



Spiritual, Moral, Social and Cultural Education and Promoting British Values

2023/25

Date	Review Date	Coordinator	Nominated Governor
November 2023	November 2025	Mrs A. Duffy	Miranda Sawyer

Promoting British Values

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British Values Statement

At Corpus Christi Catholic Primary School we value the diversity of backgrounds of all pupils, families and wider school community.

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

The Government's 'Prevent' strategy and The Department for Education defines British Values as:

- **Respect for democracy and support or participation in the democratic process**
- **Respect for the basis on which the law is made and applies in England**
- **Support for equality of opportunity for all**
- **Support and respect for the liberties of all within the law**
- **Respect for and tolerance of different faiths and religious and other beliefs**

In June 2014, the Prime Minister emphasised the important role these British values can play in education. Furthermore, how well a school promotes such values is an aspect of Ofsted's inspection process.

Although this is something which is developing in its significance for schools, it is not something new at Corpus Christi Catholic Primary School. British values are promoted in much of what we do, during school assemblies, Religious Education and Personal, Social and Health Education (PSHE) sessions, through our School Council, Green Team and many other aspects of school life. The values are also integral to our vision and values.

The British values we espouse are not unique to Britain. We acknowledge that they differ in no way from the values of the many countries and the cultural backgrounds represented by families at Corpus Christi.

At Corpus Christi Catholic Primary School we uphold and teach pupils about the British Values as outlined under the 'spiritual, moral, social and cultural' section of the Ofsted guidance, October 2021

247. acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

In addition to this, as a Catholic School we also actively promote values, virtues and ethics that shape our pupils' character and moral perspective, through the teachings of the Church. We follow the example of the Good Samaritan where we are called to love and care for our neighbour. We ensure that through our school vision, ethos, agreed rules, curriculum and teaching we promote respect and tolerance for all cultures, faiths and lifestyles.

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We believe this statement relates to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Children Act 2011
- Education Act 2011

The following documentation is also related to this statement:

- Citizenship and Belonging: What is Britishness? (Commission for Racial Equality)
- Diversity and Citizenship (DES)
- Equality Act 2010: Advice for Schools (DfE)
- Prevent Strategy 2011
- Promoting British values as part of SMSC (DES)
- Teachers' Standards (DfE)

We believe British values are best defined as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' although these values are not actually unique to Britain alone.

We support the rule of English and criminal law and we will not teach anything that undermines it.

We have a duty to actively promote and embed these values and to challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We believe these values are reinforced regularly through a broad and balanced curriculum and through:

- the school council, green team, house teams, class chaplains, diversity and inclusion champions, pupil questionnaires, school councilor and green team elections and house captain interviews, class charters **(Democracy)**
- school rules, playground rules, safety rules, visits from the Police & TfL, visits to the Houses of Parliament and to meet local councilors at City Hall **(Rule of Law)**
- e-Safety, PSHE, extra-curricular activities **(Individual Liberty)**
- Golden Rules, behaviour statement, mood meter, diversity and inclusion assemblies and school values lessons **(Mutual Respect)**
- RE, SRE, PSHE, celebration of different faiths and cultures, visit to places of worship of world faiths, promoting languages of EAL pupils, diversity and inclusion, links with schools in other countries **(Tolerance of those of Different Faiths and Beliefs)**

We give pupils 'first-hand experience of the diverse make-up of modern British society' by teaching them respect for other faiths and developing their awareness and knowledge of communities different than their own. We value the diverse ethnic backgrounds of all our pupils and throughout the year we hold a variety of events to celebrate these.

We 'expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school' and 'not to undermine fundamental British values'.

We aim to be judged at least good in all school inspections by ensuring that pupils understand the importance of British values and leave school ready to play their full part in British society.

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We wish to work closely with the School Council (organised by the Lower Junior children) to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this statement is in line with the Equality Act 2010.

We believe it is essential that this statement clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this statement.

Aims

- To actively promote and embed British values.
- To give pupils first-hand experience of the diverse make-up of modern British society.
- To challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values.
- To keep our pupils safe and ensure they are prepared for life in modern Britain by the active promotion of and respect of British values.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this statement.
- To work with other schools and the local authority to share good practice in order to improve this statement.

