



Rossall

INSPIRING EXCELLENCE

PREPARATORY SCHOOL CURRICULUM POLICY

SLT Lead: Headmaster of Prep	Date Reviewed: Lent 2022
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This is a whole Prep School policy and applies also to the Early Years Foundation Stage

Introduction and Aims

Rossall Preparatory School is committed to providing a broad and balanced curriculum which will enable pupils not only to make progress in their learning and achieve high academic standards but also to enjoy learning for its own sake and develop the skills and understanding to live safe, healthy and fulfilling lives.

The school's curriculum is balanced, broad and promotes the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

The curriculum is designed so that every pupil is able to realise potential and discover skills and talents. The curriculum is challenging and it caters for all pupils in every year group. The wealth of co-curricular activities on offer provides a counterbalance and enrichment to the learning taking place in the classroom. The academic breadth of the subjects offered ensures that there is suitable challenge for the most able; equally the School also provides appropriately for those with specific learning needs with the support of the Learning Development department.

All pupils of compulsory school age receive a full-time, supervised education, in which they experience a range of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects, appropriate for their ages and aptitudes.

Pupils are expected to acquire high-level skills in speaking and listening, literacy and numeracy. They participate in a personal, social and health education scheme appropriate for their age and experience and which reflects the school's aims and ethos.

The policy is supported by schemes of work drawn up by class teachers in collaboration with each other and the Headmaster of Prep School. The schemes of work are appropriate for the pupils, allow for progression through the School, and are revised regularly.

Where there are pupils in the School whose first language is not English, the staff are sensitive to the needs of these pupils and the School arranges appropriate support where necessary.

All schools are required to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values. Rossall is a multicultural community within which we celebrate pupils and cultures from all over the world. Alongside this, the school is keen to support all pupils in learning about and deepening their understanding of British values, culture and systems.

The curriculum is designed to:

- Provide a smooth progression from primary stage, through to secondary and beyond.
- Link by subject with Senior School subjects/departments.
- Ensure that pupils develop the essential literacy and numeracy skills.
- Provide pupils with a full and rounded entitlement to learning.
- Foster pupils' creativity and develop essential skills, including independent learning skills and maturity in decision making.
- Inspire pupils to a commitment to learning which will last a lifetime.
- Promote and engender the highest standards in all learning and teaching.
- Ensure that all pupils have the opportunity to learn and make maximum progress.
- Promote pupils' SMSC (Spiritual, moral, social, cultural) development.
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely.
- 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 and respect for their own cultures.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

As pupils progress through Rossall Prep School they should be able to:

- Develop a positive self-image
- Be effective users of skills of numeracy, literacy and oracy
- Make a positive impact on the environment
- Be independent, self-motivated and self-disciplined
- Appreciate human aspirations and achievements
- Work together in co-operative groups
- Acquire the competences and attitudes needed for adult life
- Develop an understanding as to how citizens can influence decision-making through the democratic process
- Develop an understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy
- Have an understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
- Have an understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

Pupils will have lessons in the following areas:

English	Maths	Science	PSHE	Topic (History /Geog)	PE/ Swim/ Games	Music	Art/DT	Religious Studies	Spanish	Drama	Computing	Rossall Rotation
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Rossall Rotation to include Beach Schools/ Forest Schools/ Cooking & Baking/ Astronomy/ Golf/ Farming

The Curriculum

The timetable is divided into thirty lessons spread over five days corresponding to a six period day. In general, the lessons are circa 55 minutes in length and a two week timetable is in operation.

Work is differentiated as determined through academic performance, observed pace of work and any need for a particular type of differentiation. Careful monitoring takes place through regular awarding of assessment and effort grades, tests, summative and cognitive assessments (PUMA, PiRA and CAT4).

All schemes of work undergo an annual review and this helps to ensure that lessons are well planned, that effective teaching methods and suitable activities are used and that there is wise management of class time taking place. A variety of teaching and learning methods and materials are used to suit pupils' different needs.

Scrutiny of exercise books, work uploaded onto Google Classroom and pupil feedback help to ensure that pupils as a group and as individuals have the right attitudes to learning and pride in their work and they are developing the ability to think and learn for themselves.

