



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT AND FUNDAMENTAL BRITISH VALUES

Chatten Free School

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Introduction

Spiritual, moral, social and cultural development and fundamental British values are an important part of any curriculum. This policy considers how the above areas will be addressed at Chatten. It is vital that any curriculum that is developed around these topics is functional to our pupils the majority of whom will have severe and complex learning needs. In developing this section, we seek to demonstrate how we address these issues within a functional and individualised framework.

Democracy

Democracy is a fundamental British value which is respected and encouraged at Chatten School. The fundamental precept of Democracy is that everyone has a right to share their thoughts and opinions – to be given a choice! The majority of our pupils do not have a choice because they have no way to communicate even their most basic needs.

Giving pupils a voice - At Chatten School we encourage the development of a functional communication system which leads to our pupils being able to make choices by requesting the things they need and the things which give them pleasure. We ensure that whatever form that voice may take it is always available and we work with families to ensure that voice is also available outside of school.

Rule of law and responsibility

For most of our pupils 'law' and 'responsibility' are abstract concepts which will be difficult for them to grasp. However, it is vital that pupils are aware of the impact of their behaviours both positive and negative. Many of our pupils will have highly challenging behaviours linked to their highly complex needs.

We teach rule of law and responsibility by having a consistent approach to each pupil's behaviour – this will usually involve an individual behaviour support plan however the following will usually be an element within a behaviour support plan

- Challenging behaviour will not result in access to the reinforcement being sought.
- A new functional and pro-social behaviour will be taught which will result in access to the reinforcement

By addressing these two fundamental concepts of behaviour we are able to teach our pupils that



- Challenging and or dangerous behaviour will not result in positive experiences.
- Positive, functional and pro-social behaviour will result in positive experiences.

Mutual respect and tolerance

Respect and tolerance of others including other religions and cultures is something we believe in firmly at Chatten Free School. Culture and religion are abstract concepts which it is difficult for our pupils to understand. However, respecting and tolerating others can be further broken down into a series of sensory experiences which our pupils experience when they meet; peers, staff and members of the public. For example:

- Different clothing
- Different skin tones
- Different food tastes and odours
- Different clothing styles and colours
- The voice, tone, languages of others
- Music and singing
- The communicative attempts of peers

We teach our pupils to be respectful and tolerant of these differences through positive exposure to these differences in the form of their peers, staff and members of the public.

Where a pupil is sensitive to a particular element of an individual or group of individuals. For example, a pupil who is sensitive to the voices of others in a public space. We will develop a behaviour support plan which enables to pupil to learn to be able to tolerate that stimuli.

Furthermore – we believe that our pupils have the right to be respected themselves for the incredible individuals they are. Society and the public are often ignorant to the challenges our pupils face and to how bravely they and their families face those challenges. Therefore, we work to improve the public perception of our children by:

- Visiting the community for positive experiences
- Developing positive links with community institutions
 - Local police
 - Local religious institutions
 - Local political entities



- Local businesses
- Local press

Attitudes to equality and diversity/protected characteristics

It is of vital importance that our pupils grow up to be respectful and accepting of those with protected characteristic. This is reflected from the perspective of staff in the trusts policy on equality. Pupils at Chatten will be unlikely to benefit from 'discrete sessions or activities around this topic. However, we encourage a positive attitude in the following ways:

- Diverse learning materials for all pupils
- Diverse toys and play materials for younger pupils
- Diverse AV materials for pupils
- Where pupils are learning to identify specific members of the community (doctor, nurse, police ect) these images will reflect protected characteristics
- A staff who reflects who model behaviour which reflects the trusts attitude around protected characteristics.
- Recruitment with equal opportunities which should lead to pupils being exposed to staff members from ratio of diversities commiserate with the local community.
- Trips into the local community leading to direct and indirect contact with members of the public with a range of protected characteristic as reflected in that community.

