

Libra School

Spiritual, Moral, Social and Cultural (SMSC) Development Policy (including British Values)

Date	Review Date	Coordinator	Headteacher
17.11.17	07.11.18	Julie Farr	Kirsty Crosby

At the Libra School children who have felt alone and alienated within their previous school settings feel a sense of belonging, security and acceptance.

The Libra school provides outstanding spiritual, moral, social and cultural development for its pupils. Libra has a strong moral philosophy and this together with our adherence to underlying principles of democracy and cooperation provides a strong framework through which spiritual, moral, social and cultural development is maintained.

We believe this policy relates to the following legislation and guidance:

- Education Act 2002 – curriculum
- Education and Inspections Act 2006
- Education Act 2006 - community cohesion
- Equality Act 2010
- Children’s Act 2011
- Education Act 2011
- The Teachers Standards
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, DfE, November 2014
- Prevent Strategy, HM Government, June 2011
- Better inspection for all: A report of the responses to the consultation, Ofsted, February 2015
- Better inspection for all: consultation document, Ofsted, December 2014:
- Independent School Standards, showing the proposed changes: <http://bit.ly/ISSDraft>
- Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism, DCSF, 2008
- Teaching approaches that help to build resilience to extremism among young people, Bonnell et al., DfE May 2011
- Keeping Children Safe in Education 2016
- DfE’s Advice for Schools on the Prevent Duty
- http://www.emcsrv.com/prolog/PG/DfE/Schools_Guide-Social_Media_V16.pdf
- DfE’s Improving the spiritual, moral, social and cultural (SMSC) development of pupils – Departmental advice for independent schools, academies and free schools, Nov 2013.
- DfE’s Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information – Departmental advice for independent schools, academies and free schools, Nov 2014.

The following documentation is also related to this policy:

- Citizenship and Belonging: What is Britishness? (Commission for Racial Equality)
- Diversity and Citizenship (DES)
- Prevent Strategy 2011

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- Prevent Duty June 2015
- Promoting British values as part of SMSC (DES)
- Promoting and evaluating pupils' SMSC (Ofsted)
- Ofsted's 2008 report 'How far should you go?'
- Scottish Journal of Residential Child Care June 2013 – Vol.12, No.1 , Scottish Journal of Residential Child Care ISSN 1478-1840 , Key working and the quality of relationships in secure accommodation, Amy McKellar & Andrew Kendrick
- Teachers' Standards (DfE)

Libra is a school where pupils are listened to and where every child is known and treated as an individual. The Libra school works with and supports children who have often experienced multiple rejections and exclusion in their lives. The majority have experienced significant abuse and harm at various levels and, as a result display behaviours which can test the boundaries of their peers and staff. At Libra we support exceptionally difficult behaviours within our residential care settings and the school which have previously been unmanageable in multiple foster care placements, residential placements and or education day placements. The children we work with can present with behaviours and attitudes that make them particularly vulnerable to negative influences that challenge 'British values'.

We have an obligation 'under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society'.

We consider the children's spiritual, moral, social and cultural development to be at the centre of our school ethos and the responsibility of the whole curriculum.

We strive to provide and maintain for our pupils an education that provides opportunities so that they can explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

We believe spiritual, moral, social and cultural development encompassing 'British values' is promoted through the school ethos, the climate of the school, collective assemblies, all curriculum areas particularly through Citizenship and PSHE, the school behaviour policy and our Keyworker programme.

We acknowledge the DES guidance 'Promoting fundamental British values as part of SMSC in schools' (November 2014) that requires us to actively promote fundamental British values.

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 staff, parents / carers and associated professionals who express extremist views contrary to fundamental British values. We want to ensure pupils are prepared for life in modern Britain when

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they leave Libra by the active promotion of and respect of British values. Please refer to our Extremism, Radicalisation incorporating 'Prevent Duty' Policy.

All school staff are reminded to maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values.

We work hard to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil law and criminal law of England;
- encourage students 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;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in England.

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 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 have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

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We aim to be judged as outstanding 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.

