



Norfolk House School

# Curriculum Policy

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## **1. Introduction**

- 1.1. The curriculum at Norfolk House School is made up of all the planned activities that are organised to help pupils acquire new knowledge and to promote good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. It takes into account the ages, aptitudes and needs of all pupils, including those with Special Educational Needs and Disabilities (SEND), those for whom English is an Additional Language (EAL) and those with an Education, Health and Care Plan (EHCP) as well as the most able and young carers, where applicable. Care is taken to ensure that the plans and schemes of work actively promote and do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 1.2. It includes not only the formal requirements of the National Curriculum, but also a range of extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' - what the children learn from the way they are treated and expected to behave. Our pupils grow into positive, responsible people who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their full potential.
- 1.3. Our school curriculum is underpinned by the values that are important at Norfolk House School. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding they need for the future.

## **2. Aims**

- 2.1. The aims of our school curriculum are :
  - 2.1.1. that a full-time supervised education for pupils of compulsory school age is offered, which gives experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education (refer to the Organisation of the Curriculum)
  - 2.1.2. that pupils acquire speaking, listening, literacy and numeracy skills;
  - 2.1.3. personal, social, health, citizenship and economic education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act;
  - 2.1.4. for pupils below compulsory school age, a programme of activities is offered which is appropriate to their educational needs in relation to

personal, social, emotional and physical development as well as communication and language skills;

2.1.5. for pupils of compulsory school age, a programme of activities is offered which is appropriate to their needs;

2.1.6. that all pupils have the opportunity to learn and make progress; the curriculum will cater for the needs of individual children from all ethnic and social groups, providing subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an Education, Health and Care Plan (EHCP), Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL) and Able, Gifted and Talented pupils (AGT). Where a pupil has an EHC Plan, the education offered will enable the fulfilment of its requirements. Pupils with additional needs will be supported in the classroom, in small groups or 1:1, as appropriate.

2.1.7. to offer pupils effective preparation for the opportunities, responsibilities and experiences of life in British society by developing in every young person the values, skills and behaviours they need to get on in life and offering a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpins success in education and future employment.

2.2. Similarly, we aim to foster in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to learn and think for themselves as well as to appreciate and value the contribution made by all ethnic groups in our multicultural society. We promote an awareness of the importance of a healthy lifestyle and one which enables pupils to have respect for themselves and to have high self-esteem. We make the children aware of the difference between legal and illegal drugs and potential harmful effects if misused. Children are given opportunities to manage budgets through the Pupil Leadership Team, fundraising and a Business Enterprise project in Year 6. Children learn about how to keep themselves safe by understanding the risk from others, online safety and building resilience to the risk of extremism and radicalisation.

2.3. The curriculum is planned effectively, providing continuity and progression. Time is carefully managed in lessons and the inclusion of subject specialists in the core subjects from Year 3 upwards allows for good knowledge and understanding of the subject being taught. Assessment records are updated using the results from formal termly assessments in English, Maths, VR, NVR and Science. These assessments are nationally recognised and published materials that give pupils age-standardised scores. Termly reports to parents

contains the grades each child has achieved in these assessments. Action plans are created following assessments to ensure gaps in understanding are addressed as soon as possible. High expectation is made of behaviour standards in order that pupils can make progress and learn effectively.

2.4. Through the provision of a range of activities we aim to :

2.4.1. encourage the highest levels of attainment for all pupils in respect of ability, need and aptitude;

2.4.2. enable pupils to begin to make connections across different areas of learning;

2.4.3. help pupils to think creatively and solve problems by applying their knowledge;

2.4.4. develop pupils' capacity to learn and work both independently and collaboratively;

2.4.5. enable pupils to respond positively to opportunities, challenge and responsibility;

2.4.6. enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

### **3. Scope and application**

3.1. This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

### **4. Publication and availability**

4.1. This policy is available on the School's website.

4.2. This policy is available in hard copy on request.

### **5. Definitions**

5.1. Where the following words or phrases are used in this policy:

5.1.1. references to the **Proprietor** are references to the Board of Directors of Norfolk House School Limited;

### **6. Responsibility statement and allocation of tasks**

6.1. The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2. The Headmistress and the Head of Teaching and Learning have the responsibility for the leadership of the curriculum with overview also from the

Head of Pastoral Care and Head of Lower School, who oversees the Early Years curriculum. Responsibility for individual subject areas is delegated to key members of staff and subject co-ordinators are responsible for monitoring the medium term plans and liaising with class teachers over the content and delivery of the units of work. They regularly evaluate and monitor standards in their subject and check planning is up to date at the beginning of the year. Class teachers ensure that the curriculum is taught and that the aims are achieved for their class as well as ensuring that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.

