

AL-KHAIR PRIMARY SCHOOL SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

School Ethos:

Al-Khair Primary School actively strives to provide a safe, happy, purposeful learning environment nourished by British values incorporating democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We aim to ensure that all pupils will feel secure and confident in the preparation for success in their future lives in Britain. Pupils at Al-Khair Primary will develop a strong sense of British identity and an understanding of British culture and traditions through the incorporation of Spiritual, Moral, Social Cultural development across all areas of the curriculum.

Pupils are taught British values; the key aspects of democracy, the rule of law; individual liberty and mutual respect and tolerance of those with different faiths and beliefs as fundamental aspects of the school's ethos and underpin all of its subjects and extracurricular focus. Al-Khair School meets the needs of all of its pupils by providing a range of culturally rich material and resources in lessons that reflects society as a whole.

General Aims:

1. Consistent dedication in the planning, implementation, impact and delivery of SMSC issues throughout the curriculum and all aspects of the school.
2. To ensure that everyone connected with the school is aware of our ethos, values and principles.
3. To instil a sense of community by celebrating common values and respecting differences, which ensures that everyone can flourish, irrespective of their protected characteristics as referred to in the Equalities Act 2010.
4. To provide children with enriched learning opportunities and materials that are purposeful, meaningful and age, aptitude and background appropriate
5. The Spiritual, Moral, Social and Cultural Development Policy aims to prepare all pupils for the opportunities, responsibilities and expectations of life.

'Whilst we immensely value the contribution of parent /carers as partners in the learning process. We will challenge pupils, staff and parents in expressing opinions contrary to or those, which may compromise the fundamentals of British Values'

Introduction:

At Al-Khair Primary School we recognise that the personal development of pupils, spiritually, morally, socially, and culturally plays a pivotal role in their ability to learn and achieve. In recognition of this we will strive to provide a diverse and varied education that offers children many opportunities to explore and develop their own values, beliefs and cultural and spiritual awareness. We will do this by encouraging high standards of personal behaviour and a positive caring and respectful attitude towards other people. We will encourage our pupils to appreciate and understand how the diverse social, religious and cultural influences came to enrich our society in Britain today and bring to light the true meaning of what it defines and how honourable it feels to be a British Muslim.

We will create and give opportunities for each and every child to develop a sense of social and moral righteousness in their role and responsibility in the preparation of embracing opportunities, taking responsibility and understanding the expectations of life. Pupils will be given access to other views and beliefs so that they can explore and be able to fully respect other religious practices and backgrounds. Furthermore, they will be given the space and time to reflect on who they are and what is required from them as British Muslims.

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The teaching standards, September 2012, states that all teachers are expected to demonstrate consistently high standards of personal and professional conduct and respect for Equalities Act, therefore all of the adults in our school will model and promote the behaviour that is expected from our pupils. Pupils will be taught to treat all people as they would expect others to treat them. Everyone is deserving of their best character. Children should differentiate between right and wrong as far as their actions affect other people. They will be encouraged to explore morality, character building and manners balanced by a religious imperative to OBEY and RESPECT THE LAW OF THE ENGLAND. In doing so, we wish our pupils well and hope that they will strive to succeed in the best of characters, manners to be able to positively and actively contribute to the society of Great Britain.

SPIRITUAL DEVELOPMENT

We aim to provide learning opportunities that will enable children to:

- Be able to be reflective and show courage in the defence of their own religious beliefs and values that form their perspective on life whilst being able to;
- Actively show their interest in and respect for different people's faith feelings and values. Feel a sense of empathy with others, concern and compassion.
- Understand the elements that would constrain the human spirit and be able to challenge these (such as lack of aspiration, self-confidence and belief, moral neutrality or indifference, aggression, greed, injustice, narrowness of vision, self-interest, racism and all other forms of discrimination)
- Help develop their ability to think in terms of the 'whole' (for example: concepts such as harmony, interdependence, scale, perspective, and on understanding of feelings and emotions and their likely impact.
- Feel a sense of enjoyment and fascination in learning about themselves, others and the world around them and show a willingness to be reflective.
- Be able to use imagination and creativity in their learning.
- Develop their capacity for critical and independent thought.
- Help foster their emotional life and express their feelings. A set of values, principles and beliefs which may or may not be religious, which inform their perspective on life and their patterns of behaviour.

We will provide these learning opportunities by;

Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people lives and be able to reflect on this and learn from reflection.

We will support and develop our pupils faith/beliefs, in ways which are personal and relevant to them.

Encourage pupils to explore and develop what animates themselves and others

Give pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.

Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.

Accommodating difference and respecting the integrity of individuals

Promoting teaching styles which value pupils questions and give them space for their own thoughts, ideas and concerns.

Enabling pupils to make connections between their aspects of learning

Encourage pupils to relate their learning to wider frame of reference, for example asking why, how and where as well as what.

