



# Values Policy

This policy applies to all sections of Lanesborough School, including EYFS.

## Introduction

At Lanesborough School every individual is valued for who they are and what they contribute to the school. Our Values system is intended to support the personal, social and spiritual development of every pupil throughout the school. The whole staff team and all the pupils are involved in promoting the values and recognising where others are 'living the values'. Our Values have been selected by the school community as values which are important within the school and which we see as important throughout life.

## Rationale

Our intention is to fulfil our school's aims and objectives. We believe that the aims and ethos of the school can be built on a foundation of values which encourage the development of a secure sense of self, thus empowering pupils to take responsibility for their own learning. Research shows that pupils develop academic diligence when they are involved with a Values-based programme. They develop relational trust and become articulate and confident in being able to talk freely about issues. Our Values-based system promotes effective learning by encouraging reflection and review of both work and behaviour and it underpins the continuous improvement of personal, social, moral and economic wellbeing. At Lanesborough we actively promote the fundamental British values.

## Aims

Through the Values system we aim to:

- Promote a school ethos which is underpinned by a set of shared ideals and principles, supporting the development of the whole child as a reflective learner within a caring, happy and purposeful atmosphere.
- Develop the pupils' understanding of what values are and why they are important in life
- Encourage the pupils to 'live the values' in all aspects of their lives both in school and out
- Promote values in the way in which staff interact with each other and with pupils

- Ensure that the values are taught implicitly through every aspect of the curriculum
- Display our school values in such a way that staff, pupils and visitors can take account of them during their time in the school
- Encourage parents to support the programme at home by promoting the 'value of the month', which is displayed in newsletters and notice boards

## **Procedures**

Our Values system consists of two sets of 11 values to be introduced and developed over a two year rolling programme. (See Appendix 1)

Each month a new value is introduced, developed and promoted by all staff in every aspect of the school including; class notice boards, form time, assemblies, Values board and PowerPoint, circle times, Clubs, and in all curriculum subjects including PSHCE. Informal opportunities to instil our values are utilised whenever possible, e.g. playtime, lunchtime, inter-school matches and events.

## **British Values**

At Lanesborough we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

Our strong pastoral system ensures that the fundamental British values are embedded in the aims and objectives of the school. The development of pupils' spiritual, moral, social and cultural characteristics, demonstrate active promotion of fundamental British values. Actively promoting fundamental British Values also means challenging opinions or behaviours that are contrary to British values.

Links are made to British values during our whole School Values lessons, as well as through PSHCE, RE, e-safety lessons and in all other curriculum subjects. Links are also made, for example; in our assemblies, through our use of pupil questionnaires, peer reviews, voting for form captains, through negotiation with pupils on class rules, codes of behaviour, as part of our Rewards and Sanctions System and through the process of deciding upon our School Values. Pupils develop their understanding and knowledge of fundamental British values in the following ways:

### **Democracy**

Pupils are taught to have an understanding of how citizens can influence decision making through the democratic process:

- Make decisions together – Pupil voice, ‘show’ of hands in expressing views; School council elections and procedures support pupils in developing an understanding of how citizens can influence decision making through the democratic process; voting for class monitors, house captains; student surveys, Parliament visits - Year 7 pupils visit Parliament and talk to the local MP’ about his/her role in the electoral process; highlighting topical issues like the Scottish and EU referendums
- Share, take turns and collaborate – playground equipment, computers, i-pads, PE/games, debating, philosophy club, other clubs, lunchtimes
- Pupils ‘choice’ can influence class games and activities; choosing the class book or DVD
- Year 8 pupils work with staff to mutually ‘agree’ on test dates
- Senior pupils ‘negotiate’ class contracts
- Participate in persuasive writing e.g. writing their own manifestos for Go-Givers competition
- Participate in extracurricular activities – Activities week, ‘Magna Carta’ week, ‘Olympics week’, ‘Clean for the Queen’ week, ‘Safety Fortnight’, ‘Commonwealth Week’, ‘Bee Musical’, Charities day
- Express opposing views in a safe inclusive atmosphere in inter-house and inter-school debates
- Develop enquiring minds in an atmosphere where questions are valued
- Curriculum SoW