- 6.3. To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

<b>Task</b>	<b>Allocated to</b>	<b>When / frequency of review</b>
Keeping the policy up to date and compliant with the law and best practice	Head of Teaching and Learning	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	" " "	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	" " "	As required, and at least annually
Formal annual review	Proprietor, Headmistress, Head of Teaching and Learning	Annually

## **7. Quality of education provided**

### Full-time Education

- 7.1. Pupils from Transition to Year 6 receive a full-time education. See below for a more detailed breakdown of the hours pupils are in school and the allocation of time for each subject during a normal week.

### Supervised Education

- 7.2. Normally, pupils are constantly supervised by a teacher, teaching staff or responsible adult. Older pupils may be considered responsible enough to be on their own (e.g. in the library), although there will always be a teacher or responsible adult nearby or that can be readily contacted.

### Areas of Experience

- 7.3. The curriculum is broad and balanced and gives the children a wide range of different experiences.

### Early Years Foundation Stage

- 7.4. Children in Transition and Reception are in the Early Years Foundation Stage. The Statutory Framework for the Early Years Foundation Stage and the non-statutory guidance Developing Matters in the Early Years Foundation Stage underpin the curriculum for children in these age groups. There are seven areas of learning and development that are interconnected and are delivered using a cross-curricular approach when appropriate.
- 7.5. Personal, Social and Emotional Development, Communication and Language and Physical Development are met in various ways in all teaching. Literacy and Mathematics are taught through daily lessons, while pupils experience Understanding the World and Expressive Arts and Design in weekly sessions. Phonics is delivered to the children in small groups, forming a comprehensive programme. Children are introduced to Mathematics through a variety of activities.
- 7.6. All children in the Early Years Foundation Stage have access to outside play areas and are provided with a variety of stimulating activities including Outdoor Learning.

## **8. Organisation of the curriculum**

- 8.1. The curriculum is taught through discrete subjects and linked topic areas, where relevant. From Transition to Year 6, each subject has a policy and schemes of work which are reviewed regularly by staff and subject coordinators. Long term plans are in place covering each academic year; medium term plans are in place and they contain the detail of the work covered with a progression of learning objectives. Weekly planning is uploaded to the school's Virtual Staffroom on Google Drive. Medium term planning shows opportunities for differentiation, evaluation and learning objectives.
- 8.2. The pupils are taught within their year groups, where appropriate challenge is given to children of all abilities. During STEM afternoons, Humanities and

Games lessons, pupils from Lower Key Stage 2 (Years 3 and 4) or Upper Key Stage 2 (Years 5 and 6) are taught in mixed age groups.

### **Key Stage One**

- 8.3. This table show the number of hours spent teaching each subject every week and the total teaching time across all subjects.

<b>Subject</b>	<b>Year 1</b>	<b>Year 2</b>
English (inc. Phonics)	7 h	7 h
Mathematics	5 h	5 h
Science	1 h	1 h
ICT	1 h	1 h
Music	1 h	1 h
PE and Games	1 h 30 min	1 h 30 min
Topics – DT, Art, History, PSHCE, Geography, RE, French	3h 30mins	3h 30mins
Outdoor Learning	2	2
Form time, Story time	2 h 15 min	2 h 15 min
<b>Total Teaching Time</b>	<b>24h 15mins</b>	<b>24h 15mins</b>

- 8.4. Children in Year 1 and Year 2 are in Key Stage One. In Key Stage One, a single lesson is 30 minutes. Many subjects, particular the core subjects of English, Mathematics and Science, are taught in double lessons (one hour). PSHCE and RE themes are continued in Assembly and Form Time throughout each week.
- 8.5. Pupils are given experience in the following areas and adults are available to support pupils as necessary:
- 8.6. **Linguistic:**
- 8.6.1. Pupils develop communication skills and increase their command of language through listening, speaking, reading and writing. Lessons take place in written and spoken English. The children in Year 1 and 2 have at least one daily 60 minute English lesson.
- 8.6.2. Phonics is continued until the pupils are confident with the different sounds. Their skills are further developed, primarily using Literacy and Language, but also focusing on improving comprehension skills and encouraging the use of correct grammar, as appropriate to the age and



ability of the pupils. Pupils are heard to read at least two times each week. Some pupils choose to take LAMDA examinations. French is also taught from Year 1 upwards. Verbal Reasoning is taught from Year 2.