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Activities, subjects, tasks and observations that will help develop and monitor the success of how these provisions will support spiritual development.

- ✓ Lessons on negative elements that constrain the human spirit in RE, PHSE and assemblies (such as lack of aspiration, self-confidence and belief, moral neutrality or indifference, farce, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination) and be able to challenge these.
 - ✓ Places of worship trips
 - ✓ All pupils expected to engage and encouraged to ask questions to religious leaders at places of worship and those that visit the school.
 - ✓ All religions are based on values, Children to ask other faith leaders on trips or when they come into school as speakers how their values and beliefs guide them in making them feel and how they influence their behaviour/way of life.
 - ✓ After school clubs-provide opportunities to explore and develop what animates themselves and others and what skills they have and how they can use these to contribute positively in society.
 - ✓ Help develop their self confidence and self esteem
 - ✓ RE/PHSE-role plays look at issues around human feelings such as jealousy, feeling alone
 - ✓ Biology/PHSE-how the onset of puberty can affect our feelings and thoughts.
 - ✓ Community work-acts of kindness, satisfaction of giving as opposed to receiving.
 - ✓ Look at role models, spiritual leaders and prophets in world religions, look at their trials and journeys so that pupils may be inspired and flourish (spark learning and questioning not only in class time, SMSC co-ordinator takes children out to have a discussion as means of measuring SMSC, children asked to bring reflection diaries with them) younger children to have discussion or fable read to them.
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MORAL DEVELOPMENT

We aim to provide learning opportunities that will enable children to:

- Distinguish between right and wrong based on a knowledge of the common moral codes and of their own and other cultures
 - Be able to apply this understanding in their lives and, in doing so acquiring **respect for the civil and criminal law of the land.**
 - Have the confidence to act consistently in accordance to their principles
 - Understanding consequences of their behaviour and actions and gain the confidence to cope with setbacks and learn from mistakes.
 - Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the view points of others about these issues.
 - Recognise the unique value of each individual.
 - Take initiative and act responsibly with consideration for others and the environment
 - An ability to make responsible and reasoned judgements on moral dilemmas
- A commitment to personal values in areas which are considered right by some and wrong by others
- A respect for others' needs, interests and feelings as well as their own
- An understanding of the need to review and reassess their values, codes and principles in light of experience.

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We will provide these learning opportunities by;

Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school

Promoting measures to prevent discrimination on the basis of race, religion and of other protected characteristics as referred to in the Equalities Act (e.g. assemblies based on British Values and Character book, themed weeks. E.g. Anti Bullying week-and role plays to be performed)

Giving pupils opportunities across the curriculum to explore and develop moral concepts and values for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong

Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making (student council)

Rewarding expression of moral insights and good behaviour-(reward system, moral expression insight demonstrated in children's questioning and statements to places of worship visit and faith leader visits.

Teachers to model best behaviour through the quality of their relationships and interactions between staff and pupils on principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts. (Training meetings to discuss)

Recognising and respecting the codes and morals of the different cultures represented in the school and wider community (Trips to faith sites and interactions with community)

Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour (rules, responsibilities given as classroom monitors)

Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship

Reinforcing the school's values through images, posters, classroom displays and screen savers.

The need for laws, different types of laws, what happens when religious and the law of the land conflict etc- Assemblies, PSHE and R.E

Activities, subjects, tasks and observations that will help develop and monitor the success of how these provisions will support moral development.

- ✓ Through our mission statement, behaviour policy and reinforced by rewards and sanctions
- ✓ The need for laws and rules in the context of family life, community, society and country (PSHE, R.E and assemblies)
- ✓ Why Allah (swt) sent down laws and moral codes for our conduct (R.E)
- ✓ Why is it important to obey laws in the country in which you live? (PSHE and assemblies)
- ✓ How do we deal with a conflict between the laws of the land and morality? (PSHE)
- ✓ Show examples through modern history where people have acted in furtherance of their on moral perspectives i.e. conscientious objectors during WW1 and WWII.
- ✓ All people living in Britain are equally subject to the laws of the land.
- ✓ An understanding and respect for British laws and the institutions that devise them (PSHE)
- ✓ Children will be taught the importance of laws and that Shariah Law is religious Law but in the country all Muslims must follow the Laws of the Land.
- ✓ Circle time, assemblies
- ✓ Pupil behaviour development plans
- ✓ Tackle moral issues in the school/wider community and society

SOCIAL DEVELOPMENT

Social Development – we aim to promote opportunities that will enable pupils to:

Accept and engage with the **fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faith and beliefs.**

Develop and demonstrate skills and attitudes that will allow them to participate fully in and **contribute positively to life in Britain.**

Willingly participate in school, community and social settings, including by volunteering, co operating and socialising well with others from different religions and ethnic backgrounds. Adjust to a range of social contexts by appropriate and behaviour.