We wish to work closely with the School Council and 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 policy is in line with the Equality Act 2010.

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

Aims & Objectives

This policy aims to:

- Clarify for staff, children, parents / carers and other connected professionals what is meant by 'British values' and to actively promote and embed British Values.
- Establish how Libra promotes spiritual, moral, social and cultural development.
- Identify why promoting spiritual, moral, social and cultural development raises attainment for our children.
- To encourage pupils to develop their own beliefs and values about life and religion.
- To promote an appreciation of alternative individual and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To give pupils first-hand experience of the diverse make-up of modern British society.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of individuals, developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

What are 'British values'?

The Libra school uses spiritual, moral, social and cultural (SMSC) development to actively promote British values across the school community.

The government's definitions of 'British values' are:

Democracy:

- 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.

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

The rule of law:

- Distinguishing right from wrong.
- Respecting the civil and criminal law in England.
- Enable children to acquire a broad general knowledge of and respect for public institutions and services in England.
- 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.

Individual liberty:

- Enable children to develop their self-knowledge, self-esteem and self-confidence.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

Mutual respect:

- Encourage respect for other people.
- Understanding of the importance of identifying and combating discrimination.

Tolerance of those with different faiths and beliefs:

- Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures.
- An acceptance that other people have 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.

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

- the school council, pupil questionnaires, school councillor elections (**Democracy**)
- school rules, behaviour charter, codes of conduct, visits from the Police, through tutor sessions and target documents, Home School Agreement (**Rule of Law**)
- e-Safety, PSHE, extra-curricular activities, Children's Rights Policy (**Individual Liberty**)
- Golden Time, Assemblies, Promoting Positive Behaviour Policy and behaviour charter (**Mutual Respect**)
- PSHE, Citizenship, celebration of different faiths and cultures, assembly programme from religious backgrounds (**Tolerance of those of Different Faiths and Beliefs**)

The Prevent Strategy also adds the following:

- Equality of opportunity
- Freedom of speech
- The right of all men and women to live free from persecution of any kind.

Schools are expected not only to teach these values but also to challenge opinions or behaviours that are contrary to them.

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Spiritual Development

We see spiritual development as the way children acquire personal beliefs and values, especially on questions about religion, whether life has purpose, and basic personal and social behaviour.

We try to help children make sense of these questions through the curriculum, collective assemblies, the school ethos and climate.

We see spiritual development as an important element of a child's education and fundamental to other areas of learning.

We aim to provide learning opportunities that will enable pupils to:

- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- experience moments of stillness and reflection;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life

Moral Development

We believe that pupils' moral development involves:

- pupils acquiring an understanding of the difference between right and wrong and of moral conflict;
- a concern for others and the will to do what is right;
- pupils reflecting on the consequences of their actions;
- learning how to forgive themselves and others;
- pupils developing their knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them.

We aim to provide learning opportunities that will enable pupils to:

- tell the truth;
- keep promises;
- respect the rights and property of others;
- act with consideration towards others;
- help those less fortunate than themselves;
- take personal responsibility for their actions;
- have self-discipline

Social Development

We believe social development is concerned with the development and demonstration of skills and personal qualities and attitudes in our children that will allow them to participate fully in and contribute positively to life in modern Britain.

We aim to provide learning opportunities that will enable pupils to:

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- develop an understanding of their individual and group identity;
- learn about service in the school and wider community;
- begin to understand social justice and a concern for the disadvantaged
- understand their own responsibilities when living in a community

Cultural Development

We believe pupils' cultural development involves our children acquiring:

- an understanding of cultural traditions;
- and an ability to respond to a variety of aesthetic experiences

We want our children to acquire:

- a respect for their own culture and that of others;
- an interest in others' ways of doing things and a curiosity about differences

We want our children to develop:

- knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture.