Responsibility for the Statement and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this statement;
- responsibility for ensuring that the school is prepared for any type of inspection;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this statement;
- responsibility for ensuring funding is in place to support this statement;
- make effective use of relevant research and information to improve this statement;
- responsibility for ensuring this statement and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this statement;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this statement.

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this statement;
- be prepared for all types of school inspection;
- work closely with the link governor;

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- challenge any pupil, member of the school personnel, parent or governor who expresses opinions contrary to fundamental British values;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this statement;
- monitor the effectiveness of this statement by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this statement.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this statement and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this statement;
- attend training related to this statement;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this statement.

Role of School Personnel

School personnel will:

- comply with all aspects of this statement;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents and governors;
- plan and deliver good to outstanding lessons;
- have expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- promote good behaviour;
- be aware of all other linked policies;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities statement and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Examples of how British Values are taught/imbedded within the school

British Values	How we incorporate these values into learning and into the culture of our school
Democracy	<p>How citizens can influence decision making:</p> <ul style="list-style-type: none"> • The election of pupils to different roles in the school reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative and pupils vote in secret using ballot boxes etc. The School Council (responsibility of the Lower Juniors) assign two representatives to each class and the School Council meets regularly to discuss issues raised by the different classes. The children feedback to their classes, the whole school, parents and governors. This process is also the same for the Green Team members (responsibility of KS1). Their decisions have led to key changes within school e.g. the transformation of the church garden and the installation of a 'green wall' to reduce the amount of air pollution in the playgrounds. We have introduced interviews to appoint House and Deputy Captains to represent each of the houses in the school. The House Captains are responsible for updating displays and for helping to plan celebration days for each of the four houses' saint days. And we also have Diversity and Inclusion Champions who apply for a position via a letter of application. • In addition, the school council organises our charity work throughout the year. This includes our longstanding work to support the local homeless charity 'The Ace of Clubs'. All fundraising events are chosen and voted for by the children. This fostering of a commitment to charities is another way in which we teach a sense of Britishness. • Another example is 'pupil voice'. The children have opportunities to reflect upon their teaching and learning that they receive. They respond to teacher's comments within their books in green pen and understand that their opinions are very much valued by their teachers. • Regular surveys and discussions are held with curriculum coordinators so that the children can make their views about their lessons heard; they often discuss how curriculum areas can be improved and changes have come from these discussions e.g. the children all have new, more current books to read during their 'ERIC' (Everyone Reading in Class) time. • Chaplains are elected and support the classes in regards to religion. They are responsible for books which allow the children to pose questions about their learning in R.E. They are also engaged in preparing and organising whole school assemblies and liturgies. • All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. Children also have the opportunity to have their voices heard through pupil questionnaires and pupil surveys. The children have opportunities on a regular basis to make choices e.g. choosing a book to read or what activity they wish to do during golden time. There is also a suggestion box outside the headteachers' office where the children can share their ideas about how they wish to improve their school.

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- When possible, we run a debating club in the Upper Juniors where current affairs are discussed and topics of interest and prominence in the news are debated.
- Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.
- The principle of democracy is explored in the curriculum as well as during assemblies and special days. Members of the School Council have visited the Houses of Parliament and the London City Hall where they have the opportunity to learn about democracy, elections and how the Greater London Authority is organised.
- During the 2019 General Election, the Year 6 children were encouraged to stand as candidates for the main parties which they wished to support. They prepared a campaign and also hosted a hustings for the rest of the school to watch. The children from Year 2 upwards were encouraged to vote for their preferred candidate, placing a tick on a ballot paper and putting it into a ballot box. There will also be opportunities to look at London Mayoral elections in the future.
- In Year 6, the children often have the opportunity to debate current topical issues in their English and PSHE lessons. These debates give the children the opportunity to learn about persuasive techniques and how to present an argument in the correct way. The children within this year group also have the opportunity to vote for the children who they think would best represent the community as Head Boy and Head Girl for that school year.
- Within Science and Curriculum lessons, the children complete a sheet at the beginning of every new topic that allows them to write down questions which they would like to find out the answer to during the topic.