#### **8.7. Mathematical:**

8.7.1. The children in Year 1 and 2 have a daily Mathematics lesson. Pupils learn to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. They are given experience of practical activities, exploration and discussion. Children are encouraged to develop their capacity to solve problems using the knowledge they have gained. Non-Verbal Reasoning is taught from year 2.

#### **8.8. Scientific:**

8.8.1. The children in Year 1 and Year 2 have one Science lesson each week delivered by a specialist teacher. Pupils develop a greater knowledge and understanding of nature, materials and forces and with developing the skills associated with Science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

#### **8.9. Technological:**

8.9.1. Pupils in Key Stage One receive a weekly designated ICT lesson delivered by a specialist teacher. The staff collaborate to ensure that the ICT supports and enhances other areas of learning they are experiencing. Key Stage One form rooms are equipped with interactive whiteboards which are integral to the teaching and learning of the children. Use is made of educational websites, such as MyMaths and Times Tables Rockstars, to introduce concepts and support learning.

8.9.2. Pupils have experience of technological skills, through such areas as Design Technology and Computing. They learn to develop, plan and communicate ideas; working with different electronic devices, tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

#### **8.10. Human and Social :**

8.10.1. History, Geography, PSHCE and RE are taught as discrete subjects. Pupils learn about their local environment, and use is made of the school grounds. Parents are encouraged to speak to the children about recent historical events and changes that have occurred. Children receive

Outdoor Learning lessons for one afternoon each week, which may involve a visit to the local Harborne Walkway or Birmingham Botanical Gardens. Pupils are given knowledge through History and Geography as well as Religious Education about people and their environment, and learn how human action, now and in the past, has influenced events and conditions. Religious Education is also promoted through spiritual, moral, social and cultural development.

#### 8.11. **Physical:**

8.11.1. Pupils receive weekly PE lessons from specialist teachers and sports coaches from outside of the school. Pupils also receive a weekly swimming lesson. Dance and gymnastics form the majority of the indoor PE lessons, while outdoors activities include an introduction to team games, athletics and short tennis. The children are encouraged to play with a wide variety of playground equipment during playtimes. A Lower School Sports Day is held in the Summer Term. Pupils learn physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. They also learn about the basic principles of fitness and health.

#### 8.12. **Aesthetic and Creative:**

8.12.1. Art and Design Technology are taught as discrete subjects and are delivered by specialist teachers. Pupils are given opportunities to enhance their learning with practical applications, including painting and model making. Pupils receive one single music lesson and one singing session each week from a specialist teacher. Pupils are able to have lessons on a variety of musical instruments, which are taught by visiting specialist teachers. Pupils are given experience of the processes of making, composing and inventing across the whole range of subjects, but primarily in art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

#### **Key Stage Two**

8.13. This table show the number of hours spent teaching each subject every week and the total teaching time across all subjects.

<b>Subject</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
English (inc. reading)	6 h	6 h	6 h	6 h
Mathematics	5 h	5 h	5 h	5 h

VR and NVR	2 h 30 min	2 h 30 min	2 h 30 min	0 h
Science	1 h	1 h	1 h	2 h
History	1 h	1 h	1 h	1 h
Geography	1 h	1 h	1 h	1 h
French	30 min	30 min	30 min	1 h
Art/DT	1 h	1 h	1 h	1 h
Music	1 h	1 h	1 h	1 h
PE/Games (inc swimming)	4 h	4 h	4 h	4 h
RE/PSHCE	1 h	1 h	1 h	2 h
STEM Learning	2 h	2 h	2 h	2 h
<b>Total Teaching Time</b>	<b>26 h</b>	<b>26 h</b>	<b>26 h</b>	<b>26 h</b>

8.14. Children in Years 3, 4, 5 and 6 are in Key Stage Two. In Key Stage Two, a single lesson is 30 minutes. Most subjects are taught in double lessons (one hour). PSHCE and RE themes are continued in Assembly and Form Time throughout each week.