We aim to provide learning opportunities that will enable children to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- develop an understanding of their social and cultural environment;
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

Organisation

We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities (although Citizenship and PSHE remain the more formal; delivery methods) that provide opportunities to allow pupils to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events;
- share thoughts and feelings with other people;
- explore relationships with friends, family and others;
- consider others needs and behaviour;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging;
- develop the skills and attributes that enables them to develop socially, morally, spiritually and culturally

As a result of constant dialogue and planning about how best to implement the values of self-help, self-responsibility, democracy, equality, equity and solidarity we see ourselves as a 'family'. Ethical values, honesty, openness, social responsibility and caring for others

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underpin all relationships within our school community. As a result, each child is treated as an individual and is encouraged to take responsibility for their own and others' learning, behavior and wellbeing.

Curriculum

The Libra School is a small school of 22 children with the unusual characteristic of teaching from the Early Years curriculum through to Keystage 4 and GCSE examinations. This together with the breadth of significant learning difficulties presented by the children the majority of which are either stated or on the Education, Health and Care Plans makes a broad and balanced curriculum a challenge but one that we are proud to have met.

We believe our curriculum:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing our children for the opportunities, responsibilities and experiences of later life in modern Britain
- offers comprehensive schemes of work for Citizenship and PSHE
- actively 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
- promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual, moral, social and cultural development of our children, including through the extent to which we engage children in extra-curricular activity and volunteering within their local community
- includes a rounded programme of assemblies that help to promote the children's spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong
- embraces religious education which is taught through assemblies, Citizenship and PSHE covering the religious traditions in Britain, which are, in the main, Christian, while taking account of the teaching and practices of the other principal religions represented in Britain.'

Libra provides positive role models through our staff and we aim to teach our children to understand their own emotional make-up and that of others and the impact one can have on the other.

Through our policies and the curriculum we:

- Include celebrations of different cultures. Different subjects make different contributions. For example, religious education will teach about different beliefs; geography will inform pupils about the diversity of countries and ways of life; history will deal with past achievements.
- Develop skills for participation and responsible action.
- Use projects such as SkillsForce to promote SMSC
- Promote community cohesion and democratic values by providing equal opportunities for all pupils to succeed.
- Analyse data on the attainment and achievement of our children and make concerted efforts to remove any barriers to their learning.

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- Deal with any bullying and harassment connected with prejudice and ensure that behaviour policies do not allow discrimination.
- Ensure through admission arrangements that we promote community cohesion and social equity, and we ensure that we do not deter parents from particular communities from applying.
- Support families and their children to interact with people from different backgrounds.
- Regular issue of Libra newsletters 'The Owl' to pupils, parents/carers and Social Workers to evidence what the school has been covering in relation to Spiritual, Moral, Social and Cultural Development areas.

Outside Providers

When appropriate Libra can commission work from outside providers to reinforce spiritual, moral, social and cultural development across the school timetable. Such providers could be:

- SkillsForce
- Duke of Edinburgh's Award Scheme
- The Prince's Trust

SkillsForce

The SkillForce Junior Prince's Award is a unique opportunity for our Keystage 2 children, and is supported by Royal Patron The Duke of Cambridge and The Standard Life Charitable Trust.

The SkillForce Junior Prince's Award is a brand-new programme for primary-age children that develops character and resilience and enforces 'British values', as pupils prepare for the step up to Keystage 3.

Alongside normal lessons, the Award engages our children in exciting lessons, challenges and community projects that prepare them for secondary education, a time when some children can begin to lose their way.

The programme builds up the children's confidence, resilience, teamwork and problem solving to give them a boost before the start of new adventures and encourage them to take a more active role in their town, city or village.

The Award contains:

- team building and problem-solving challenges with a hands-on element to the learning;
- team sports;
- outdoor pursuits, including camping out for a night (where possible);
- first aid;
- Remembrance and respect;
- navigation skills as a way of learning numeracy and problem-solving; and
- a Social Action Project (working in the community to benefit others).

Individual Awards and Qualifications (e.g The British Heart Foundation's Heart Start) are an integral part of the Junior Princes Award. Students will also complete a log book to reflect on what they have learnt. Both the school and the participating students will receive a SkillForce Junior Prince's Award memento to recognise successful completion.