Work, successfully, as a member of a group or team by relating to others people's social skills and personal qualities.

Challenge, when necessary and in appropriate ways, the values of a group or wider community.

Pupils to share views and opinions with others, and work towards consensus and resolving conflicts (student council and through debating)

Show respect for people, living things, property and the environment and reflect on their own contribution to society.(evidenced by Spiritual reflections book and PSHE/R.E)

Benefit from advice offered by those in at school, in authority or counselling

Understand how societies function are organised in structures and how they are responsible such as the family, the school and local and wider communities (PSHE)

Exercise responsibility in participating activities relevant to the community (PSHE)

Understand the need for social justice and a concern for the disadvantaged. (PSHE)

We will provide these opportunities by;

- ✓ Identifying key values and principles on which school and community life is based
Fostering a sense of community, with common, inclusive values which ensure that everyone (irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish encouraging pupils to work co-operatively)
- ✓ Encouraging pupils to recognise and respect social differences and similarities
Providing positive corporate experiences – for example, through assemblies, team activities, residential experience, school productions.
- ✓ Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect
- ✓ Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
- ✓ Helping pupils resolve tension between their own aspirations and those of the group or wider society
- ✓ Providing a conceptual and linguistic framework within which to understand and debate social issues
- ✓ Providing opportunities for engaging in the democratic process and participating in community life
- ✓ Providing opportunities for pupils to exercise leadership and responsibility
- ✓ Providing positive and effective links with the world of work and the wider community

Activities, subjects, tasks and observations that will help develop and monitor the success of how these provisions will support social development.

The religious imperative to live by the laws of the land, to be mindful of living by British

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law in all dealings and the realities and responsibilities of living in a multicultural society.

- ✓ The need to observe the Equalities Act 2010 and respect individual liberty and in this to respect others especially if you disagree with their opinions, beliefs, values or lifestyle.
- ✓ Homosexuality policy – all religions consider the act a sin but everyone ought to be treated with respect and tolerance and must be afforded their rights as equally as everyone else in .
- ✓ We have all been created different, which can be a positive thing and should not be seen to be negative.
- ✓ Just because you do not agree with individuals does not mean you cannot get on with them.
- ✓ We will organise visits to churches, temples, gurdwaras, synagogues and conduct lessons around those visits to enable our pupils to appreciate diversity.

We will actively promote principles and activities which enable pupils to develop their self knowledge, self esteem , self confidence to broaden our children’s activities and provide the key ingredients required in good teaching practice and the importance of which,

Promote the roles of prefects, monitors, school counsellors, reading buddies, and playground friends
Provide extra-curricular activities– 101 things to do e.g Latin and elocution lessons.

After school

clubs-The aim will be to broaden their horizons and aspirations and enable them to experience new things with the goal of identifying what they like and

The broader the range of activities, the more scope there is for children to find their own skills in the world and to identify their strengths.

Active anti-bullying promotion in the school

Star of the Week assemblies, certificates, head teacher awards

Create an invention where YOU are going to help the community as the Muslims did in the past
Interschool competitions, spelling bees, numeracy, debates, fire quiz (please see links with the community)

Fire quiz (local fire service to host other schools to participate)

General knowledge lists and competitions

Promote public speaking opportunities

We will 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. – Community and Charity projects with Options for Life Centre. Links with Birmingham Childrens Hospital and Heartlands Hospital.

We will teach our children the importance of being a positive asset of their local community, that the best of people are those that help and are kind to others.

How will we do this?

Behaviour Policy

- Rewards and Sanctions - promoting good behaviour
- Challenge thinking and learning
- Extra-curricular events
- Fundraising for local charities, hospitals, cancer, hostels, homeless, as well as disaster relief
- Volunteer service, work with elderly, litter patrol, gardening and food banks (links with local Oldbury PCSO's to help in community projects - volunteering in local community – Community Garden Project with Options for Life Centre
- Positive contribution to locality and wider society
- Conservation projects
- Awareness and positive attitude different faiths and cultures in the wider society. Help all in need regardless of differences

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- 101 activities
- Supporting the local children's hospital
- Cultural day / taste the world
- Speakers vetting policy – Al-Khair School does not discriminate and aims to enrich children with speakers from different cultural and faith backgrounds.

CULTURAL DEVELOPMENT

We aim to promote opportunities that will enable pupils to:

- Recognise/appreciate the value and richness of cultural diversity within their school and Britain in their preparation for life in Britain and how these influence individuals and society.
- Interest in exploring ,improving understanding of and showing respect for different faiths and cultural diversity.
- The children at Al-Khair Primary School are taught to be kind and tolerant at all times. Our pupils acceptance and respect in celebrating diversity is shown by their tolerant and accepting attitudes towards different religions, ethnic and socio economic back grounds in their local community and wider world.
- Age appropriate knowledge of Britain parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. (children's education notes and planned trips).
- Children will benefit from personal enrichment through encounter with experiences of traditions from a range of cultures.