All teachers follow the Prep School Marking & Feedback Policy and this scrutiny of exercise books and online work will reveal if it is being adhered to. Long term planning is completed electronically at the beginning of each academic year and runs alongside subjects specific half-termly schemes of work. Schemes of work are designed so that all pupils have the opportunity to learn and make progress. Learning and progress are monitored regularly and are recorded through the school reporting and assessment grades procedures. Pupils will be given experience in

linguistic, mathematical, scientific, technological, human and social, physical and creative education through the core and extended curriculum.

The following subjects are taught or offered to pupils of compulsory school age (Years Rec-6) and provide pupils with a range of experiences indicated. The table below summarises the principal subjects through which the seven experiences are provided, whilst not being exhaustive.

	Experience Provided for Pupils						
	Linguistic	Mathematical	Scientific	Technological	Human & Social	Physical	Aesthetic & Creative
English	✓				✓		✓
Mathematics		✓					
Science		✓	✓				
Topic (History & Geography)	✓		✓		✓		✓
Religious Studies (RS)	✓				✓		
Spanish	✓				✓		
Music				✓			✓
Physical Education						✓	
Games						✓	
Swimming						✓	
Drama	✓				✓	✓	✓
PSHE	✓				✓		
Computing	✓	✓		✓	✓		
Rossall Rotation	✓	✓	✓	✓	✓	✓	✓
DT & Art (DART)				✓			✓

Weekly Chapel and the Assemblies programme, provide opportunities for spiritual development, alongside Religious Studies. Whilst Computing has timetabled lessons in Prep, it is also embedded throughout the curriculum.

Subject Coordinators

The role of the subject coordinator is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the subject

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. Subject coordinators often work in pairs/threes to support each other in ensuring development of their subjects:

- English, Topic & DART
- Maths, Science & Computing
- PSHE & RS

- PE, Games & Swimming
- Music & Drama
- Rossall Rotation

This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that learning intentions are clear and progression is planned into schemes of work.

All subject coordinators ensure the curriculum meets the needs of all learners, including those with special educational needs.

CORE SUBJECTS

English

The main scheme we use in Language is dovetailed to the teaching of Phonics (*Essential Letters and Sounds*), as well as handwriting (*Letterjoin*) and spelling (*Spelling Shed*) schemes from Reception to Y6. These are complemented by specific resources to support the teaching of Grammar and Punctuation, as these are key areas.

Writing is taught through *Pathways to Write* to ensure key skills and progression for the children. Focusing on specific areas of learning, the scheme incorporates non-negotiable skills that should have been cemented over previous years and units of learning. National Curriculum expectations are the main focus of each English session leading towards the expectation that the children can manipulate sentences, tense and the structure of writing. This expectation then runs throughout all aspects of the related unit of learning.

Each unit starts with a writing task to gauge a baseline. Children then complete 9-10 activities where there is focus on up to 5 specific writing skills. The tasks incorporate these skills using the content of each unit's base book as a model. The tasks are not particularly large, as the children need to demonstrate an understanding of the skills and how to incorporate it into their writing, which is the focus of these sessions.

After these sessions have taken place, the children complete an independent writing task over the course of a number of lessons (1 x planning, 2 x writing, and a final one editing). Their final piece is then marked against the skills set that the class has been focusing on.

In Pre-Prep, we utilise a phonics scheme called '*Essential Letters and Sounds*', which was approved by the Department of Education in June 2021. It sets out a detailed synthetic, systematic programme for teaching phonics skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven. Once children have completed Phonics in Year 2, they progress onto '*Twinkl's approved Phonics Scheme*' to complete Phase 6 which teaches learners spelling rules.

Mathematics

Power Maths provides structure for the teaching of this core subject. Power Maths is a whole-class mastery programme that sparks curiosity and excitement to help nurture confidence in Maths. Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are exceeding expectations. The enriched approach combines interactive teaching tools alongside textbooks and practice books. It contains lesson-based formative assessments, as well as end of topic summative assessments that are built in. These elements support the staff in tracking progress more readily.

In addition, differentiated Mental Maths Books provide academic rigour beyond the classroom, to endeavour to promote using and applying Maths knowledge, skills and understanding. *Times Table Rockstars* and *MyMaths* are utilised as an online learning platform for multiplication and ensure that pupils can access appropriate Maths related content in the virtual world. In Pre-Prep, *Power Maths* is complemented by '*Primary Stars Maths*'. This offers a varied approach to maths teaching and provides stretch and challenge activities. These platforms by no means replace the fundamental 'working out on a piece of paper' but they do offer age appropriate resources.