8.15. **Linguistic:**

8.15.1. Children receive teaching from specialist teachers in English in form groups with the support of a second member of staff in some lessons. Verbal reasoning is given more time as the pupils progress through the school, in preparation for the 11+ entrance exams, which are taken at the beginning of Year 6. French is continued through each year group.

8.16. **Mathematical:**

8.16.1. Mathematics is taught by specialist teachers throughout Key Stage Two. Mathematics is taught in form groups with the support of another member of staff during some lessons. The children's' knowledge and understanding of Mathematics is developed in a variety of ways including practical activity, exploration, discussion and the use of ICT. Pupils learn to use formal calculations, recognise patterns and relationships in numbers and space and show understanding in a clear and logical way. All pupils in Years 5 and 6 are entered for the Primary Maths Challenge and the Junior Maths Challenge. Non-Verbal Reasoning is given more time as the pupils progress through the school.

#### **8.17. Scientific:**

8.17.1. Pupils receive one double lesson each week, apart from year 6 who receive two double lessons each week. Lessons are taught by a specialist teacher. The pupils develop scientific skills such as observing, forming hypotheses, conducting experiments and recording findings through a variety of topics.

#### **8.18. Technological:**

8.18.1. Pupils in Key Stage Two receive a double ICT lesson each week. They are taught by a specialist teacher. There are interactive whiteboards in all form rooms which are used to deliver the majority of the curriculum in all areas. Staff are encouraged to take classes into the ICT room at other times and pupils use skills they have learned with more independence as they progress through the school to produce presentations. iPads are also used by staff and pupils in class.

#### **8.19. Human and Social:**

8.19.1. History and Geography are taught by a specialist teacher in Key Stage Two in mixed age groups using a rolling two-year programme. Pupils develop their understanding and appreciation of their environment, now and in the past, through visits and by using technology and a wide range of resources. RE and PSHCE are taught by form teachers or other specialist staff throughout Key Stage Two.

#### **8.20. Physical:**

8.20.1. Formal Games lessons are introduced in Year 3, and pupils are given the opportunity to represent the school in different sporting events against other schools or competitions. PE and Games lessons continue to be taught by specialist teachers and pupils also have the opportunity to develop their skills and interests in a wide range of extra-curricular activities held after school.

#### **8.21. Aesthetic and Creative:**

8.21.1. Children receive teaching from specialist teachers in Music, Art and Design Technology. Pupils regularly contribute work to displays around the school. Pupils in Key Stage Two are encouraged to learn an instrument and lessons are taught on a one-to one basis from visiting specialist teachers. Key Stage Two children are able to sing in the school choir and can take part in ensemble playing in small groups or in the orchestra when they reach a suitable standard. The Choir perform at local venues.

**8.22. Curriculum Challenge Week and Themed Days:**

8.22.1. The whole school participates in a Curriculum Challenge Week once a year as well as separate themed days. Each week has a main subject focus (e.g. Mathematics, Art/DT, English and Geography) and is carefully planned to include as many cross-curricular aspects as possible. The children are encouraged to work in a variety of ways, including individual, paired and group work. Practical work forms a large part of these weeks. Outings are encouraged to supplement the curriculum.

**8.23. STEM afternoons:**

8.23.1. All pupils in Key Stage 2 take part in a rolling programme of Engineering, Technology and ICT afternoons once a week. Pupils are taught in small mixed age groups from Years 3 and 4, or Years 5 and 6. Pupils are able to plan and create a piece of work within a longer time frame.

**8.24. Early Years Foundation Stage Curriculum**

8.24.1. The Early Years Foundation Stage curriculum underpins all the work done in the Early Years classes at Norfolk House School, Reception and Transition. The detailed curriculum is planned in line with the EYFS regulations and framework and, for pupils below compulsory school age, offers a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development as well as communication and language skills. Under the guiding theme of Learning and Development there are three prime areas of learning:

- (a) Communication and Language
- (b) Physical Development
- (c) Personal, Social and Emotional Development.

