At Lyndhurst we take our responsibility very seriously, to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed, taught and lived out through our school. We have a monthly value which is discussed in collective worship and children who are demonstrating that value have their name written on a leaf on our value’s tree. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, SMSC and PSHCE lessons provide excellent opportunities to deepen and develop understanding. Children embrace these concepts and demonstrate a growing understanding of their application to their own lives.

**Lyndhurst Infant School’s British Values Statement**

**2016-2017**

The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, Forest and Beach schools and through having different visitors in the school. Our strong-rooted values-based understanding gives our children an excellent platform for learning about tolerance and embracing differences. As a Rights Respecting School, the children learn about their rights, respecting the rights of others, democracy in action, and how to be a global citizen. Our school policies are linked to these rights.

Our Governor for SMSC is Kerry Jones.

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| **Value** | **Statement** | **Evidence**  **Provision of SMSC** | **Impact and Next Steps** |
| Mutual Respect  Mutual Respect | Respect is a one of our school’s Core Values which is pivotal to much of the day to day work of the school. Respect is also addressed through our monthly values which are shared and discussed with the pupils, and referred to in daily situations, such as assemblies.  **RRS Article 29**: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. | * Assembly themes * School Core Values * Monthly values * SEAL coverage * Rights Respecting School * Feelings group * Learning mentors * **Literacy**- through S& L lessons, children learn to understand the appropriate ways to talk to others, including situations where there is a need for more formal talk and language compared to informal situations. * Family engagement TA * Play therapy * English SMSC statement | Children’s behaviour demonstrates their good understanding of this value in action. Most children demonstrate making the right choices when faced with difficult situations and show respect for others.They are learning to talk about why respect is important and how they show respect to others. Children who need help in this have interventions (such as nurture group or feelings group) to support that process.  **Next Steps:**  Further develop   * Children can talk about their rights through the sea creature characters and how they respect other people’s rights. * the role of the Lyndhurst Leaders * Develop an overview of collective worship visitors coming into school * develop respect of beliefs and religions * develop respect of British values and celebrations |
| Our **Rights Respecting Schools** curriculum enables the children to learn about their rights and responsibilities. This is linked into lessons, assemblies, displays, circle times and relationships within the classroom and around the school. Our school policies are linked to these rights.  **RRS Article 42**: You have the right to know your rights. Adults should know about these rights and help you learn about them too. | * Rights Respecting School work * Class Charters * Assembly themes * SEAL documents * PSCHE * Learning about different cultures and beliefs * PSCHE/RRS and Citizenship SMSC statement | All classrooms have a RRS charter on display that the children sign at the beginning of the academic year.  **Next Steps:**   * To work towards applying for our RRS L1 award. * To ensure RRS is more prominent around the school. * To introduce RRS 3 sea characters to help the children learn about their rights. * Continue to develop charity work as part of our global curriculum. |