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The SkillsForce Key Stage 3 New Horizons & On Track is a programme that works with children at Keystage 3 to develop the character, core values and resilience to successfully manage the rigours and challenges of Key Stage 4.

Sessions are run as a series of projects – practical activities that require students to work as a team, to solve problems as they occur, and to achieve a common goal. Throughout each project students will be encouraged to review and evaluate their experiences and apply their learning both to the National Curriculum and PSHE and to their role as citizens of the school and society.

SkillForce supports our Key Stage 3 learners in two ways:

New Horizons

- Raises attainment.
- Develops the skills and confidence to meet the demands of Key Stage 4.
- Appropriate for learners who risk under-achievement at Key Stage 4.
- Fosters an enthusiasm and commitment to achieving high standards at GCSE and equivalent.

On Track

- Develops the positive behaviours needed for learning.
- Raises attainment.
- Reduces exclusion and the need for high level intervention/support.
- Appropriate for learners who have experienced difficulty in managing the demands of learning.
- Opportunity to recognise, understand and address some of the issues that prevent them from engaging fully and effectively with the National Curriculum.
- Learning skills to work co-operatively with peers, adults and others.
- View themselves more positively and aspire to successful and independent learning.

The instructors, many of whom have served their country at home and abroad as members of the Armed Forces are positive role models for young people. With a 'hearts and minds approach' they use a blend of instructional and coaching techniques to keep young learners motivated and engaged.

Students record their thoughts, feelings and learning in a Reflective Journal. This also acts as their record of achievement, compiling evidence that they have met the standards for nationally accredited awards and qualifications including the SkillForce Prince's Award and SkillForce Junior Prince's Award.

During their time with SkillForce the children will have the opportunity to achieve a number of nationally accredited awards and qualifications which could include:

- BTEC Level 1 in Work Skills
- National Navigation Awards
- John Muir Award
- First Aid Award

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SkillForce employs high quality instructors with a wealth of skills and life experience. What makes them unique is that in many cases this expertise has been developed through service in our armed forces in all parts of the world. The instructors are positive and empathetic role models who bring with them the values of a service background which replicate 'British values'. Values such as: Discipline, selflessness, courage, resilience, dedication, loyalty, dependability, respect.

Duke of Edinburgh Award Scheme

"The Duke of Edinburgh's Award has helped countless young people on their sometimes difficult path to adulthood." *HRH The Duke of Edinburgh KG KT*

For the past seven decades, the Charity (Reg. no. 1072490) has inspired and transformed the lives of millions of young people from all walks of life. From volunteering to physical activities, life skills to expeditions, achieving a DofE Award is a passport to a brighter future, valued by employers and universities. Many young people find achieving a DofE Award life-changing. It offers a fun adventure and major challenge, three progressive Award levels (Bronze, Silver and Gold) and a wide range of activities offer endless possibilities to anyone aged 14 to 24.

The Prince's Trust

The Prince's Trust works to create brighter futures for young people aged 11 to 30, empowering them to get into jobs, education and training. Every young person should have the chance to embrace exciting opportunities. The Prince's Trust programme supports young people who are unemployed or struggling at school to transform their lives. Many of the young people are in, or leaving, care, facing issues such as homelessness or mental health problems, or have been in trouble with the law. Young people are given the practical and financial support they need to stabilise their lives. They are helped to develop key skills while boosting their confidence and motivation so they can continue to dream big.

Tutoring

The curriculum and staff expertise underpin pastoral care and academic mentoring. Every child belongs to a tutor group of similar ability and emotional age but not necessarily of similar age. The tutor knows the child well and as a result knows their family and situation very well.

The tutor mentors the child's progress towards academic and behavior targets and with direction from the Senior Management team supports the child with pastoral issues. Children will usually name their Tutor as an adult with whom they feel comfortable to talk to as well as their Keyworker or a member of the Senior Leadership Team.

Keyworking

Over twenty years ago, the Skinner Report stated that in residential child care, '... the role of the establishment can only be achieved through positive relationships between staff and young people in a safe, stable and caring environment'.

