The New Walk School *Bespoke support. Brighter futures.*

SMSC and British Values Policy

The New Walk School policy framework

Policy	SMSC and British Values Policy	**Version**	V1
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Policy owner	Headteacher	**Approved by**	Directors of The New Walk School Ltd

1. About The New Walk School

The New Walk School is an independent specialist day school for pupils aged 7 to 19 who have Social, Emotional and Mental Health (SEMH) needs, autism spectrum conditions, learning difficulties and communication difficulties. The school is located on New Walk in Leicester — a setting with a long-standing association with academic life — and is operated by The New Walk School Ltd, a Company Limited by Guarantee.

The majority of our pupils hold an Education, Health and Care Plan (EHCP) and many have experienced previous educational placements that did not meet their needs. Our offer combines a broad academic curriculum with an in-built therapeutic provision rooted in the PACE model — Playfulness, Acceptance, Curiosity and Empathy — developed by Dr Dan Hughes. PACE is a relational approach designed to build trust, regulate distress and create the safety from which learning can take place. It informs how every adult in the school speaks to, listens to and works with our pupils.

2. The PACE therapeutic model in practice

Spiritual, moral, social and cultural development happen in relationship. PACE creates the conditions in which our pupils develop their values, their voices and their sense of belonging:

- Playfulness — staff use a light, warm tone to reduce shame and de-escalate distress, using humour appropriate to the pupil and the moment.
- Acceptance — pupils' feelings and inner experiences are accepted unconditionally, even where specific behaviours are not. Acceptance is communicated before any limit is set.
- Curiosity — staff seek to understand the meaning behind a pupil's behaviour rather than reacting to its surface, asking 'what is this telling me?'
- Empathy — staff name and stay with the pupil's emotional experience, communicating that the pupil is not alone with what they feel.

PACE is not a behaviour-management tool layered on top of practice; it is the relational foundation from which all other aspects of the school operate.

3. Statutory framework

This policy is in line with the Education (Independent School Standards) Regulations 2014 (Parts 1 and 2), the DfE's guidance on Promoting Fundamental British Values, the Counter-Terrorism and Security Act 2015 (Prevent duty), and KCSIE.

4. SMSC

Spiritual development

Pupils explore beliefs, experience moments of awe and wonder, and develop self-knowledge. The curriculum includes RE, philosophy, art, music and reflective space. The Leicester location offers rich engagement with diverse faith communities.

Moral development

Pupils learn about right and wrong, recognise consequences, and reflect on moral and ethical issues. Restorative practices and PACE-informed conversations support pupils to develop moral reasoning experientially.

Social development

Pupils develop the skills of co-operation, conflict resolution and participation. They take part in school and community life, exercise pupil voice, and learn to negotiate difference.

Cultural development

Pupils explore the cultural traditions of Britain and the wider world, and engage with the cultural assets of Leicester — its galleries, museums, festivals and faith communities.

5. Fundamental British values

The school actively promotes the four fundamental British values defined in DfE guidance:

- Democracy — through a school council, pupil voice in policy review, voting on classroom decisions, and curriculum content.
- The rule of law — through clear school expectations, curriculum content on law and citizenship, and visiting speakers from the police, courts and emergency services.
- Individual liberty — through pupil choice, pupils' right to safe expression, and explicit teaching about rights and responsibilities.
- Mutual respect and tolerance of those of different faiths and beliefs — through RE, PSHE, visits to places of worship, and a curriculum that represents a diversity of voices.

6. Prevent duty

The school meets its duty under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. All staff are trained in Prevent. Concerns are reported to the DSL, who liaises with the local authority Prevent lead and Channel where required.

7. Non-partisan teaching

In line with the Education Act 1996 (sections 406 and 407), the school does not promote partisan political views and ensures balanced presentation of political issues. Staff exercise discretion about political content brought into the classroom and seek guidance from the Headteacher where there is uncertainty.

8. Linked policies

This policy is read alongside the Curriculum, PSHE, RSHE, Anti-Bullying, EDI and Safeguarding policies.

Monitoring and review

This policy is reviewed annually by the Headteacher in consultation with the senior leadership team and the Directors of The New Walk School Ltd. It will be reviewed earlier where there is a material change in legislation, statutory guidance or the operational needs of the school. The most recent version is held on the school's policy register and is made available to parents, carers and staff on request.

Linked policies and documents

This policy should be read alongside the school's wider policy suite, including: Safeguarding and Child Protection; SEND; Behaviour and Relationships; Anti-Bullying; Equality, Diversity and Inclusion; Health and Safety; Curriculum; and Complaints.