The Rule of Law

Living under the rule of law protects citizens and is essential for their wellbeing and safety

Schools need rules to ensure that the pupils flourish and are treated equally. Within that there is an opportunity for the pupils to have some say over how the rules are used in classroom. They gain an understanding of why there have to be rules and how they can have a positive impact on establishing a safe environment:

- Our school follows rules set out in our policies, which are integral to our learning and ethos every day.
- School rules and expectations are clear, fair and regularly promoted. There is regular, standardised discipline.
- The School Values and Ethos and the school's Mission Statement, which are displayed around the school, shared with the parents and can be found within the children's exercise books, are reinforced on a regular basis in assemblies and within lessons.
- At the start of the school year, each class discusses the school rules and class routines. These principles are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Pupils are involved in the decision making process of establishing their own set of classroom rules. This is

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	<p>further reinforced in Breakfast Club and After School Club where the children choose their own rules and commit to them.</p> <ul style="list-style-type: none">• Class Charters are created in line with the classroom rules and the mood meter. These charters state how everyone wants to feel within their class and what everyone in the class will do to make sure everyone feels that way. This is completed after class discussions and group work activities, which then feed into the final charter which is created. The children all sign the charter and then this is displayed on classroom doors.• Each class in the school displays a 'Good Behaviour is...' board which has been professionally produced. It serves as a reminder to all children and staff that that we should try and always behave and treat people in a positive manner.• Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies and on the playground. The children are aware of the rewards and sanctions in place around school.• Pupils are encouraged to respect the law and Corpus Christi enjoys visits from authorities such as the police, fire service, ambulance, Transport for London, doctors, dentists, and nurses etc. to help reinforce this message. 'People Who Help Us' is integrated within the EYFS curriculum which helps to reinforce this respect for authorities.• The Behaviour and Anti-Bullying policies set out a zero-tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parents and carers.• Within R.E. lessons the children study the 10 commandments and the Beatitudes and how these are applicable to their own lives at school and at home.• All children within the school understand the hierarchy of authority and what is expected of them in regards to their behaviour. They recognise that all adults should be treated with respect, regardless of whether or not they are the co-headteachers, class teachers or teaching assistants.• The school's website includes a variety of home-school communication and expectations within each phase group section. They also receive an 'Acceptable Use Statement' in computing which is related to e-safety, which is again signed and returned to school.
Individual Liberty	<p>People are allowed to express themselves freely and make their own decisions as long as neither of these breaks society's rules or has a negative impact on other people</p> <p>Alongside rules and laws, Corpus Christi promotes freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely:</p> <ul style="list-style-type: none">• Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment e.g. by signing up for extra-curricular clubs, putting themselves forward for classroom responsibility, school elections etc.• After school clubs are selected fairly and a rota is used to ensure that all are given an equal chance.• Children often have the choice over which learning activity or challenge they wish to complete and also have many opportunities to choose how they wish to record their learning.• Pupils are supported to develop their self-knowledge, self-esteem and self-confidence. This is promoted through show and tell in EYFS and

