

## **Context**

St Andrew's Healthcare provides specialist mental healthcare for people with challenging mental health needs. The charity provides care for some of the most clinically complex patients in the mental health system.

Fitzroy House and St Andrew's College provides mental health and learning disability provision, in a secure setting, for up to 110 of the most vulnerable and potentially challenging young people in the country. It is therefore a unique setting for learners detained under the Mental Health Act.

## **Rationale**

We believe that high quality, individualised teaching and learning is the key to raising standards and meeting our aims, which are:

- Our learners should see themselves as learners and act accordingly.
- Our learners should enjoy education through a curriculum that is tailored to their individual needs.
- Our learners will develop greater self-esteem and a positive self-image through learning and therapy.
- Our learners will develop the skills and capacity to move forward in their life.

We believe that teaching and learning which takes place in an appropriately stimulating and caring environment is an essential factor in raising standards.

It is the aim of this strategy to provide SMSC and British Values to all learners at St Andrew's College so that learners develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Our aims are for the learners to be able to:

- Make informed decisions in order to improve their emotional, social and physical wellbeing.
- Experience challenge and enjoyment.
- Experience positive aspects of healthy living and activity for themselves.
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle.
- Establish a pattern of health and wellbeing which will be sustained into adult life.

## **What is Fundamental British Values?**

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools to prepare children and learners positively for life in modern Britain. The government set out its definition of British values of:

### Democracy

An understanding of how citizens can influence decision-making through the democratic process.

### The Rule of Law

An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

### Individual Liberty

An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.

### Mutual Respect

An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

### Tolerance of those of Different Faiths and Beliefs

An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination.

## **British Values at St Andrew's College**

St Andrew's College promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The college and the hospital setting actively promotes these values and all staff members are expected to model and teach to them. The following table demonstrates how the college is seeking to meet the requirements of the Education Regulations 2014, in their provision of SMSC and should be seen as an indication of our approach rather than an exhaustive list.

Actively promoting the values means we challenge opinions or behaviours that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with our duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

We try to include in suitable parts of the curriculum, as appropriate for the age of learners, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries. We ensure that all learners within the hospital have a voice that is listened to, through their individual lessons and with the Care Plan meetings, care coordinator, responsible clinician and key teacher. We are able to demonstrate how democracy works by actively promoting democratic processes such as a community meetings and service user meetings whose members are voted for by the learners.

We are able to use teaching resources from a wide variety of sources to help learners understand a range of faiths through our enrichment days which promote their understanding through workshops and activities. Learners are also made aware of the representatives of different faiths available at St Andrew's and if their faith is not represented a referral will be made to ensure this right is being met.

### Democracy

Democracy is embedded within St Andrew's College. Learners have the opportunity to have their voices heard through formal or informal meetings with staff (e.g. individual psychology sessions, Occupational Therapy group sessions such as 'news and natter'); ward based community meetings and the monthly FitzRoy Forum.

### The Rule of Law

The importance of Laws are consistently reinforced throughout regular college days. For example Ward Rules will be explained during admission and at appropriate times during their stay. Through teaching learners are taught about Rules in games e.g. sports and subject specific games; science anti-drink drive campaigns; ICT online fraud.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. For example learners are given information during meetings with their solicitor regarding legal processes of tribunals and managers hearings. Where appropriate, learners also have meetings with their social worker to discuss family law and legal processes. All learners have some understanding through their rights, hearings and advocacy use.

### Individual Liberty

Within the college, learners are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a college we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Learners are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through the advocacy service. Learners have a direct consequence for accepting responsibility for their behaviour through safety levels. Our comprehensive online documentation records important aspects of learners' education and therapy online (RiO) using the St Andrew's Behaviour monitoring system.

### Mutual Respect

Our college ethos and behaviour policy is central to our Core Values - 'Respect'. Learners have been part of discussions, enrichment activities, e.g. award ceremonies which promotes mutual respect. Posters around the college (LGBT; Pride March; Women in science; Challenging sexual stereotypes in careers) promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

### Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing learners understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Learners are taught this through the chaplaincy service and Spiritual Care Service, workshops, Poppy Picnic, Holocaust Memorial Day and Diversity Day. Learners are also supported on the ward during Community Meetings, Service User Forum meetings and the Youth Club. Identity boards have also been displayed on the wards.

# British Values Provision Map

## Fundamental British values

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We try to include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries. We ensure that all pupils within the hospital have a voice that is listened to, through their individual lessons and with the Care Plan meetings. We are able to demonstrate how democracy works by actively promoting democratic processes such as community meetings and service user meetings whose members are voted for by the learners.

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British Values	Activities that build on promoting these values	SMSC
Enable learners to develop their self-knowledge, self-esteem and self-confidence and encourage respect for other people.	All activities that are individual and in groups.	<b>SPIRITUAL</b> Developing personal values & beliefs. Experiencing fascination, awe and wonder. Exploring values & beliefs of others. Understanding human feelings & emotions. Using imagination & creativity in learning.

<p><b>Democracy</b></p>		
<p>An understanding of how citizens can influence decision-making through the democratic process. Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p>	<p><b>Community Meetings</b>  <b>Service User meetings (Elections as one voted member from each ward)</b></p>	
<p><b>The Rule Of Law</b></p>		
<p>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence  Enable learners to distinguish right from wrong and to respect the civil and criminal law of England.</p>	<p><b>Rules with wards and units.</b>  <b>Rules in game situations.</b>  <b>All learners have some understanding through their rights, hearings and advocacy use.</b>  <b>Meetings with solicitors regarding legal processes of tribunals and incidents of safeguarding (e.g. physical assault of peer or staff member).</b>  <b>Meetings with social worker to discuss family law and legal processes.</b></p>	<p><b>MORAL</b>  Developing and expressing personal views or values.  Investigating moral values and ethical issues.  Recognising right from wrong and applying it.  Understanding the consequences of actions.</p>

<b>Individual Liberty</b>		
<p>Encourage learners to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p>	<p><b>Learners have a direct consequence for accepting responsibility for their behaviour through safety levels. Behaviour monitoring system. Each learner has had their liberty reduced so all learners have some understanding through their rights, hearings and advocacy use.</b></p>	<p><b>SOCIAL</b>          Developing personal qualities and using social skills.          Participating cooperating and resolving conflicts.          Understanding how communities and societies function.</p>
<b>Mutual Respect and Tolerance of Different Faiths and Beliefs</b>		
<p>An understanding of the importance of identifying and combatting discrimination.          Enable learners to acquire a broad general knowledge of and respect for public institutions and services in England.          An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.          An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</p>	<p><b>College ethos, service user groups</b></p> <p><b>Through the chaplaincy service and Spiritual Care Service</b>  <b>Through workshops: Poppy picnic, Holocaust memorial day</b>  <b>Through Diversity day</b></p> <p><b>Youth Club</b></p> <p><b>Identity Boards In wards</b></p>	<p><b>CULTURAL</b>          Exploring understanding and respecting diversity.          Participating and responding to cultural activities.          Preparing for life in modern Britain.          Understanding and appreciating personal influences.</p>

<p>It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background. Further tolerance and harmony between different cultural traditions by enabling learners to acquire an appreciation of and respect for their own and other cultures.</p>		
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