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| Mutual Respect  Mutual Respect | We have a Good To Be Green behaviour code across the school that clearly states what is and is not acceptable at Lyndhurst. Respect for others and school property is stated in this. These rules are shared in class so that the children understand the agreed code of behaviour within the school and the consequences of not following it. Children are encouraged to have good manners throughout the school day and regardless of who they are talking to. | * Behaviour policy * Class Behaviour codes - signed by all pupils at the start of the academic year and displayed within each class * Good To Be Green - A clear visual code of green, orange and red is used alongside clear verbal warnings * ILP’s | Behaviour has improved across the school. The behaviour log monitoring in March 2015 showed that the majority of reoccurring incidents are being shared with SLT and followed up.  Children who remain on ‘green’ are rewarded with stickers/ pencils/ bookmarks etc and these achievements are celebrated in class and in assemblies. Good manners certificates are also awarded in assemblies.  Feedback from school trips, from parents or trip venues, has identified the good behaviour of our children (see evidence file)  **Next Steps:**   * Encouraging Year R children to learn to play games that aren’t play fighting games at lunchtime. * TA meeting each term to review playground action plan and highlight the playground games folder to start games. * Summer 2016 Netball coach to play outside and teach ball skills 1hrx5 weeks |
| All children, staff and visitors in our school and school grounds are expected to show respect for others. Inappropriate behaviour and language is not tolerated on our premises. Parents are reminded in our newsletters about parking respectfully in our community when delivering and collecting children from school. | * Safeguarding   Policy   * CRB checks on adults * Disqualification by Association forms completed by all staff using our premises. | The clear message of zero tolerance to disrespectful behaviour has resulted in a reduction in the number of adults being banned from our premises.  **Next Steps:**   * Plan ‘All About Me’ week in Summer term 2017 with exciting visitors and experiences * Plan “Wild month” in July 2017 (link outdoor learning and Eco) |
| In **History** each year, we teach respect for others who have given their lives for our freedom, e.g. Remembrance Day.We also teach the children about the lives of some famous British people and how they have affected the way we live today, e.g. Guy Fawkes. We look at artefacts from museums, respecting their importance in Historical learning and further developing an understanding of how lives have changed.  **RRS Article 13:** You have the right to find out things and share what you think with others by talking, drawing, writing or in any other way unless it is harms or offends other people. | * History curriculum * Topic planning * Whole school 2 minute silence on Remembrance Day * Loans from Amberley Museum and Worthing museum * Historical, Geographical and Social Understanding SMSC statement * Evidence from the Humanities monitoring in the Spring term 2016 | Children have an understanding of key British people in history and why we celebrate certain dates each year. They develop a respect for things that are old and how they help us to understand the changes in history.  **Next Steps:**   * Evidence for a “significant person” The Queen’s 90th birthday will be celebrated with a whole school fairtrade tea party. * Year R – mystery object * Year 2- evidence for showing awareness of how the past is represented in different ways. |
| In **Geography**, we teach respect for the environment through a range of activities and procedures. Composting our fruit peelings and recycling our rubbish are daily procedures within each classroom. We look at the weather and its impact on the local and global environment.  **RRS Article 13:** You have the right to find out things and share what you think with others by talking, drawing, writing or in any other way unless it is harms or offends other people. | * Eco warrior work * Beach clean up * Composting fruit * Recycling rubbish * Looking at the seasons * Yr2 work on Global warming * Beach & Forest school work * Historical, geographical and social understanding SMSC statement * Humanities monitoring Spring 2016 * RRS Respectful Ray & Learning Lobster | Children are aware of how the seasons change. They have a respect for nature and how it affects our daily lives.  **Next Steps:**   * Children to practise naming continents/oceans – playing catch with inflatable globes, showing children a photo of a mystery place. * Take part in annual Beach clean up * Develop forest school area on grounds * Gardening/growing projects in summer term |

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| Mutual Respect  Mutual Respect | Across our curriculum we help to develop independence and self-reflection and to promote greater self respect and awareness. Children are taught to self-assess their work and their learning and the ways to up-level and improve it through the use of clear success criteria. Sentence starters are used to support children in making positive constructive comments about their work and that of their peers. | * Topic books * Curriculum planning * Lesson observations * Nurture groups * Feelings groups * Purple pupil response comments in books * Self-assessment work with Sue Williams – using sentence starters to support children in verbalizing their opinions | Children are aware of ways to improve their work and are developing self reflection skills. Up-levelling and striving to improve are key elements to the learning process that we are filtering across the school.  **Next Steps**:   * Increase purple response comments to 100% of books. * Develop simpler self-assessment systems further in Early Years. |
| We aim to develop a respect in the children for others who may not be as fortunate as themselves. We have an annual school local charity (Chestnut tree house) & global charity (Kenyan orphanage) that we support as well as talking with the children and supporting National events such as Children in Need, Comic Relief and Sport Relief.  **RRS Article 27**: You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can’t do many of the things other kids can do. | * School charities. * Shoe Box Appeal * Sharing of harvest produce and visiting of people in our community. * Taking part in National Charity events * Encouraging children to take part in local charity events (eg The Mayor’s Swim-a-thon) * Charity display board | Children have a respect for others in different or difficult circumstances. Photos of the work done in Kenya were shared with the children in assemblies and displayed around the school.  **Next Steps:**   * Collate evidence of hospital charity work * Lyndhurst Leaders will research and take back ideas for charities here and abroad to their class to vote on for 2016/2017’s charity |
| Self respect is important so throughout the school groups of children are able to access additional intervention support to improve their self -esteem, self-respect and understanding of respect for others. All staff help to identify the children who need this support. We have employed a Family Engagement TA to support our hard to reach families and our EAL teacher meets with EAL families. | * Nurture Group * Feelings Group. * Play therapy * ILP’s * Individual behavior records and positive reward charts. * Family Engagement TA * EAL support * Learning Mentors * CPD for staff – children who live with parents who have mental health issues. | Pupils who have low self esteem have an adult that they can talk to and work with.  **Next Steps:**   * Share good practice across the school * Collate evidence of good practice * Celebrate achievements in assemblies |
| In **PE,** children are taught to respect the rules of the game and about fair play. Opportunities are provided to experience various sporting activities. KS1 enter locality competitions in a variety of different sports. | * PE lessons * Coaching sessions evaluations * After School sports provision * Competitive sporting events (eg, locality competitions and sports Day) * Pupils Well Being and Health schools SMSC statement * Evidence on the Sports Funding page of the website of impact of Sports Funding – Premier Sports FUN agreement | Children understand that in sport there are winners and losers, and experience the feelings and emotions that come with success and with being beaten. They understand the need to respect the decision of the judge or referee.  **Next Steps**:   * Continue to enter locality competitions * Continue to plan the spending of the Sports funding budget to meet the CPD needs of staff and children’s interests. * Lyndhurst Leaders will present to their class and the class will vote on the sports provision/ Sainsbury voucher spending for 2016/2017 |