Science

Science is taught through a guided discovery approach in which pupils learn skills such as observing, inferring and experimenting. Our Science Curriculum uses hands-on investigative science activities to promote a deep understanding of scientific concepts and helps children develop effective methods of scientific enquiry.

Topic (History & Geography)

From Reception to Year 6, pupils are taught across half termly topic titles. These become more refined with Years 5 and 6, when the lessons are separated in History and Geography. The Topic titles feed much of the cross curricular links and, where possible, are embedded from the class book that is being studied in English (*Pathways to Write*). Coverage is ensured through additional areas of study across History & Geography so the pupils receive the opportunity to develop knowledge, skills and understanding of historical periods and geographical areas of study.

Spiritual, Moral, Social and Cultural Development, PSHE and Economic Education

Form time, Chapel, assemblies, PSHE and RS are all included within the timetable as specific times where spiritual, moral, social and cultural issues are raised and discussed. British values, such as promoting respect for others, are promoted. In addition, the curriculum is designed to be balanced in the SMSC areas, giving children the opportunity to discuss social and moral issues within different subjects and taking account of the wide range of cultures within our society. This is monitored by coordinators and discussed at staff meetings.

Alongside academic development, wider character and emotional development is of equal importance to the School, as demonstrated by our underlying school values. An underlying resilience alongside a freedom to 'fail' and improve through a process of repeated 'failures' is essential to a healthy education and is particularly important in a high-achieving environment in which all individual successes, often of very different types and magnitudes, need cherishing and celebrating.

PSHE and economic education at Rossall Preparatory reflects the School's aims and ethos and encourages respect for other people. The PSHE scheme dovetails into the Senior School curriculum.

EYFS Curriculum

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

Four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language

- physical development
- personal, social and emotional development

We also support our EYFS children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner. The Characteristics of Effective Learning are:

- Playing and exploring-engagement
- Active learning-motivation
- Creating and thinking critically-thinking

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for Year 1.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts Reception. In the summer term, the class teacher reviews the ELGs in the EYFS Profile to decide whether each child is working below or at the expected levels. Judgements against the ELGs are based on observations, evidence in books and discussions with all staff involved with the child. The results of the Profile are shared with parents and carers via a report. The EYFS profile results are reported to the local authority, who monitor the judgments made.

Prep (homework)

Weekly Prep is set as per the table below:

	Pre-Prep (Rec - Y2)	Prep (Y3 - Y6)
Monday	Spellings / Handwriting	Spellings / MyMaths / Times Tables
Tuesday	MyMaths	Grammar (book / sheet)
Wednesday	Grammar (book / sheet)	Mental Maths/Target Maths
Thursday	Mental Maths / Primary Stars	Comprehension
Friday	Topic / Science (to be completed over the weekend)	Topic / Science (to be completed over the weekend)

There is an expectation that all children should read every day at home for a minimum of 10-15 minutes. This does not mean they have to read alone and there is no better interaction and bonding opportunity than taking the time to read together with your child. This may be a reading scheme book or a personal reader and it is fantastic for the children to hear you read, as well as vice versa.

Additionally, we would expect around 10 minutes of multiplication tables practice (from Years 3 - 6). This can be completed using www.trockstars.com. Year 1 and Year 2 can utilise <https://numbots.com/> and/or TTRockstars at the weekend for any extra work.

Prep should take around 20 minutes in Pre-Prep and around half an hour for Years 3 - 6. If children are staying at School to complete Prep, they should finish the majority of their homework in the presence of a member of staff who

will sign their Prep Planner. When completing Prep at home, we would ask that parents or family members initial the Prep Planner once it has been completed.

Entrance Policy

We seek to ensure all those children admitted to Rossall School are both able to benefit from the rounded education provided and to be happy within the school community. We recognise our duty to embrace diversity and to work to overcome prejudice. We do not discriminate on the grounds of gender, race or religion.

All pupils at Rossall Prep School are expected to cooperate with the teaching and support staff to promote the greater good. We also wish to establish a full partnership with parents in order to promote the interests of the pupil body. This partnership must be based upon mutual honesty and respect. We have the right to expect full disclosure of any additional learning requirements or medical circumstances known to parents at the point of entry, and thereafter.

We cannot offer places at Rossall School to those whom we cannot safeguard or uphold within our own pastoral and learning support systems.

Where appropriate, we administer our own entrance tests that are designed specifically for the age group in question. Where the age group is not appropriate for such testing, parental disclosure of any relevant previous educational report will be sought: this should include formal proof of prior testing and examination grades.