### **Rule of Law**

Pupils and staff appreciate that living under the law protects individual citizens and is essential for our well-being and safety. Pupils are taught that there is a separation of power between the executive and the judiciary and that some public bodies such as the police and army can be held to account through Parliament, others such as the courts maintain independence. Through clear expectations and boundaries in school, our pupils develop an appreciation that having rules keeps everyone safe:

- Visits from our local community police officers and fire personal during Safety Fortnight (in Pre-Prep),
- Pupils understand and participate in fire drills and practises
- School rules, Golden Rules (Pre-Prep), rules for sport, understanding the rewards and sanctions procedures of the school, classroom codes, tidying rules, lining up procedures and award (Pre-Prep) lunchtime procedures
- Senior pupils learn to referee football and rugby matches
- Acquire a broad general knowledge and respect for public services and institutions in England for example through visiting the Guildford law courts and Parliament.
- Curriculum SoW

## **Individual Liberty**

Pupils and staff understand that the freedom to hold a faith (or none), and to hold one's own opinion about something is protected by the law. As part of the focus on faiths, cultures, and community, pupils are encouraged to:

- Develop a positive sense of themselves – Rewards assemblies, credits, Special Mentions (Pre-Prep), trophies, commendations, certificates, prizes, scholarships, circle times, inter-house events, Order of the Lanesborough Rose.
- Year 8 pupils are free to bring in their own school bags
- Pupils are free to choose their food from the varied lunch menus
- Be inclusive – learning about different faiths, 'Buddy' system for younger pupils and new pupils, choosing their own friends,
- Express their own views on issues – Council meetings, debates,
- Choosing own reading books and items to bring in for 'Show and tell' (Pre-Prep)
- Stand up to discrimination – Playground codes, assemblies, Anti-bullying workshops
- Raise awareness of hate crime (Equality Act 2010) – Form time, assemblies, outside speakers
- Respect other people with regard to:
  - Disability
  - Race identity
  - Religion
  - Sexual orientation
  - Gender
  - Age
  - Marriage/civil partnership
  - Special educational needs
- Challenge negative attitudes and stereotyping – Guest speakers, assemblies
- Contribute positively to the lives of those in our own locality and to society more widely - Take part in charity events to raise awareness for example; Red nose day, Jeans for Genes, Shoe boxes, Food banks, Aid organisations
- Curriculum SoW

## **Mutual Respect and Tolerance**

The ethos of our school means that staff and pupils feel safe, comfortable and accepted in the school community:

- Tolerance and appreciation of pupils' own and others' cultures in celebration assemblies, festivals and visitors
- Tolerance and acceptance of those pupils who may be on the EAL and SEN registers and for those who may not be on the MA & GT register
- A prayer space can be made available for pupils to use

- Pupils are encouraged to put their hands up and not shout out. They listen to one another
- Pupils are encouraged to exhibit good manners at lunchtime
- Pupils hold doors open for staff and visitors to the school; pupils stand up and greet adults when they come into a classroom
- Pupils are familiar with anti-bullying procedures – signs in the classrooms, form times, Pastoral care procedures
- Engagement with different cultures – guest speakers, visiting different communities/places of worship e.g. the Woking Mosque, the Cathedral, the Weybridge Synagogue
- Pupils are encouraged to voice appreciation of each other's gifts and talents
- Curriculum SoW

Promoting values such as teamwork, respect, trust and tolerance supports the development of an understanding that the freedom to choose and hold other faiths and beliefs is important in a civilized world and is protected in law. Such values also develop the pupils' acceptance that other people having different faiths and beliefs should be accepted and tolerated, and that we can all live harmoniously together

Through our Values system the pupils develop an appreciation of fairness, friendship and empathy, understanding what discrimination and unfair behaviour look like and how to combat them.

In all subjects, staff and pupils reflect on and promote fundamental British Values in the following ways: (the list is not exhaustive).