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| Tolerance | We develop tolerance through our **RE and PSHCE** curriculum as well as through assemblies which develop overall SMSC qualities. We undertake to teach children about festivals and beliefs from a range of faiths across Britain today, while maintaining a broadly Christian base (eg, Chinese New Year, Eid-il-Fitr, lent)  **RRS Article 14:** You have the right to choose your own religion and beliefs.  **RRS Article 30:** You have the right to practice your own culture, language and religion – or any you choose. | * Assemblies. * RE coverage PSHCE curriculum, SEAL. * School values. * Rights Respecting Schools. * International Day * PSCHE/RE and CITIZENSHIP links to SMSC (p3 of this doc) * SEN * SSC integration into mainstream school * RE SMSC statement * Visitors into assembly | Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance for diversity of faiths and religions.  **Next Steps:**   * Make links with the local Mosque * Embedding the new RE syllabus * Create a year overview of visitors to assembly. * Arrange more visits from parents of other faiths to discuss their beliefs and cultures * Fillopeno international Day * News events discussed in PSCHE |
| Our assemblies encompass the differing beliefs of our children. We provide children with the opportunity to reflect on the themes that have been discussed and how they link to their own lives. Although broadly Christian based, each assembly provides a moment of quiet reflection/prayer which is led by the teacher and the children have a choice of saying AMEN.  **RRS Article 14:** You have the right to choose your own religion and beliefs. | * Assemblies/ Collective worship * Visitors into assembly * Circle times * Value Tree * RE planning * Class assemblies * RRS | Children are learning to compare other beliefs to their own lives and share ideas and examples of differences and similarities and demonstrate an understanding of them.  **Next Steps:**   * RE monitoring * Create a whole year plan of inviting visitors into assembly at certain times of the year. * RRS Global Curriculum |
| Tolerance | We have 22% of children with EAL and so the children learn to quickly accept hearing a range of languages. We encourage children to speak their home language as well as English and have a specific teacher to support them and their families. We train some children as Young interpreters to support those who may struggle with English at school.  **RRS Article 30:** You have the right to practice your own culture, language and religion – or any you choose. | * Young Interpreters * EAL data * We have approximately 24 languages across the school * Use of different languages to say register * Yr2 linked with schools in Spain and Germany * Annual International Day to find out about other countries * Button on website to translate school letters * Mobility form is used to record the assessment information for children who start part way through Lyndhurst | The achievement of our EAL children is in-line or better compared with our non EAL children. Add data from July 2016.  **Next Steps:**   * Remind parents of translate button on website |

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| Tolerance | Tolerance is developed through our **Arts** curriculum, by exploring the work of others and listening to people’s opinions of it. The work of artists, composers and actors can be influenced by many things and we share a variety of work with the children, developing an understanding that you don’t always have to like the work of others. Being a critique and expressing our views on something is important.  **RRS Article 12:** You have the right to your opinions and for adults to listen and take it seriously. | * International Days * French lessons * Celebrations in different cultures * Composer of the month * Art curriculum – looking at the work of different sculptors and artists * Self-assessment work with Sue Williams – using sentence starters to support children in verbalizing their opinions * The Arts SMSC statement | Children develop the skills of constructive criticism and ways to express their opinions in a positive manner. Sentence starters have had a positive impact on the children’s ability to structure their thoughts.  **Next Steps:**   * Develop the use of sentence starters lower down the school to support children in expression their opinions. * Steps to success and challenges * Develop peer assessment * Adults to teach and model language of learning further |

