beyond school.

7. Equality, Diversity and Inclusion

At Oliver House School, we are committed to creating an environment where every individual is valued and respected.

We actively promote:

- Equality of opportunity.
- Inclusion and belonging.
- Respect for diversity.
- Positive attitudes towards difference.
- Fairness and dignity for all.

We celebrate the unique strengths, identities and experiences of every member of our school community and seek to ensure that all pupils are able to thrive.

8. Roles and Responsibilities

Headteacher and Senior Leadership Team

Responsible for:

- Ensuring British Values are embedded throughout school life.
- Monitoring implementation of this policy.
- Supporting curriculum development and staff training.
- Promoting an inclusive school culture.

Staff

Responsible for:

- Modelling British Values.
- Delivering learning opportunities that promote these values.
- Supporting pupils' personal development.
- Promoting equality, diversity and inclusion.
- Upholding safeguarding responsibilities.

Pupils

Encouraged to:

- Participate in school life.
- Express their views and opinions.
- Respect others.
- Celebrate diversity.
- Develop independence and responsibility.
- Engage positively with the wider community.

9. Monitoring and Review

This policy will be monitored through:

- Learning walks and observations.
- Pupil voice activities.
- Curriculum reviews.
- Safeguarding monitoring.
- Personal development reviews.
- Feedback from pupils, families and staff.

The policy will be reviewed annually or sooner if changes in legislation, guidance or school practice require it.