Relationships can therefore be viewed as fundamental in enabling positive change to occur in children with social and emotional difficulties. However, building strong, positive relationships with young people is not an inevitable consequence of being in residential care where many children struggle with the residential worker's 'dual remit of care and control'. It is the qualities and skills in relationship building possessed by residential workers which have been asserted as fundamental.

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Libra and its staff strive to form positive and effective working relationships with the children placed with us and this begins with a comprehensive programme of keyworking.

A high percentage of the children placed with us in residential care have come from backgrounds of abuse and neglect, but even these children usually continue to love their families and want to remain with them. They are often very resentful of being in residential care and resistant to forming positive relationships with our staff. These looked after children and young people often come from backgrounds where discrimination is wide spread, they can be more resistant to those values deemed to be 'British value' including making them highly vulnerable to be targeted by extremists recruiting members to their cause.

Within Libra each residential child has a keyworker, a member of staff they have identified as being someone they can talk with. Keyworkers work with the children within the homes regularly but also within school weekly where they are timetabled to deliver a formal but flexible keywork programme tailored to the individual child's needs which support the child to:

- Develop attachments
- Develop self-confidence, self-esteem and self-knowledge
- Be democratic
- Understand the rule of law
- Be respectful of themselves and others
- Develop tolerance for others and their beliefs
- Develop resilience
- Feel cherished and secure
- Celebrate achievements
- Develop 'British values'
- Understand their place within their family, their home community, the school community and the wider world.

Effective Leadership

The Senior Management and Leadership team have a clear philosophy and set of values that are made explicit and which are implemented by the whole school community.

Recruitment, training and the induction of new staff into the 'Libra way' are critical to Libra's success to ensure that all of Libra's policies and procedures are implemented fully in order to achieve our ethos.

The education of our children is holistic in that it must encompass their whole person. Building self-esteem, confidence and resilience is not enough on its own. Therapy and kindness to support emotional development is not enough. Rigorous teaching and learning is also required. Priorities for professional development are informed by current educational research into finding solutions to barriers to learning which are used within the children's 1:1 support and intervention timetable so our children can make the best possible attainment possible.

The principles of co-operative learning are implemented consistently and ensure that in every lesson children work in carefully thought out groups developing social skills through activities. Activities within these small groups are managed to ensure that all children are challenged sufficiently and that none may either dominate or rely on others to do the work for them.

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The children know each other well, small classes allow constant communication with each other and the teacher which promotes confidence to share ideas so when asked to work more independently they can use the knowledge and skills they have gained in the learning process.

Despite poor experiences at previous schools where attendance has been an issue for most children, attendance at Libra is excellent. Motivation is high, the wish to learn well despite all students having significant learning difficulties is in the norm. Children are encouraged with weekly tutor meetings and half termly subject meetings to reflect on the quality of their learning and their progress towards their own targets. Subject teachers provide disciplined planning and encourage the children to work to the best of their ability providing feedback against clear success criteria.

The consistent application of this approach in every lesson means that children understand they are treated as an individual and they understand the difference between equality and equity. They recognize that each of them is different so some may need different approaches and more attention and help than others. At Libra all children at some time if not all of the time require additional staff support and 1:1 Support and Interventions. This creates a sense of belonging as no child feels different or alienated from their peers. Additional staff support and interventions are the norm, children's acceptance of this accelerates their academic progression and attainment.

The behavioural difficulties presented by the children makes the need to resolve conflict a frequent one. High staffing levels with qualified and experienced teachers and behavior management specialists together with bespoke Behaviour Management Plans and positive reward programmes such as the Golden Time Reward Programme significantly reduces the number of behavior issues and physical interventions within the school. Children make considerable social, emotional and behavioural progress at Libra.

The Head teacher and School Manager review entries made to Libra's Primary Grid which is a useful tool in identifying how the Curriculum and Extra-Curricular events and visits, as well as visitors to the school and assemblies cross reference to SMSCD areas.

