



Compass Learning Centre British Values Statement 2024-25

Statutory Policy: NO	Governor Action: NO			
Governors' Committee Responsible:	Teaching & Learning Committee			
Link Governor:	Chair of Committee			
Link SLT:	Deputy Head			
Person Responsible:	Deputy Head			
Date Reviewed:	October 2024			
Next Review Date:	October 2025			
Key Link Policies / Documents: <i>This list is not exhaustive and further policies / documents may also need to be consulted in addition to these dependent on circumstances</i>	Student Behaviour Policy Anti-Bullying Policy			
Policy Suite:				
HR	Curriculum	Student Behaviour & Welfare	Finance	Premises & Health & Safety
✓	✓			

Inspire, Transform, Excel and Succeed

Signed: *Alison Glazier* **Headteacher** **Date:** 19/09/24

Signed: *Ame Olu* **Link Governor** **Date:** 28/11/24

Equality Impact Assessment – initial screening record

What area of work is being considered?	British Values Policy & Statement																																						
Upon whom will this impact?	All students and staff																																						
How would the work impact upon groups, are they included and considered?																																							
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Does the initial screening highlight potential issues that may be illegal? No																																							
<div style="border: 1px solid black; padding: 10px; min-height: 50px;"> <p>Further comments:-</p> </div>																																							
Do you consider that a full Equality Impact Assessment is required? No																																							
<p>Initial screening carried out by</p> <p style="text-align: center;">Signed: <i>Mark Fisher</i> Dated: 19/09/24</p>																																							
<p>Comment by Headteacher:</p> <p style="text-align: center;">Signed: <i>Alison Glazier</i> Dated: 19/09/24</p>																																							

All students at Compass Learning Centre consider British Values as part of their formal and informal curriculum.

Democracy

- The school processes are democratic for staff and pupils alike.
- Pupil's voices are heard and have an appropriate influence on the life of the school.
- Teachers are consulted and included in the decision making process.
- Pupils have capacity to explore democracy itself and debate it as a value and as a political system.

The rule of law

- The school rules apply to all pupils and staff alike; and all pupils are equally subject to the rules; and staff alike.
- Pupils have the chance to reflect on why rules exist and how fairness is attempted through systems of rules, both in a classroom setting and across the whole school.
- Pupils encounter representatives of the fire Service, Police, health professions and others to learn about the reasoning and purpose behind particular set of rules, such as road safety.
- Pupils consider whether all British citizens are really equal before the law in units of planned work on prejudice and discrimination.

Individual liberty

- Pupils are given opportunities to make choices and respect others.
- Pupils are given the opportunity to explore and consider the balance between rights, responsibilities, diversity and belonging that make up daily life in a diverse country like Britain.
- Pupils learn about the historical circumstances that led to the value of individual liberty and the liberal state.

Mutual Respect

- The Compass behaviour policy and ethos is based on mutual respect.
- All staff model respectful behaviour, towards each other, parents and pupils.
- All staff model respectful behaviour of the school environment. All staff and pupils are expected to take litter seriously; displays celebrate students achievement, and the environment is warm and welcoming, a source of pride for members of the school community.
- Expectations for all pupils are extremely high when it comes to respect; they behave respectfully towards each other, all adults and the school environment at all times.
- Rewards and sanctions are developed with a view to creating and sustaining a respectful environment.
- All curriculum areas call for respectful attitudes in order to learn effectively, especially PSHE, PE, Arts and Humanities subjects. These subjects are supported and celebrated around the school.

Tolerance of those of different faiths and beliefs

- Pupils will learn about the notion of tolerance first in terms of interpersonal behaviour in the classroom, which is part of learning to live with each other.
- Pupils reflect on how they function harmoniously as a group, thinking about cooperation, sharing and being kind and generous to one another. Co-operation merits are given as part of every lesson.
- Pupils learn about the history in Europe of the value of tolerance through studying the wars of religion, religious intolerance and positive examples.

- Pupils consider the value of tolerance as a factor of interpersonal relationships, relating this to questions about human rights and freedoms.
- Pupils debate the value and limits of tolerance and consider its relationship to acceptance, mutual understanding, warmth and love.
- Curriculum areas which offer the opportunity to learn about and explore the value of tolerance are supported and celebrated around the school.

Evidence of practice

- Staff and students contribute to the Compass British Values statement of intent and SMSC matrix which identifies what curriculum opportunities are used to explore these themes.