

### **Making safe choices**

When xxx asks for something such as the Hall, that is where he goes. He will learn the consequences of his communication and in time communicate exactly what he wants.

xxx making choices using his PECS, constructing a three part sentence.

Kitchen prep – promotes independence

Maintaining health – exercise room

Boundary setting, setting rules, explaining to xxxx why he can't do something and the consequences of doing it.

Explaining to xxx about consequences.

### **Mutual Respect and tolerance for people of other faiths and for those without faith.**

Interact with other peers from a wider part of the School  
Learning about different cultures during theme days & assemblies

Staff member talks about celebrating different faiths, eg through experiencing meals from different cultures

Visual displays celebrating British Values and learning about different countries and cultures

Being aware of emotions

**Rights respecting Schools** - learning **about** rights, **through** rights and **for** rights

### **Staying safe in the community**

One to one support staff means that most students are able to access the session safely.

Teaching xxx to stop at roads. Staff modelling, using pedestrian crossing safely, and waiting for the Green Man

Evidence of community visits and vocational tasters

Using safety equipment, eg helmets for riding bikes

Being aware of who is familiar – love/like, family/friends

PHSE – stranger danger

### **Rule of law**

xxx washed the pots and then they all sang to one another

Boudaries are set within the activity and explained at the start or on wall promoting positive behaviour.

Rules of the playground are explained and reinforced

Managing feelings and behaviour

'Working towards' system

Turn taking

Appropriate greetings

**Rights respecting Schools** - learning **about** rights, **through** rights and **for** rights

### **Prevent duty**

The trust has robust safeguarding measures in place

Staff are clear about their role under the Prevent duty

Staff challenge behaviours of other staff, parents, and students that are not in line with the core british values

As a school we promote British values actively in ways that are appropriate for our students

### **Democracy**

xxx makes toast for other students

Giving opportunities to communicate if they like the session

Shared classrooms,, everyone is valued and equal

Inclusion - making activities multi-sensory Making choices is encouraged and supported

Safeguarding

Anti-bullying

School Council

**Rights respecting Schools** - learning **about** rights, **through** rights and **for** rights

### **Safe relationships**

Staff know that shaking hands is more appropriate for our students to greet others and are encouraged to do so.

Taught to shut bathroom door as part of learning about private and public

Anti-bullying promoted

Open communication

Every Child Matters

Shared Activities

Positive relationships observed between staff and students

Staff working with different students within the session so they feel confident working with others

Group sessions- developing students' awareness of peers

Encouraging appropriate relationships - 'like staff' / 'love family'

### **Liberty**

Breakfast and morning work in class allows students to choose healthy snacks and learn

We respect xxx requests for rest and quiet time/free time respecting xxx refusal to participate.

Given time to play in the playground

xxx is learning to make choices using communication aid.

Choices of activity during session, work Experience & Library - promotes interests

Encouraging independence through communication, eg students using lots of different types of AAC

Timetables to promote value of daily routine

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### **Staying safe in school and at home**

Staff allow more time for xxxx when they are tired or anxious, access to soft room

Shown how to safely carry tray at lunch, supervised kitchen areas – promotion of life skills

Encouraged to keep tidy eg taking pots to sink after lunch

Shown safe use of play equipment in playground

'How to' guides on equipment, eg 'How to' guide on individual wheelchairs

Risk Assessments clearly displayed

Every Child Matters

'Our Rights'