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| Democracy  Democracy | Children see the fundamental principles of democracy and fairness exercised on a day to day basis in the classroom. This can be through systems set up within the class.  **RRS Article 12:**You have the right to your opinion and for adults to listen and take it seriously. | * Use of lolly sticks so that all children have the opportunity to answer questions * Taking turns to be monitors * Collaborative working/ talk partners * Group work with specified roles for members of the group | Children are able to work co-operatively in pairs and groups as well as in whole class situations.  They understand about turn-taking and respecting the views of others.  **Next Steps:**   * Continue embedding the values within the learning skills curriculum e.g. teamwork, reflection to improve this. * RRS training: Plan for opportunities to provide children with greater ownership over decisions that directly affect them (spending of the Sports Funding budget, Sainsburys vouchers etc). |
| We believe that it is important for the children to have a voice in things that affect them and so we provide opportunities for the children to voice their opinions in a range of situations (eg, about their work, their worries, their transition to new schools).  **RRS Article 12:**You have the right to your opinion and for adults to listen and take it seriously. | * Topic book evaluations – teacher, parent and children get to comment on the child’s work * All children involved in voting for the Picture Book Awards * Lyndhurst’s Got Talent – class voting * Children involved in deciding on provision for Sports Funding money 2016-2017. | Children feel part of the decision making process and experience democratic voting systems. They learn to appreciate that people have different opinions. They have been involved in community projects and events such as Postcards on the Pier with Creative Waves and Beach House Park lottery funding bid for Worthing Churches homeless project.  **Next Steps:**   * Lyndhurst Leaders will be working to develop the forest school area * RRS training. Ladder of participation. Children having greater involvement in decisions that affect them. |
| All children have the opportunity to be elected for various roles within the school. Lyndhurst Leaders, Eco Warriors are voted for annually in each class and these groups contribute towards decision making processes within the school. Voting takes place democratically within the classroom.  **RRS Article 15**: You have the right to choose your own friends and join or set up groups, as long as it isn’t harmful to others. | * Lyndhurst Leader and Eco Warrior meetings * Lyndhurst Leaders are involved in choices such as designing and choosing new playground equipment. * Eco Warriors are responsible for saving energy, closing doors, recycling and composting. | Children enjoy taking on responsibilities and have to participate in meetings, feeding back ideas to their classes.  **Next Steps:**   * Introduce ‘Who has shown this value this week?’ and award certificates in assembly. * RRS champion certificates. * Voting for Lyndhurst Leaders etc to take place in the Autumn term – how can we involve the Year R children? |
| Rule of Law  Rule of Law  Rule of Law | Across the school we develop the language of Rights and respecting other people’s rights, linked to our Rights Respecting School work.  **RRS Article 2**: All children have these rights no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. | * Rights and responsibilities. * Assembly themes | All classes have a class charter which lists our rights and how to respect others rights with the school rules. They understand the sanctions of Good To Be Green.  **Next Steps:**   * All children will be able to name our 3 sea creature characters and some will be able to talk about the rights they link to. |
| The children at Lyndhurst are familiar with the concept of Rules through the use of simple school rules. Each class agrees the rules at the start of the academic year and has the rules displayed within the classroom. Clear behavior sanctions are shared across the whole school through our Good To Be Green visual prompt. We talk to children about the consequences of their behaviour on others and encourage them to make the right choices. | * Class behavior charters/rules * Good to Be green code * Behaviour Policy * ILP’s * Good Behavior is celebrated in KS1 Assemblies with Lyndon the Lion * Behaviour support – charts, rewards etc * Reflection Zones * Class incident books monitoring Summer 2016 | Children are able to articulate how and why we need to behave in school and demonstrate that they understand and can abide by our simple rules.Children understand the REASON behind the rules and that rules are there to protect them (RRS).  **Next Steps:**   * Links with rules in topics eg, not selling medicines to children to be added to planners. * Link to ‘All About Me/Keeping Safe’ |
| Children are familiar with the local police and they visit classes in the school to talk about their job and how to stay safe.  **RRS Article 40:** You have the right to legal help and fair treatment in the justice system that respects your rights. | * Stranger danger work * Police visits * People Who Help Us topic – EY | Children are familiar with the uniform of a police officer and some of the ways in which they help us and keep us safe.  **Next Steps:**   * Invite PSCO in once per year |