We reserve the right to make direct contact with any other previous school or educational establishment. Progression from one section of Rossall School to another is expected but cannot be guaranteed: there are occasions when such progression is not in the best interests of the child or the wider community. In such circumstances we would inform parents of relevant circumstances well in advance and offer guidance as to future options for schooling.

Nursery → Reception

Pre-Prep → Prep (Year 2 to Year 3)

Prep → Senior School (Year 6 to Year 7)

Transfer to Senior School is expected but not guaranteed. An exam is taken in the Lent term that supports the summative assessment data that is held for each individual child. Interviews are also conducted. All summative assessment data is shared with Senior School.

All those joining the School must agree to abide by the Standard Terms and Conditions of Rossall School and to promote adherence to relevant school rules and policies.

Equal Opportunities

Rossall intends that all present and prospective pupils and staff shall enjoy equality of opportunity and shall not be disadvantaged by any condition or requirement that cannot be shown to be justifiable.

Pupils, staff, parents, governors and all external agencies who support the work of the School are aware of the aims of the School and its expectations of behaviour that reflect the commitment to a policy of equal opportunity.

All information and publicity that is disseminated will reflect the policy of equal opportunity. All aspects of the curriculum will reflect the School's commitment to equal opportunity and will respect the dignity and value of all individuals. Grouping of pupils will not be affected by conscious or unconscious stereotyping. The School's Code of Conduct will strongly reflect the commitment to combating prejudice.

Learning Development

Currently in the Prep School there are no pupils with a statement of Special Educational needs or an EHC plan. However, there are pupils with diagnosed Specific Learning Difficulties and who require varying degrees of support with their learning. Specialist Learning Support, tailored to individual needs, is available to all pupils at Rossall via the Learning Development Department. Teachers and teaching assistants are provided with advice about the classroom needs of pupils with specific learning needs, and the School makes reasonable adjustments in managing the

timetables of pupils with both Learning and Physical difficulties. This includes appropriate teaching and learning in the classroom, use of teaching assistants, access arrangements for internal assessments and any one to one support that may be necessary. This is coordinated by the Head of Learning Development in conjunction with the Headmaster of Prep School.

Levels of support

There are three levels of support provided by the Learning Support Department.

Quality First Teaching (Wave 1)

A teacher responds to their initial concerns about a pupil's progress by adjusting teaching approaches and putting in place short term, class based interventions. If these have not impacted on the pupil's progress, concern is raised with the relevant SENDCO in order to plan an appropriate course of action. This may involve further adjustments to teaching and learning styles.

Monitor (Wave 2)

Pupils in this band are not considered to have Special Educational Needs or Disabilities. These pupils have not responded to the adaptations made in line with Quality First Teaching and require close monitoring and/or some targeted support in specific areas either individually or in groups. Intervention is time-limited. Parents are informed of this provision by the SENDCO. Progress is closely monitored with regular discussions between the form tutor and the SENDCO and may include a Learning Development Plan (LDP).

SEND Register (Wave 3)

Pupils in this band are considered to have SEND and are recorded on the SEND register. These pupils already have a recognised special educational need or have not responded to short term targeted intervention. At this stage the SENDCO may recommend external specialist advice to inform intervention and support strategies.

In consultation with the pupil, parents and relevant staff, a LDP is written. The LDP is a person centred tool that captures and shares child centred information so the child's experience in school is personalised to them; both in what matters to them and how they are best supported with their learning. It provides both parents and children a voice, an opportunity for parents to share their expertise and for older children to reflect on what works for them and what is important to them. LDPs are formally reviewed twice a year. Pupils in the senior school may have a reduced timetable in order to cater for the additional support.

Procedures

In the light of Government guidelines laid down in the Special Educational Needs Code of Practice (**SEND Code 2015**) the School has adopted a graduated approach to the identification of, and provision for, pupils who may need extra support for learning, identified in the following cycle:

ASSESS, PLAN, DO AND REVIEW

Assess

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. As part of the assessment process we have formative and summative procedures which help to assess children's individual needs.

These procedures include:

- Close monitoring of progress against precise Specific. Measurable. Achievable. Realistic. Targets
- Staff consultation with the SEND Co-ordinator
- Review meetings
- Consultation with parents and pupils
- Input from external sources (previous school, Educational Psychologist, Counsellor, for example).