## **PSHCE**

Through using the 'Go-Givers' resources developed by the Citizenship Foundation, we provide opportunities in our scheme of work, to promote British Values and learn about ways to foster understandings of 'Britishness' that embrace diversity. Examples of some lessons and activities include:

- **EU referendum.** Pupils learn about the European Union, and how adults chose to vote to remain in the EU or leave it in the referendum.
- **Rights and responsibilities** – getting the balance right. Pupils explore how rules and laws help keep the balance between our rights and the rights of others by looking at the examples of privacy and free speech. It includes a video of an interview with Shami Chakrabarti, ex-Director of Liberty.
- **Rights and responsibilities** – Freedom. Pupils explore our right to freedom, and how this right comes with responsibilities towards others. It also tells the story of Toussaint L'Ouverture's fight for freedom from slavery for the people of Haiti.
- **Ground Rules.** This lesson explores the purpose and importance of rules

- **Identities.** Pupils explore the wide range of cultural influences that have shaped the heritage of people living in Britain today.
- **Culture – The Roma.** Pupils look at the celebration of cultural diversity - the similarities which unite us and the differences that enrich us. It takes a particular look at Roma culture.
- **Democracy.** Through a three-part module, local, national and European democracy is explained in simple terms. It suggests how pupils can participate and provides simple definitions for words associated with elections and politics.

## RE

Throughout the RE curriculum at Lanesborough there are many opportunities to discuss and raise issues of British values of democracy, rule of law, liberty, respect and tolerance of different faiths and beliefs.

Rules and laws are discussed when studying the Old Testament; in particular Moses in Years 4 and 8. The older pupils explore how God's laws are relevant in today's democracies and proceed to compare them with those of other faiths. Within the unit pupils also consider the need for rules and laws and how it is possible to achieve fairness, this is achieved through debate and balanced essay writing.

In Years 4-6 the RE curriculum includes a unit which looks at the lives of individuals who have spoken out and taken action to secure fair and equal treatment and respect for those who are subject to discrimination such as Martin Luther King and Malala Yousafzi. Individual liberty is discussed in Year 7 where pupils consider. The right of people to observe their Holy day or attend religious festivals,

Mutual respect and tolerance are encouraged in all year groups by developing an awareness of religious diversity. In Year 4 pupils' learning includes programmes of study about sacred texts and places of worship of all major world religions. This knowledge and understanding promotes tolerance towards different world faiths by allowing the pupils to be better informed.

Therefore, by exploring beliefs and values of the major world religions, RE is able to promote British values throughout the school.

## English and Drama

The purpose of English is to facilitate a language of communication for all pupils. Immersing them in purposeful aspects of talk, listening, reading and writing enables them to express their opinions and understand the views of others.

The SoW supports a range of literature (fiction, non-fiction, poetry and drama) to enhance understanding of other cultures and traditions promoting ideas of liberty, tolerance and respect. Pair and group work underpins the concept of sharing ideas in

a democratic fashion. Public speaking and debate feature strongly in the curriculum exposing pupils to the way in which democratic processes work.

A range of authors are invited regularly to Book Week to share their experiences of the worlds they write about. Visits to drama performances annually expose pupils to experiences of others where the FBVs are evident and discussed in follow-up activities, including role play in drama lessons. The department supports 'Readathon' and 'Spellathon' on a biennial cycle which aids understanding and respect for others.

Drama is taught as a separate subject in Years 3-6 which involves pupils in moral and social issues.

## **Library**

Through research and note-taking in the library where presentations, speeches and debating follows, pupils learn to articulate their feelings and justify these in formal contexts with their peers; becoming independent in their views. The sessions ensure that pupils have a voice that is listened to, where they learn how to argue and defend different points of view. These activities provide pupils with the opportunity to understand how citizens influence decision making through democratic processes.

Exposure and discussion of current affairs that the pupils read about when exploring newspapers, magazines and Internet articles promote discussions about tolerance and faiths and beliefs in Britain and the wider community as well as encouraging other points of view and discussions about politics and issues that affect our lives as British citizens.

## **Maths**

All students are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths in all aspects of life. Students of all abilities, are encouraged to believe they are able to achieve and this builds confidence and self-esteem. Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. This also promotes the British values of mutual respect and support for one another. Whilst investigating and applying Maths to a range of situations, tolerance and resilience are promoted as students are encouraged to persevere, take risks and try different methods. Students will learn that Maths comes from different cultures. They study Indian Rangoli patterns, Pythagoras and Fibonacci which all originate from different cultures. All students have the right to a safe and secure learning environment and teachers and students have the right to be treated with respect.

