



# **Leamington Hastings C of E Academy**

## **The promotion of British Values**

***Plant, Grow, Flourish***

## **Vision and Ethos**

Our vision as a Church of England Infant school, deeply rooted in a strong Christian tradition, is to develop happy children with enquiring minds. We support children to develop a spirit of curiosity and respect for themselves, others, and the environment which we live in so that they will have the skills and resilience to thrive in a rapidly changing world.

As part of the Diocese of Coventry Multi Academy Trust, we have a shared vision of 'Living life in all its fullness', educating for

- wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our vision draws inspiration from the Parable of the Sower, which is found in the gospel of Matthew 13:1-9, 18-23 in the New Testament, reflecting our local farming community.

A farmer sows seed in a field:

- Some seed falls on the paths, and the birds quickly eat it.
- Some seed falls where there are rocks, and not much soil. Plants grow quickly but soon the sun dries them. There is not enough soil and the plants die.
- Some seeds begin to grow in a place where there are too many weeds. The weeds stop the growth of the plants and the plants die.
- But other seed falls on rich soil and receive everything they need so the plants flourish.

We strive to provide the rich soil that enables our children and adults to develop the deep roots of academic learning, learning behaviours, rich experiences and Christian values to enable them to flourish in the love and grace of God. Within our community, our Christian school nurtures growth and supports all to have the courage to face challenge and the resilience to persevere, even when confronted by difficulties. We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom. We aim that everyone feels valued and has respect for themselves, others and the environment in which we live.

Our mission, as a school with a religious character, is to provide an education of depth and quality in a Christian ethos which ensures the children and adults have the nurturing and aspirational environment to reach their full potential, living life in all its fullness. To realise our mission, we endeavour to live out our vision through our school motto:

### ***Plant, Grow, Flourish***

Christian Values are interwoven through our vision, mission and motto and are embedded throughout the curriculum with a particular focus given to:

- Respect
- Thankfulness
- Generosity
- Courage
- Forgiveness
- Truthfulness

Our school Learning Behaviours also link with our Christian Values, which are focussed on:

- Resilience and Perseverance
- Concentration
- Making links
- Making use of resources
- Teamwork
- Effort
- Making additions and revisions

### Aims and objectives

At Leamington Hastings C of E Academy, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Throughout the school, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Collective worship, establishing a strong school ethos, positive relationships throughout the school, and providing relevant activities beyond the classroom all support children's understanding of British Values.

We develop and promote British Values throughout our school and within our curriculum. A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and leave school fully prepared for life in modern Britain.

### Democracy

There are regular opportunities throughout the school year for children to experience democracy in action.

Examples of these are:

- Voting for school council members
- Class debates and sharing of opinions
- P.H.S.E. lessons that explore democracy
- Encouraging choice and responsibility throughout school e.g. choice of reading books, choice of learning tasks where appropriate and homework menus
- Encouraging children to put forward ideas within lessons
- Asking children what they would like to find out about as part of curriculum planning
- Listening to children's opinions
- Negotiating 'Marble Rewards' within classes
- Playground games
- Taking turns and sharing is supported and encouraged throughout the curriculum
- Learning behaviours – 'Team Meerkat' promotes working together as a team to achieve a common goal
- Valuing different opinions
- Voting stations for class reading books in every classroom to choose the story read at story time
- Pupil voice discussions with regards to lessons, rules, curriculum etc.
- Worry boxes / feelings displays allow children to share their feelings
- Parents are invited to offer formal feedback about the school on an annual basis, but the school operates an open door policy at all times
- Children can nominate each other for a 'caught showing values' slip
- There are many opportunities for pupil voice throughout the academic year

## The Rule of Law

The importance of laws and rules are consistently reinforced throughout regular school days. Our relationships and behaviour policy is clear and is consistently followed. Awards are in place to reward children for expected behaviours. Pupils are taught the value and reasons behind laws; that they govern and protect us, and that there are consequences when laws are broken.

Example of this in practice throughout school are:

- The rules of ready to learn, respect and safe behaviours
- A restorative justice approach embedded throughout school life
- Christian Values
- Relationships and behaviour policy
- Children taught to understand the difference between right and wrong
- Children encouraged to make the 'right choice' where it is possible for them to do so
- Consistent use of language, expectations and consequences from all staff
- Teaching children to understand the consequences of their actions, taking personal responsibility for their behaviour
- Staff acting as role models
- External visits from community officers – Police in EYFS, Firefighters and road safety officials in KS1. Children are also taught about the services and how people help us in the EYFS.
- Curriculum links where appropriate through subjects such as P.S.H.E., R.E. and History.
- P.S.H.E. discussions in both key stages - Why are rules important? Who makes the rules?
- Children begin to understand that laws and rules exist for fairness and safety
- Regular safeguarding training for staff and governors
- Whistleblowing policy in place

## Individual Liberty

Children are actively encouraged to make independent choices in a safe and supportive environment. Children are advised how to make choices safely e.g. through our Internet Safety teaching and PSHE lessons.