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	<p>Year 1 and class talks from Year 2 upwards, where children can choose their own topic to research and then present their findings back to the class.</p> <ul style="list-style-type: none"> • Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices; they recognise that there are rewards and consequences. • Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching, relationship and sex education and PSHE lessons. • Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school governing body has taken an active role in this, and the parents are regularly involved in meetings about the school's bullying statement, which is regularly reviewed and updated. The school also operates a robust system of logging incidents using the CPOMS system. • The children have opportunities to carry out enquiry based learning. We want children to be able to raise issues in a safe environment where they can explore and question what they hear outside school. • Pupils have key roles and responsibilities in school e.g. Head Girl/Boy, Playground Buddies, School Council and Green Team Representatives, Digital Leaders, Chaplains, Play Leaders, Lunchtime Monitors, Librarians, Green Detectives, Office Helpers, D&I Champions to name a few. • Pupils have to submit a detailed application and are trained for roles such as lunchtime librarians, which prepares them well for their future lives. Music prefects are chosen each term and given many roles and responsibilities to carry out. In addition to this, Playground Monitors from Year 2 are chosen each term. • At Breakfast Club and After School Club, the children are encouraged to make their own choices regarding the food they eat and the activities they take part in. • During Life Skills lessons, children with additional needs are encouraged to choose what they would like to cook, including the ingredients that they use. • At the end of each day in EYFS the children are asked which resources they would like to have out and help choose books to read. Furthermore, children are able to choose their work for display. • The staff and children are able to nominate others to receive a Courtesy Badge when they recognise acts of kindness and good deeds. • The introduction of a 'Safe Space' in school has enabled the children to book a slot to talk with an adult they trust if there is something which is worrying/upsetting them. They are able to talk freely and raise any issues that they have which they might not normally feel comfortable raising in a whole class situation.
<p>Mutual Respect and tolerance of those of different faiths and beliefs</p>	<p>Everyone to respect themselves and therefore be better able to respect others</p> <p>The freedom to choose and hold other faiths and beliefs is protected by law</p> <p>At the core of Corpus Christi's culture is an environment of respect. An acceptance that other people have different faiths and beliefs to oneself should be accepted and tolerated and should not be the cause of prejudice or</p>

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discrimination. You can help to achieve this by giving pupils a greater understanding of how other faiths work:

- Respect is one of the core values of our school. The pupils know and understand that it is expected that respect is shown to everyone, adults and children.
- The school serves an area of London which is culturally diverse, and we are proud to promote and celebrate our different backgrounds and beliefs. This is celebrated in many different ways e.g., International Evenings, class talks and class assemblies e.g., Christmas traditions from around the world, African dance and drumming. Displays around school also reinforce our rich diversity. For example, in the main school hall there is a permanent EAL languages display which celebrates the different languages spoken in the community. A Language of the Month is chosen by the children at assembly. Parents are also encouraged to visit school and teach the children about other cultures e.g. in Year 1 and 2, parents have talked about the French traditions that are related to Epiphany. During book week, parents are also encouraged to come into school and read a story to the children in their native tongue.
- Within the curriculum, we use Freshwater Theatre Company, which provides drama workshops to teach the children about mutual respect e.g. 'Stories from other cultures' and 'Mary Seacole'.
- We have been using the Mood Meter across the school which promotes emotional intelligence. The children are taught how to recognise and label their own and others' feelings. They are also given strategies of how to handle these emotions in situations where they might be anxious/unhappy/angry etc. Each half term these are linked to our School Values - FAMILY (Faith, Aspirations, Motivation, Independence, Love and You are Unique). Assemblies, lessons and circle time all embed these values.
- Italian is taught within the creative curriculum and other languages are promoted well throughout school life e.g. singing nativity songs in Spanish, singing carols at the Carol Service in Polish. There are many displays around school reinforcing the other languages the children are learning. We also have a language of the month display to celebrate a world language. This is highlighted at assembly. Some whole school masses at church have been conducted in Spanish.
- The school also recognises and marks Black History Month every year and each year group focuses on a person or an event during the month of October.
- Our school also contributes to a Holocaust Memorial Service each year, with the choir representing Lambeth at the ceremony.
- Each class at Corpus Christi has a class saint assigned to it. The children learn about this saint over the academic year.
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- We offer a culturally rich and diverse curriculum in which major religions are studied and respected and global dimension work is embedded in many of our Creative Curriculum topics. These curriculum topics offer children the chance to reflect on our school values and British values. Some of the topics taught include: Benin, Activists, The Ancient Greeks (Democracy) Crime and Punishment (British policing and law)