## **Science**

The study of science allows all pupils to consider the Universe and how it functions, as well as studying life on Earth.

Consideration of other opinions during discussion of topics such as marriage, birth and birth control in the Human reproduction topic (Y6 and Y8) allows pupils to explore the ethical and moral aspects of different areas and to both express their own views and listen to others who may have views based on their faith.

Pupils work collaboratively together as pairs or small groups during chemistry practical investigations. They follow the safety rules of the laboratory as well as the guidelines to ensure the achievement of successful results from an activity.

The study of the Big Bang theory of the beginning of the Universe, and of evolution as proposed by Darwin allows pupils to explore the science / creation debate.

In physics the pupils consider the rules that govern the Universe.

Debate, drama and discussion are opportunities for pupils to express their scientific ideas and knowledge in a classroom environment. All pupils participate and are listened to and valued.

Pupils all have access to all activities in the laboratory. There are many trips and visits and all pupils have the opportunity to participate, should they wish to.

## **History**

The teaching of History at Lanesborough promotes greater understanding of, and appreciation for, fundamental British values. Key subject areas which promote an understanding of the British values of democracy and the rule of law include the study of Ancient Greek government, in Year 4, the role and significance of Parliament in challenging tyrannical leadership, both through the study of Magna Carta (Year 7/8) and the English civil war (Year 6), and the development of universal adult suffrage.

Mutual respect and tolerance is referred to throughout the teaching of History due to ample opportunities to introduce pupils to instances where conflicts have arisen out of the unfamiliarity of different cultures or ideas. Year 3 examine Celtic revolt against what they see to be an oppressive Roman government, which promotes discussion of the values of individual liberty and tolerance. Year 5 examine the development of universal adult suffrage by examining the process by which women obtained the vote, and the ways in which women have been represented throughout History. Such a study focus promotes an understanding and appreciation for mutual respect and tolerance and to recognise how these values are promoted as key aspects of life in Britain today.

Teaching encourages an appreciation for tolerance and mutual respect of those with different faiths and beliefs by including a study of religious persecution, such as the Marian persecution of Protestants, as studied by Year 5. Pupils are encouraged to appreciate the freedoms that they enjoy in Britain today, to trace those freedoms back in order to understand how those rights were obtained, and to value their own individual liberty.

## **Geography**

In geography pupils become aware of British values by critically thinking about and discussing their own place in the world and appreciating its diversity.

Our human geography studies in all year groups look at such themes as population, settlement, transport and industry which help all pupils understand the complex ways in which communities and societies are linked. In so doing pupils also learn to appreciate and respect the factors which cause them to differ. For example, geographical studies of developed and developing countries in Years 4 and 8 allow pupils to understand their place in the world in relation to others. This also leads to an awareness of the diversity of people's backgrounds which encourages positive relationships and shared values whilst promoting tolerance and partnership.

Pupils gain knowledge and understanding of the environment and urban development in Year 8 which allows them to consider choices and liberties related to their responsibilities to protect the place they live in. Rules of planning and conservation are discussed.

Throughout the curriculum pupils are given the opportunity to study specific areas of the world in depth. Case study units such as Chembakolli in Year 4 and Ras Jebel in Tunisia in Year 8 give the pupils an insight into the social and demographic issues of other places in the world and develop respect and tolerance of other cultures and an understanding of Britain's place in the world.

## **DT**

Design and Technology (D&T) is the inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world. Pupils develop an awareness of health & safety for themselves and others within each project area. They are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment. They are taught to challenge each other's behaviour or practices if they fall short of the collective expectations of the group. It is important that they develop the ability to listen to other boy's thoughts and ideas regarding their own design ideas and the different ways to achieve their final product. They then learn to respect each other's choices regarding their design ideas. They are given opportunities throughout the school to listen and work on peer feedback with respect of their peers' decisions. We strive to encourage the pupils to respect the work of others and respect equipment and machinery.