Example of this in practice throughout school are:

- Taking Care Initiative – teaching children how to keep themselves safe
- Reward Systems – marble rewards are in place in each class, along with a range of whole school rewards which can be found in the relationships and behaviour policy
- Self-reflection built in as part of learning tasks
- Anti-bullying education and policy
- Challenging stereotypes takes place through P.S.H.E. and collective worship, and if these occur
- Children having allotted jobs e.g. class helper, milk monitor
- Encouraging choice and independence e.g. EYFS choosing their own areas of learning, KS1 choosing their own level of challenge in lessons
- Social stories that discuss choices in a safe way in P.S.H.E lessons
- Self-assessment and evaluation built in to learning tasks
- Developing self-esteem and self-knowledge through the use of the school learning behaviours
- Valuing difference and choices within boundaries e.g. school rules
- Encouraging children to make their own decisions and express their own opinions
- Signing up for extra-curricular clubs
- Pupil voice regarding curriculum and collective worship
- Encouraging choice and responsibility throughout school e.g. choice of library books, choice of learning tasks where appropriate and homework menus

- Family service arrangement in place at lunchtime, with older children serving lunch to the younger children
- The school learning behaviours are fully embedded throughout school life
- Christian values are fully embedded throughout school life
- Zones of regulation are used to support children to self regulate their feelings
- Children work and play cooperatively together
- Playground leaders support the involvement in everyone during lunchtime play
- The school is inclusive for all, with children who support one another

### Mutual Respect and Tolerance

Our school ethos is based around core Christian values and these values determine how we live as a community at Leamington Hastings. Throughout their time at the school, children are provided with opportunities to build their understanding of Britain as a culturally diverse society.

Example of this in practice throughout school are:

- Positive relationships and communication throughout all members of the school community
- Inclusion – the school is inclusive for all
- Anti-bullying event is held annually to celebrate differences
- ‘Caught showing values’ slips encourage children to treat others with kindness and respect
- Consistency of expectations from all staff throughout the school
- The school rule of respect
- Staff consistently model respect and tolerance in their behaviours
- Within the planned curriculum, there are opportunities to explore similarities between Britain and other countries
- Collective worship sessions and Christian values promote tolerance and respect
- Using different languages for greetings as part of registers / in mornings
- Marble rewards and recognition boards are inclusive of all
- Class discussion and democratic voting takes place, involving all members of the class
- Passport to world views days from different cultures and religions are held throughout the year, with a three yearly rolling programme in place
- Church services promote respect and tolerance
- R.E. curriculum includes religions beyond Christianity to give children an understanding of broader cultures and faiths
- Multicultural stories are used within the curriculum and during story times
- Children develop an understanding of actions and how they impact on others as part of P.S.H.E. sessions
- Charity days are supported e.g. Children in Need, Christmas Jumper Day for Save the Children, donation of food parcels to the local foodbank etc. where children discuss the purpose of these in their classes and in collective worship
- Courageous advocacy is promoted
- Children are taught that we show respect to the beliefs and traditions of all
- Parents invited into school regularly (Mother’s Day, Father’s Day, Easter fun morning in EYFS, an event held in KS1, Macmillan coffee morning, Harvest, Christingle, church services once a term, termly parent evenings)
- Staff work together as a team
- Individuality valued through show and tell, celebration of events, birthdays celebrated in classrooms, birthdays displayed in every classroom, inclusion of achievements in newsletter)
- Trips to places of worship

## Equality of Opportunity in school

We ensure that the school provides equal opportunity for all. Examples of this in practice are:

- Interventions take place within and out of lessons to enable children to make the best progress they can
- Adaptive teaching takes place within lessons so that learning is accessible for all
- Everyone in school is treated with the same expectations and in the same manner
- The school is inclusive for all
- Visual resources for learning are used to enable all to access the curriculum – a visual timetable is in place in every classroom and aided language displays are used to support children with speech and language difficulties where appropriate
- Physical activities – no gender differentiation is evident
- Gender is never used as a form of segregation e.g. a class is never sorted into boys and girls
- Lunch time – family service takes place, the school sit together in mixed year groups
- School performances take place twice a year, all children are assigned a role and take part on stage
- Planning for children's interests takes place as part of the curriculum
- Collective worship from the local church is held in church termly and on a fortnightly basis within school, these are inclusive for all
- Playground games take place on the playground at lunchtime, directed by a member of staff, all children are encouraged to take part
- Role play situations are evident throughout EYFS, as part of the curriculum in KS1 and are used in collective worship. Children are never assigned to roles according to their gender or physical attributes.
- Equal access to the curriculum is provided to all, with adjustments made where necessary to enable identified children to take part
- Respect for all is consistently modelled by staff
- Staff have up to date knowledge of children and their family circumstances, allowing them to provide support where necessary