Libra Council

Decision making is underpinned by the values and principles of democracy and cooperation. All children and parents / carers have a voice. Libra has a comprehensive Consultation policy which promotes children's right to be strong, healthy, resilient and listened to and which extensively details how children, parents / carers and staff can have their voice heard. Libra values all staff and children as individuals and their opinions are listened to and concerns are acted upon. The Senior Management and Leadership team values the importance of creating and facilitating openness.

The Libra Council is founded on the principles of democracy and fairness and children must be voted from each class to attend the Council meeting which occurs half termly. Children understand the importance of this system and the responsibility they have to ensure its success in allowing the children's voices to be heard. Change as a result of Council meetings is usually quick and decisive.

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School Trips, educational and leisure

Learning outside the classroom is a strong Libra ethos. Teachers are actively encouraged by the Senior Management Team to use the outside classroom to enhance learning and promote engagement. School day trips to support the curriculum are well funded by Libra and are a regular occurrence on the timetable. We frequently use outside contractors to bring learning to life for our children across the curriculum particularly in the subjects of history, geography, science and PSHE. We believe that learning outside the classroom contributes significantly to raising standards and improving our children's personal, social and emotional development.

Libra has for many years provided our children with opportunities to travel both within the United Kingdom and abroad, which have been greatly beneficial for both staff and the children. These activities serve to significantly enrich both the academic curriculum as taught in school and the social and personal development of those children participating in them. The organisation, particularly of school trips abroad, requires a significant investment, financial as well as in staff time and energy but is considered to be a highly worthwhile investment. Libra residential children have the opportunity to travel twice a year for two weeks, such opportunities are often not a financial option for our day pupils therefore Libra has a policy to offer a few funded places for day pupils who are emotionally able to enjoy and participate fully in the trip with parental approval.

We believe our school trips are one of the things our children really enjoy during their school life and the experiences and memories from them are extremely durable. Every school trip with its natural dynamic environment provides a learning environment for our children that matches their natural inclination to know more about things, engages even those with short attention spans, puts the learning subject in context and encourages improvement in relationships with staff following a trip. School trips are an important part of the wider family of outdoor learning opportunities, all of which provide beneficial outcomes to our children with a wide range of abilities and issues.

Our use of school trips and opportunities for travel creates:

- **Confident Individuals.** School trips can change attitudes and raise aspirations, through participation in new activities. Rising to new challenges and living alongside their peers helps pupils to become more adaptable and confident which is critical to so many areas of their development.
- **Successful Learners.** School trips have the potential to lay strong foundations for encouraging successful learning and building positive attitudes which subsequently lead to improvements in achievement and motivation in all areas – including academic. Children also enjoy themselves so much they often don't even realise they are learning which can help produce the greatest achievements.
- **Responsible citizens.** Schools trips provide powerful learning outcomes for children which contribute to a sense of belonging, feeling valued and the ability to make a positive contribution in their community and society at large.
- **A smoother transition.** Supporting children through points of transition in their school careers can be challenging. Building resilience through school trips promotes personal, social and emotional development, standing them in good stead to make smooth and trouble-free transitions between later key stages.
- **Improved personal and emotional well-being.** Children become more resilient and optimistic, and their emotional health and self-esteem improve.

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- Improved social well-being. The quality of children's relationships improves, in particular with their friends, family and teachers.
- Improved connection with the natural environment. Young people's knowledge, awareness and appreciation of the natural environment improve.
- Improved enthusiasm and confidence in learning. Children's attitude towards learning improves, and they become more confident, capable learners in the classroom.

Preventing Extremism

Extremism is defined as 'vocal or active' opposition to the British values discussed previously. We are aware of our responsibilities in terms of policy and planning to ensure that:

- 'The written policy, plans and schemes of work 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.' (Independent School Standards, Part 1 2bii.)
- 'Personal, social, health and economic education which encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.' (Independent School Standards, Part 1, 2bii.)
- 'The proprietor ensures that the teaching at the school 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 does not discriminate against students contrary to Part 6 of the Equality Act 2010.' (Independent School Standards, Part 1, 3i, j.)
- 'Spiritual, moral, social and cultural development of our students actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.' (Independent School Standards, Part 2, 5a.)
- 'Spiritual, moral, social and cultural development ensures that principles are actively promoted which 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.' (Independent School Standards, Part 2, 5b vii.)