8.24.2. There are a further four specific areas:

- (a) Literacy
- (b) Mathematics
- (c) Understanding the World
- (d) Expressive Arts and Design

8.25. All areas of learning are of equal importance and are delivered in conjunction with each other. The development of each child is recorded through the use of

assessment scales which provide an accurate and detailed insight into the progress made by the individual children.

## **8.26. Special Educational Needs and Disabilities**

8.26.1. National arrangements for Special Educational Needs transitioned between September 2014 and April 2018 to implement a new system based on the Children and Families Act 2014 and the *SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015)*. From 1<sup>st</sup> September 2014, there were no new statements of SEN and Education, Health and Care Plans (EHC plans) were rolled out instead. This process should now be complete. For Norfolk House School, as an independent school, much remains as before. The definition of SEN remains the same and the school can still request statutory assessment from the LA when this appears necessary.

8.26.2. The EHC plans of all pupils in this category must be reviewed annually. It is the responsibility of the LA and not the school to review the EHC plan, but the school will check that the review takes place and co-operate with the LA in the review process.

8.26.3. The school resolves to provide, for example, individual education plans (IEPs) or otherwise record the progress of and support for any pupils with significant learning difficulties or disabilities, and ensure that admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' needs. The school will also take note of the advice and guidance concerning Equality Act duties contained in the *SEND Code 2015*.

8.26.4. The Headmistress has overall SEND responsibility and regularly reviews the needs of all children, after consultation with the teaching staff. Any child with a learning difficulty that is affecting progress or a disability is given an IEP which is reviewed termly. The school makes its best efforts to ensure that the working environment is suitable for the needs of all the children. Children who are not making expected progress in English or Mathematics are not necessarily given an IEP, but will receive targeted intervention sessions. Lessons are differentiated, where appropriate, to provide activities that are both accessible and stimulating for pupils of all abilities, including those with special educational needs or learning difficulties/disabilities.

## **8.27. Personal, Social, Health, Citizenship and Economic education**

8.27.1. This is taught on the timetable in the EYFS, Key Stage One and Key Stage Two. There is a written policy and schemes of work for each year

group which are monitored and regularly reviewed. PSHCE is also implemented through cross-curricular links with other subjects, such as Science and ICT, assemblies, Form periods, and Circle Time.

## **9. Quality of teaching**

9.1. Norfolk House School ensures that the teaching at the school:

- 9.1.1. enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- 9.1.2. fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work, and the ability to think and learn for themselves;
- 9.1.3. involves well-planned lessons and effective teaching methods, activities and management of class time;
- 9.1.4. shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- 9.1.5. demonstrates good knowledge and understanding of the subject-matter being taught;
- 9.1.6. utilises effectively classroom resources of a good quality, quantity and range;
- 9.1.7. demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and
- 9.1.8. use information from that assessment to plan teaching so that pupils can progress;
- 9.1.9. utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- 9.1.10. does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- 9.1.11. does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

## **10. Marking/Assessment/Recording/Reporting**

10.1. In the Early Years Foundation Stage, assessment is linked to the Early Learning Goals, as set out in the Statutory Framework for the Early Years Foundation

Stage. Early Foundation Stage Profiles are completed for each pupil at the end of Reception.

- 10.2. All pupils' work will be marked regularly to provide a profile of individual progress. Positive comments, both oral and written, are made to reward and encourage high achievement in presentation, content and effort. House points offer a further incentive. The aim of marking will also be to instill pride in written work and individual target setting is suggested, where necessary, in order that pupils understand how they can improve their work.
  - 10.3. Regular assessment and testing charts development and guides future teaching. Pupils are keenly motivated by school examinations which are set once a term. This traditional approach enables our pupils to take senior school entrance examinations in their stride. Pupils sit a variety of published examinations throughout the year to give pupils variety in the question types and length of examinations. Pupil progress is tracked every term and reported to parents.
  - 10.4. Parent of all pupils receive a formal written report at the end of each academic year. For pupils in Key Stages 1 and 2, parents receive a termly grade report in the Autumn and Spring terms with regards to pupil effort and attainment. Parents of children in EYFS receive judgements against the EYFS statements at the appropriate age.
  - 10.5. For more detailed information, see the Assessment, Recording and Reporting Policy which provides a framework for pupils' performance to be evaluated, by reference to the school's own aims and to national norms.
  - 10.6. reasonably refuse any requests for such aids and services to be provided.
- 11. Prevention of discrimination and sex discrimination by segregation**
- 11.1. The school will not discriminate by gender segregation in circumstances where this would give rise to actual or potential detriment to the quality of education of children of each gender.