Plan

When a form of assessment has identified that a young person has a special educational need, a planning meeting is held and chaired by a member of the Learning Development Department. The parents, pupil, and any relevant external professions are invited to attend or provide a report so that the meeting is a thorough, collaborative, child

centred approach. The purpose of the meeting is to collectively decide on what adjustments need to be made within the classroom and what, if any, additional provisions need to be made.

As a result of the planning meeting, personalised outcomes and support for the student are agreed and a member of the Learning Development Department transfers these onto the LDP.

Registers

The Learning Development Department is responsible for keeping the SEND register which is a fluid working document that is constantly updated and therefore the numbers of students on the register will be subject to change. The information is available centrally and securely for all teaching staff. All staff are required to be fully aware of the needs of each individual pupil and the strategies as outlined in the Learning Development Plan of pupils they teach or who are otherwise in their care.

Learning Development Plan (LDP)

The LDP is drawn up by the Learning Development Department in relation to the needs of the pupils as identified during the assessment and planning stages. The pupils (where possible) and parents involved are fully consulted throughout the process. This document provides: an overview of the student's difficulties; agreed outcomes; recommendations for high quality teaching and record of any additional support given to the pupil. The teaching staff and relevant pastoral staff (in particular houseparents) are notified when a new LDP is created. Staff are expected to consult and act upon the LDP. Reviews of the pupils are held bi-annually and any amendments to the LDP circulated.

Do

Monitoring of Learning Development Plans (LDPs)

Subject/class teachers must ensure that pupils with Special Educational Needs and Disabilities have appropriate targets and interventions and that lessons are planned with regard to any special needs. They are supported in this by class teachers and the LD team. Concerns about individual pupils' difficulties are raised during Prep School staff meetings and Pupil Progress Meetings, and are communicated with the SENDCo as early as possible.

The SENDCos have regular consultations with members of the teaching staff and Senior Deputy Head (Academic) and the Head of the Prep School, where relevant. Heads of Department are responsible for the quality of teaching and learning in their subject and also have an overview of the differentiation taking place to meet individual needs of pupils and support those with long term special educational needs and disability.

Additional intervention and support complements and strengthens, but does not compensate for a lack of good quality teaching.

Review

The provision for each student on the LD register is regularly reviewed to evaluate the impact on progress and assess whether further changes need to be made. Progress made towards outcomes on the LDP is reviewed during bi-annual meetings in which the views of various individuals around the student can be drawn together collaboratively. These meetings also provide the opportunity for pupil voice to be heard, increasing independence and motivation in the student. These meetings involve the pupil, parents and a member of the Learning Development team with invitations being extended to the class teacher or Head of Prep School, as well as any relevant external professionals.

Each pupil is invited to further, informal reviews throughout the year to ensure they maintain an active role in evaluating their own progress and provision. Amendments can be made to an LDP at other points in the year if new information arises that results in changes to student support. Once a pupil has been reviewed, the cycle of 'assess, plan, do, review' begins once more, to ensure that support for the pupils is as effective as possible. Plans are to be reviewed termly.

Personal, Social and Health Education

Rossall School is fully committed to providing a comprehensive programme of PSHE for all its pupils to ensure their personal, as well as their academic development, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Head of PSHE, supported by the Director of Wellbeing.

The Head of PSHE undertakes regular reviews of the school's provision to ensure that it is comprehensive, responsive and fit for purpose.

English Language Support

We provide extra English language support for any overseas pupils who require it throughout the Prep School.

British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which informs the curriculum we offer and supports the development of the Rossall pupil. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils. British values underpin much of our curriculum for instance in History, with its study of how the modern state developed and a balanced assessment of the impact of British Foreign Policy in the global setting.

All staff and pupils at Rossall are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist, it will be rooted out, and democracy and the rights of individuals will take centre stage.

The Prevent Duty

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

The Designated Safeguarding Lead has completed Prevent Duty Online Training and all school staff are made aware of their responsibility to identify pupils at risk of radicalisation. Further Prevent Duty Training is made available to staff through the Educare Online Training Package.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should follow the school's normal safeguarding procedures if they are concerned about children who might be at risk of radicalisation. If necessary, the School will make a referral to the Channel programme in addition to Children's Social Care and/or the Police. As with any safeguarding concern, staff may make a referral directly themselves.

Concerns & Complaints

Parents who have any questions or concerns about any aspect of the curriculum should discuss these, in the first instance, with the pupil's Form Teacher. If the issue is not resolved, the Headmaster should be consulted. Details of the Complaints Procedure can be found on the School website.