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	<ul style="list-style-type: none">• Throughout the school, music from around the world is celebrated regularly and can be heard in assemblies, church, performances and singing practices.• Links and visits are promoted with local faith communities and places of worship e.g. members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class. Educational visits also help to develop the children's understanding of other religions e.g. Lower Juniors visiting the Streatham Synagogue and Upper Juniors visiting the The South London Islamic Centre. Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender and differences of family situations. This is also addressed through circle time in class. Liturgical and Celebration Assemblies within R.E. enable the children to share their understanding of their own faith and the beliefs of other religions.• Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.• Staff have also had 'PREVENT' training to equip us with the knowledge and skills to prevent and act upon any children being drawn into terrorism.• Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed up and supported by learning in RE and PSHE.• Children have experienced whole school assemblies on the school value 'You Are Unique' which celebrates differences. This has included a celebration of other faiths including Judaism, Sikhism, Islam and Hinduism, as well as what it means to be British.• The Diversity and Inclusion Champions help organise assemblies throughout the year challenging prejudice and respecting difference.• They have presented assemblies that mark national days such as World Religion Day, International Day for Persons with Disabilities, World Tolerance Day and Global Dignity Day.
Being part of Britain	<ul style="list-style-type: none">• Alongside the above, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Harvest Festival during the autumn term and trips to the Pantomime at Christmas.• We also value and celebrate national events. We celebrate Remembrance Day each year and jubilees. In the past we have held celebrations for the Football and Rugby World Cups, and the Olympic Games.• Within the curriculum, the children learn about being part of Britain from different perspectives. Two specific examples of when we teach about being part of Britain are geographically and historically.• Geographically the children learn about our cities, counties, rivers, coasts and seaside. They learn more about its coasts, rivers and mountains; its cities, towns and counties, especially through our Geography study of the local area and also where Britain is in relation to the rest of Europe and other countries in the world.• Historically the children learn about the key moments in British history, which are studied in topics such as World War II, Local History Study such as Windrush and through Significant Historical Figures. We also celebrate Black History Month and International Week.

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- Educational visits are embraced at Corpus Christi and opportunities are given to visit key British Landmarks such as the British Museum, St. Paul's Cathedral, Westminster Abbey, The Museum of London, The National Gallery, The Tate Britain and Tate Modern to name a few. The children also visit London theatres to watch a musical.
- Corpus Christi supports many local businesses including Brixton Market, Brockwell Green House and the Dulwich Picture Gallery; the children visit them as part of their curriculum work. The Ace of Clubs is a local homeless charity who we have supported for many years.
- A longstanding tradition at Corpus Christi has been the use of a flagpole. Key British dates are marked by raising a Union Jack on these days, such as the Queen's birthday and Armistice Day
- The children are also encouraged to recognise historical anniversaries such as the Gunpowder Plot, which are taught during assemblies.
- All children belong to a house within school - St. David, St. Patrick, St. George and St. Andrew. All staff and pupils within the school are assigned to a house and follow this house through their time at Corpus Christi. All within school wear a badge to symbolise the team that they belong to. The feast days of these saints are celebrated, and teachers wear an emblem on their person on each of these days. We regularly visit church to celebrate our saints. The school displays a flagpole which celebrates feast days and special national events.
- Furthermore, we recognise British cultural celebrations by singing traditional songs which are learnt during singing practices e.g. The National Anthem, Irish ballads (Danny Boy) traditional English music hall songs and cockney songs. At Remembrance, musicians play the Last Post to observe the two-minute silence in school assembly.

Role of Pupils

Pupils will:

- be aware of and comply with this statement;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of the School Council

The School Council will be involved in:

- determining this statement with the Governing Body;
- discussing improvements to this statement during the school year;

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- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this statement with the Governing Body.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this statement;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

Raising Awareness of this Statement

We will raise awareness of this statement via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this statement
 - Ethos

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- Spiritual, Moral, Social and Cultural
- Dealing with Extremism and Radicalisation
- PSHE
- RE
- Equal opportunities
- Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This statement has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school (See Initial Equality Impact Assessment).

Monitoring the Effectiveness of the Statement

The practical application of this statement will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the statement's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement (See Statement Evaluation).

Linked Policies:

Curriculum	Citizenship PSHE School Council
Equality	Equalities E-Safety Safeguarding Administering Medication Drug and Alcohol Education
Ethos	Inclusion Values and Ethos
Spiritual, Moral, Social and Cultural	Dealing with Extremism and Radicalisation Behaviour RSE RULER

Headteacher:		Date:	
Chair of Governing Body:		Date:	

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