## **Computing & Digital Literacy**

Within Computing and Digital Literacy we promote tolerance through respect for different people's ideas that may be built on cultural diversity which promotes mutual respect. Pupils have the opportunity to work independently and as part of a team to build resilience and self-esteem through tasks. We regularly try to use peer

assessment. In particular the idea of working in teams is promoted through the teaching of Google drive collaboration from Year 5 onwards. Pupils are encouraged to use this as it enables them to work collaboratively where units of work require that they work in groups. When working in groups they are expected to share ideas and resources and encourage and support each other. By promoting high expectations through the setting of ground rules, pupils are rewarded for positive behaviour. Through use of the internet pupils learn that when they are given freedom to access materials online they must understand that ISP (internet service providers) will use filters for specific content. Over their school career they develop an understanding of the significance of Copyright Law and with E-Safety learn how to stay safe on-line. They develop an appreciation that electronic content can offend and upset people and to recognise the importance of firewalls and internet safety.

## **ART**

The Art curriculum promotes British values in the following ways; The pupils have a sense of enjoyment and fascination in learning about the world around them and actively participate in culturally diverse artistic and creative activities. Tolerance is promoted through differences in pupils' ideas, opinions, creative responses and learning. They understand that there are different cultures and styles represented within this subject. Pupils are encouraged to question and explore images and artefacts, whilst maintaining open-mindedness and respect for the views and beliefs of others. They are encouraged to work in the same style as, and investigate the use of a range of techniques employed by, a wide variety of both 2D and 3D artists. British art is promoted in all year groups, including the Pre-Prep. This extends beyond the classroom with a wide range of visits and experiences to art galleries, museums and areas of local interest in their local community and London. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through practical tasks, sharing ideas and resources, self-assessment and encouraging and supporting each other.

## **Music**

Fundamental British values are promoted in the music department because making music and creating and performing is essentially a social activity requiring co-operation and appreciation of others' ideas, views, values and cultures. Music at Lanesborough includes a range of ensemble opportunities offering pupils of all standards and interests to make music together. Year 4 study folk songs from around the world and in addition to exploring a range of cultures and nationalities, studies focus on the indigenous music of each student in the class. In any one-year group this may well mean that we explore music from several countries including folk music of the British Isles. Pupils are encouraged to explore, perform and experience music from several cultures, for example - in the Pre-Prep 'Road to Rio' concert, pupils experimented and performed Brazilian samba rhythms using drums and recorders. Our Hiawatha performance showcased an intricate understanding of Native American Indian tunes

and vocals. The Year 5 curriculum embraces music from Ghanaian songs and drumming. Our Year 8 pupils study 'the Blues' which allows us to consider the impact that slavery had on music. Music in Assembly presents spiritual and cultural aspects of music through recordings, presentations and live performance from the pupils and visiting speakers.

## **Foreign Languages**

In foreign languages at Lanesborough we compare life in other countries with that of our own in the UK, in particular the culture, history, heritage and traditions. In French we look at festivals in French calendar and religious festivals for all faiths such as Christmas and Diwali in Year 6. In Spanish we explore cultural differences such as bullfighting and the Mexican celebration of the Day of the Dead, in order to encourage a respect and understanding of the aspects of Hispanic culture which are different to our own. We look at the rule of law through the school rules using the French or Spanish for what we should or should not do. In Latin we look at the origins of our language. In French and Spanish we look at how our language is formed and compare it with English. It is a subject that encourages all pupils to have the freedom to express thoughts, feelings and views in a foreign language through writing and speaking. There are many trips and visits and all pupils have the opportunity to participate, should they wish to.

## **PE**

Within the PE Department students have the opportunity to develop their teamwork and resilience and must demonstrate a mutual respect to their peers. Students need to work with their peers in all aspects of PE and Sport and demonstrate good teamwork in order to succeed. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch.

Resilience and self-esteem are developed throughout PE and Games, with the development of new skills only being enhanced by new experiences and learning to try again if at first students don't succeed. Rule of law and democracy are essential in PE and Sport as everyone has to play by the rules and accept that the breaking of rules must only be by mistake. For Lanesborough students this means being able to follow rules and laws in order to allow progress and flow within a sporting environment.