Developing self-knowledge, self-esteem and self-confidence

Our entire curriculum is based around developing pupil's self-knowledge, self-esteem and self-confidence.

One of our primary targets is around teaching essential life skills (but not limited to) including:

- Toileting
- Washing
- Dressing



Simply by teaching our pupils to be more independent in these specific areas we are able to encourage higher levels of self-esteem through that fact that they do not require others to help them with such intimate activities.

Furthermore, by focussing on functional communication we are quite literally giving our pupils a voice which they did not previously have. The impact of this on self esteem is immeasurable.

Contributing to society

At first our pupils have very little concept of society. In order to contribute they must first:

1. Have a dialogue with society
2. Be present in society
3. Have something to contribute

A dialogue with society

The first step in teaching pupils to contribute to society is enabling them to have a concept of this entity. Therefore, our first step is to support them to develop contact with a 'communicative society' ie. A society which is able to understand and respond to their communications. This begins with teaching a functional communication system which is accessible to others. This can then be used:

1. With members of staff
2. Peers
3. Family
4. Society at large:
 - a. Shops
 - b. Restaurants
 - c. Members of the public
 - d. Public services (health, police etc)

Pupils are now aware that the wider society is something with which they can interact.

Being present in society

For many of our pupils their contribution to society may be that they are simply present within that society. Many of our pupils are unable to access society in a meaningful way. They are often largely confined to the home and school environments due to a number of factors including (but not limited to):



1. Severe sensory processing difficulties
2. Severe anxiety around aspects of society
3. Lack of safety awareness
4. Challenging behaviour (usually as a result of the above)

Therefore, to support our pupils to be present in society we must help them overcome these (or any specific) barriers to accessing this society.

This will form part of pupils individual learning and behaviour support programmes. Examples might include:

- a) A pupil is unable to access society due to a fear of dogs which leads to challenging behaviour. We work with the pupil to be able to tolerate nearness to dogs. They are now able to access society.
- b) A pupil has no safety awareness and runs away from parents/carers in public places including near roads which leads to them not being able to safely access society. We work with the pupil to be able to walk alongside a carer until they are in a safe space. They are now able to access society.

Being present in society is in itself a contribution to that society. For our pupils it raises awareness of both the needs of the cohort and the amazing people they are.

Having something to contribute

When pupils have developed skills in a range of appropriate areas related to independence and communication it is possible that they may be taught specific skills which will enable them to contribute to society beyond their simple presence within that society. This might include:

- a) Enterprise skills
- b) Supported employment
- c) Cookery
- d) Horticulture

Public institutions

As with society it is often difficult for our pupils to access and understand public institutions. Access to many of these institutions will be mediated by others. However, one key PI which our pupils will always need to be able to access on some level is the NHS. Our pupils have a diagnosed medical condition (autism). They also often have multiple other co-morbid conditions (gut health, epilepsy, anxiety). In addition, every member of society must access the NHS in some form during their lifetime. For our pupils there are two key barriers to accessing healthcare:



- a) Fear, anxiety and challenging behaviour around these institutions
- b) Ability to communicate what they need from that institution

Fear and anxiety

Many of our pupils have extreme fear and anxiety around health care. It may be extremely difficult to get them to attend medical or dental appointments which can lead to ongoing health disorders, pain and even premature death. It is therefore vital that we teach our pupils with this need how to safely access health care. We do this through:

- Specific learning and desensitisation programmes
- Access to the school nurse
- Access to the faux medical suite
- Access to the virtual reality suite
- Visits to the environments themselves
- Support with medical appointments

Communicating need

Many of our pupils are unable to explain what they need from they NHS. They cannot explain where the pain is or in many cases even that they are in pain.

Functional communication is a key focus of the Chatten Curriculum. With regards to accessing health care taught communication may include the following (as required and appropriate to the individual):

- a) Help – a simple request which has considerable impact
- b) Stop and or no – important during health care examinations
- c) Pain and location point
- d) Specific ailments – stomachache, head ache