## **12. Spiritual, Moral, Social and Cultural Development of Pupils**

- 12.1. Norfolk House School ensures the spiritual, moral, social and cultural development of the pupils by adherence to The Independent School Standards: guidance for independent schools 2019 and by actively promoting the following principles:
- 12.2. The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;



- 12.2.1. enable pupils to develop self-knowledge, self-esteem and self-confidence through a variety of ways, e.g. speaking and performing in front of a variety of audiences;
- 12.2.2. enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- 12.2.3. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- 12.2.4. enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- 12.2.5. further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- 12.2.6. encourage respect for other people, paying particular regard to the protected characteristics set out in section 4 of the 2010 Equalities Act:
  - (a) Age
  - (b) Disability
  - (c) Gender reassignment
  - (d) Marriage and civil partnership
  - (e) Pregnancy and maternity
  - (f) Race
  - (g) Religion or belief
  - (h) Sex
  - (i) Sexual orientation;
- 12.2.7. encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- 12.2.8. encourage pupils to pursue high standards within a mutually respectful, challenging and co- operative environment;

- 12.2.9. encourage pupils to nurture a consideration for others, respect for diversity and good inter-personal relationships, in order to encourage children's conversation skills and confidence;
- 12.2.10. introduce pupils to responsibility in the upper part of the school to create positive role models and a source of caring advice for younger children;
- 12.2.11. maintain self-discipline and courtesy through well-established routines and high expectation; and
- 12.2.12. develop awareness of the needs of others through fundraising activities for charities in the United Kingdom and worldwide locations.

### **13. Active promotion of values and principles**

- 13.1. The Spiritual, Moral, Social and Cultural Development of the pupils is infused within the day-to-day operation of the school. Fundamental British values are actively promoted in school assemblies and in subject areas such as PSHCE, RE, as well as in other subjects. The school follows Christian principles. The pupils regularly work with staff to write and improve school and classroom rules, which they are expected to follow.
- 13.2. The three Houses (Warwick, Kenilworth and Ludlow) raise money for different charities. The school is made up of a diverse range of different religions. Pupils learn about different beliefs and cultures and celebrate festivals from different religions. As pupils progress through the school, they are given opportunities to gain positions of responsibility. In Year 6 pupils are chosen by staff to become prefects and assist staff looking after younger children during wet playtimes and at lunchtime. Each House has a House Captain.
- 13.3. The school actively promotes:
  - 13.3.1. An understanding of how citizens can influence decision-making through the democratic process;
  - 13.3.2. An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
  - 13.3.3. 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;
  - 13.3.4. An understanding that the freedom to hold other faiths and beliefs is protected in law;

13.3.5. An acceptance that 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

13.3.6. An understanding of the importance of identifying and combatting discrimination.

#### **14. Parental involvement**

14.1. Parents' consultations are held three times a year for all pupils. However, appointments can be made with individual teachers at any time. Reading diaries are essential in developing the pupil's organisational skills and provide a means of communication between home and school. Other means of communication between home and school include letters, Firefly, Tapestry, emails, text messages, school website, newsletters, parents' information evenings, parents' workshops, meetings, and webinars.

#### **15. Training**

15.1. The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

15.2. The level and frequency of training depends on role of the individual member of staff.

15.3. The School maintains written records of all staff training.

#### **16. Risk assessment**

16.1. Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

16.2. The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused. Please see paragraph 6 above for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

## **17. Record keeping**

- 17.1. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 17.2. The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

## **18. Version control**

Date of adoption of this policy	21.6.21
Date of last review of this policy	11.10.22
Date for next review of this policy	11.10.23
Policy owner (SLT)	Head of Teaching and Learning
Policy owner (Proprietor)	Chair of Directors