Through induction and on-going training and with strong leadership, Libra staff are expected to challenge our children, other staff or parents who express opinions contrary to British values. In addition:

- Extremism does not form part of the curriculum
- Spiritual, moral, social and cultural education actively encourages children to respect other people, with particular regard to the protected characteristics of the Equality Act 2010
- No child is discriminated against contrary to the Equality Act 2010.

In the event of any incidents of extremism we will address this through:

- Adopting a restorative approach – with the emphasis being on repairing any harm done rather than assigning blame
- Through the curriculum – encouraging children to challenge and interpret narrative so that they can be critical about what they read, check their sources and challenge myths
- Supporting but also challenging children who we consider to have extremist views
- Managing risk appropriately with detailed recording through an issue report and responding to events appropriately

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Responsibility for the Policy and Procedure

Role of the Senior Management and Leadership Team

The Senior Management and Leadership team will:

- ensure all school staff, pupils and parents are aware of and comply with this policy;
- work closely with the coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school staff and parents.

Role of the Coordinator

The coordinator will:

- lead the development of this policy and all linked policies throughout the school;
- work closely with the Headteacher;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- review and monitor;

Role of School Staff

School staff will:

- comply with all aspects of this policy;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school's equalities policy 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

Role of Children

Children should:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- 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;
- liaise with the school council;

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- take part in questionnaires and surveys
- know how citizens can influence decision-making through the democratic process
- know that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- know 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
- know that the freedom to choose and hold other faiths and beliefs is protected in law know 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
- know the importance of identifying and combating discrimination.

Role of the School Council

The School Council will be involved in:

- reviewing the effectiveness of this policy with the Senior Leadership team.

Role of Parents

Parents must:

- be aware of and support this policy;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Training for School Staff

All school staff:

- have equal chances of training, career development and promotion
- receive training where appropriate on this policy on induction:
- 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

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents
- school events
- meetings with school staff
- communications with home such as 'The Owl' newsletters

Equality Impact Assessment

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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 policy 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.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.

Linked Policies

<ul style="list-style-type: none">• Curriculum	<ul style="list-style-type: none">• Equalities
<ul style="list-style-type: none">• Outdoor Education	<ul style="list-style-type: none">• Care Planning
<ul style="list-style-type: none">• School Council	<ul style="list-style-type: none">• Risk Assessment
<ul style="list-style-type: none">• Extremism, Radicalisation incorporating 'Prevent Duty' Policy	<ul style="list-style-type: none">•

Headteacher:	Kirsty Crosby	Date:	17.11.17
School Manager:	Julie Farr	Date:	17.11.17

Libra School Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Spiritual, Moral, Social and Cultural (SMSC) Development Policy	Yes stated			✓

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	yes	yes	yes	yes	yes	yes	yes

Question	Equality Groups															Conclusion																
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No						
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓					✓				
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓			

Conclusion We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Kirsty Crosby	17.11.17	Julie Farr	17.10.17

Libra School Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	x			
• Policy in line with current legislation	x			
• Coordinator in place	x			
• Coordinator carries out role effectively	x			
• Headteacher and coordinator work closely	x			
• School staff aware of this policy	x			
• School staff comply with this policy	x			
• Children aware of this policy	x			
• Parents aware of this policy	x			
• Visitors aware of this policy	x			
• Local community aware of this policy			x	
• Funding in place			x	
• Policy complies with the Equality Act	x			
• Equality Impact Assessment undertaken	x			
• Policy referred to the School Handbook	x			
• Policy available from the school office	x			
• Policy available from the school website	x			
• School Council involved with policy development	x			
• All stakeholders take part in questionnaires and surveys			x	
• All associated training in place	x			
• All outlined procedures complied with	x			
• Linked policies in place and up to date	x			
• Associated policies in place and up to date	x			
A statement outlining the overall effectiveness of this policy				
It is effective and suitable for purpose				