| E-Safety is a very important aspect of our **ICT curriculum** and constantly referred to in our teaching of the subject. Children need to know how to be safe online.  **RRS Article 17**: You have the right to get information that is important to your well being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. | * E-Safety Day * Digital safety strand of the ICT curriculum * ICT planning * Science and Technology SMSC statement | Children are able to name some ways in which they can keep themselves safe online. Parents are informed of strategies to ensure their children are safe too and concerns about what some children may be viewing are shared with parents.  **Next Steps:**   * Ensure it features on Literacy and Maths planning where relevant * Future staff training on teaching E-Safety |
| Individual Liberty  Individual Liberty  Individual Liberty | We believe that children should have choices in their work. We aim to allow more choices in the tasks that are set including the content of the work as well as the presentational features.  Children are now having a great input into decisions that affect them.  **RRS Article 12:** You have the right to give your opinion, and for adults to listen and take it seriously. | * Topic books * Divergent Thinking * Independent Learning time * Voting on film to watch for attendance project * Lyndhurst leaders seeking all children’s views on the Sports Funding spending & Sainsbury vouchers * Lyndhurst Leaders researching Charities to vote to support in 2016/2017 * Selecting books for the class and school library | Children are taking more ownership of their learning and are developing the key skills taught through their personal interests. All children are given the opportunity to contribute to decisions that affect them.  Next Steps:   * Further develop children’s choices across the school in relation to things that directly affect them. * Collecting evidence for the RRS L1 award |
| Children are encouraged to make informed choices about their behaviour and the consequences of their actions. We support children to see that if they make a certain choice then there will be certain consequences and talk to the children about making the right choice. | * Behaviour support plans * ILP’s * Social stories * Play therapist | Children understand their basic human rights and the importance of accepting responsibility for their actions.  **Next Steps:**   * Put in support for those who need it eg Talk Time * Mindfulness staff training |
| In **Maths** we have developed a whole school approach to problem solving through Divergent Thinking. This involves equipping children with a range of skills that can be applied to solving problems, the Mathematicians Toolbox. Children make their own choices of how to tackle the problems and present their work. | * Maths planning * Lesson observations * Continued training for Divergent Thinking staff meetings and training * Maths books * Peer observations used to watch divergent thinking | Children are able to make choices about their work from very early on in their schooling. They adopt different approaches to problem solving and compare their work and methods to those of others.  **Next Steps:**   * Further training and development of Divergent Thinking in line with the new curriculum |
| All children have the right to voice their opinions on a range of subjects as well as in their work. Through Circle Time activities, a range of thought provoking subjects are addressed where differing opinions are heard and discussed sensitively through the use of stories and role play.  **RRS Article 12:** You have the right to give your opinion, and for adults to listen and take it seriously. | * Circle Times * SEAL planning * Values * SMSC topics * Pupil voice * Maths books and topic books * INSET day training on Philosophy for children/thinking skills * Values books used for story time | We value pupil voice and capture it through a range of subjects and activities. Children give their opinions on a range of issues, learning related activities and moral dilemmas.  Next Steps:   * Increase the pupil voice evidence from circle time activities to capture the SMCS opinions of individuals. * Values books to be used to develop higher order questioning/ thinking skills |
| All children are individuals and we help to develop personal skills and talents. Opportunities are provided for children to experience a range of different activities and to learn new skills.  **RRS Article 29**: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. | * G and T courses * Sport’s coaches * Taster sport days * After school clubs * SAM music lessons * Pupil premium children funded to attend some courses and activities * Lyndhurst’s Got Talent * Sharing outside achievements and certificates in assemblies * Able pupil list | All talents and skills are valued in school. We provide opportunities for disadvantaged children to experience activities that they may not get the opportunity to at home, and fund this for PP children.  **Next Steps:**   * Sports coaches to develop children’s skills so that they can participate successfully in locality competition. * Opportunities for drama/ theatre experiences through links with Worthing Theatres. |