## **Learning Support**

Through its provision for pupils with Special Educational Needs and Disability, the Learning Support department seeks to impart high levels of self-esteem and self-confidence. Through on-going target setting and self-review of their social and academic progress, pupils are encouraged to reflect upon and channel their self-knowledge. Pupils are empowered to be responsible for their learning journeys: articulating their feelings; questioning their actions; undertaking difficult tasks with confidence; showing initiative. Pupils are guided on how to make balanced and

thoughtful contributions to the wider community, showing respect for and tolerance of the views of others. Through our celebration of pupils who have English as an Additional Language, we encourage all pupils to welcome different faiths and beliefs. An acceptance of difference and diversity is instilled in pupils along with a distinction between right and wrong. The differences between us as individuals, learners and social beings are nurtured, shared and embraced, along with a focus on individual liberty and freedom for all.

## **EYFS**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the 2014 Early Years Foundation Stage.

### **Democracy: making decisions together**

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Staff encourage pupils to see their role in the bigger picture, encouraging them to know their views count, to value each other's views and talk about their feelings, for example when they do or do not need help. When appropriate we demonstrate democracy in action, for example, pupils sharing views on what the theme of their role play area could be with a show of hands.
- Staff support the decisions that pupils make and provide activities that involve turn-taking, sharing and collaboration. Our pupils are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### **Rule of law: understanding rules matter**

As cited in Personal Social and Emotional development and as part of the focus on managing feelings and behaviour:

- Staff ensure that pupils understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff collaborate with pupils to create the rules and the codes of behaviour, for example, to agree the rules about tidying up, lining up and ensure that all pupils understand that rules apply to everyone

### **Individual liberty: freedom for all**

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Pupils develop a positive sense of themselves. Staff provide opportunities for the pupils to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take

sensible risks on the climbing frame, the bikes, mixing colours, talking about their experiences and learning.

- Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that we are free to have different opinions, for example small group discussions about 'puddles of mud' (fears and worries).

### **Mutual respect and tolerance: treat others as you want to be treated**

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Pupils acquire a tolerance and appreciation of and respect for their own and other cultures through visitors coming into the setting to share practice; to know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions through sharing and discussing practices, celebrations and experiences of different pupils
- Staff encourage and explain the importance of tolerant behaviours such as sharing toys and respecting different opinions.
- Staff promote diverse attitudes and challenge stereotypes, for example, in sharing stories that reflect and value the diversity of children's experiences in circle time and 'show and tell', providing resources and activities that challenge gender (Activities week with Tormead), cultural (role play and toys) and racial (visitors) stereotyping.

### **What is NOT acceptable:**

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge stereotypes
- isolating pupils from their wider community
- failure to challenge behaviours (whether of staff, pupils or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

## **Conclusion**

The approaches outlined in this policy describe how the School's Values form the foundations of all the work we do at Lanesborough. We actively promote fundamental British Values and foster good inter-personal and community relations and recognize diversity as having a positive role to play within the school. Staff nurture a positive atmosphere of mutual respect and trust among adults and pupils from all ethnic groups and ranges of ability. Our staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge

inequality. Our Values teaching takes account of religious, cultural and ethnic differences, different educational needs, disability, and experiences; seeking to provide a positive, purposeful and enjoyable learning experience for all.

**This Policy should be read in conjunction with:**

- EYFS Policy
- Safeguarding Policy
- Equal Opportunities Policy
- Learning Support Policy
- More Able, Gifted and Talented Policy
- Pastoral Care Policy
- Supervision Policy
- Anti-bullying Policy
- Data protection Policy
- Rewards and Sanctions Policy
- Code of Conduct Policy
- Trips Policy
- Visitors Policy
- Curriculum, Teaching and Learning Policy
- All curriculum Subject Policies

Reviewed: July 2019 by AHT The Head of Pre-Prep & PSHCE

Review: Trinity 2020

## Appendix 1

### Whole School Values

# Our Lanesborough Values

## Two Year Cycle

Teamwork  
Courtesy  
Integrity  
Generosity  
Ambition  
Empathy  
Rest  
Responsibility  
Confidence  
Adventure  
Appreciation

Co-operation  
Fairness  
Honesty  
Gratitude  
Enthusiasm  
Humility  
Balance  
Respect  
Tolerance  
Courage  
Positivity