We will provide these opportunities by in PSHE/R.E by;

Providing opportunities for pupils to explore their own cultural assumptions and values

- Presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- Recognising and nurturing particular gifts and talents
- Providing opportunities for pupils to participate in literature and other cultural events and encouraging pupils to reflect on their significance (author weeks in December)
- Reinforcing the school's cultural values through displays, posters, exhibitions etc.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum

Activities, subjects, tasks and observations that will help develop and monitor the success of how these provisions will support social development.

We will encourage children to appreciate different cultural traditions by empowering them to acquire an appreciation of and respect for their own and other cultures.

- Visits to temples, gurdwaras, churches and synagogues
- English literature – Charles Dickens etc.
- Books on different cultures
- Harmony and peace in the Islamic studies curriculum
- What does it mean to be a Muslim in 21st Century Britain?
- The historical and modern influence of different cultures in Britain

We will encourage respect for other people

·The importance in Islam of good neighbourly relations whether they are Muslim or non-Muslim.

The rights of neighbours in Islam

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The conduct of the Messenger to people of different faith backgrounds

Everyone is deserving of your best conduct, no matter whether they are Muslim or non-Muslim.

Children are taught to be courteous and kind to all irrespective of their protected characteristics as referred to in the Equality Act 2010

We will encourage respect for the democratic process and respect for the law.

Our children will be taught:

The importance of obeying the law

How decisions are made in the student council and at home

Importance of hearing both sides of an argument and that opinion is separate from fact (in teaching PSHE and RE)

Debating society – This is in progress, Student council to decide on debating topics

Talk to children about the importance of listening to both sides of the argument

We will take reasonable steps to ensure our children are not subject to partisan political views, whilst at school, during extra-curricular activities or through any activity promoted by the school

Compliance vetting policy on outside speakers.

All staff will receive inset training on how to handle controversial topics

Pupils will not be prohibited from raising difficult or controversial questions as the school should be a safe place to raise any topic, but if controversial questions are raised further advice should be sought from a member of management.

If there are controversial issues there is a policy of raising it to senior management

We will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others with different faiths and beliefs. We will enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.

We will teach pupils an understanding of the key institutions and how they work through comparison with other institutional models

How will we do this?

Visits to Houses of Parliament

Understanding of key public institutions NHS, local authorities, schools, universities,

Police, justice system, Parliament, government departments, libraries

Visit from the local MP and police.

Invitation to enter the Speaker's School Council Awards 2015 - Parliament's Education Service

Children to write letters to the Queen to request Royal visit and write about their remembrance day experiences as part of compilation to make Cenotaph.

Development in SMSC will take place across all curriculum areas.

SMSC has particularly strong links to Religious Education, Personal, Social, Health & Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussions we will give the children opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc
- Share thoughts and feelings with other people

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- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy and develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree
- Experiencing good role models
- Take turns and share equipment
- Work co-operatively and collaboratively

Practical activities to develop SMSC will include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children (paired reading).
- Encouraging teamwork in PE and games (SMSC pupils P.E Check sheet)
- Appreciation of and respect for the work and performance of other children regardless of ability.
- Participating in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures
- Studying the contributions to society that certain famous people have made

Links with the wider community

Visitors through referral are welcomed into our school

The school supports the work of a variety of charities.

The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.

Liaison with other schools to support the curriculum and effective transition

The Monitoring and Evaluation Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

Monitoring of teaching and learning and work scrutiny by RE/CW/PSHE co-ordinator/ /head teacher/governors.

Regular discussions at staff and governors' meetings

Audit of policies

RE/PSHE/and Islamic studies

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Sharing of classroom work and practice

Al-Khair Primary School promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach in accordance and in line of the Equalities Act and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Al-Khair Primary School has laid down the foundations of ensuring that British Values are incorporated into its curriculum; from here onwards we are equipped to build on those foundations together by forming long term effective links and partnerships in the community. We have a mature appreciation and the required understanding to be naturally guided in the curriculum work and teaching that the school needs to promote British Values. We are trying hard to ensure that respect and consideration is given to every possible avenue to promote British Values. We will review and renew our policies and ensure their implementation as well as assess their impact. We will further enhance our curriculum and provisions to promote diversity and varied learning underpinned by Spiritual, Moral, Social and Cultural development and British Values.

Inclusion

The aims of our school, enabling each child to..."reach their full potential" reflects our ethos of valuing individuality. We are committed to equality of opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same. We believe that inclusion is about the school fitting in around the child.

Implementation of Policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The co-ordinator for SMSC is the Headteacher.

Related Policies

The Single Equality Scheme states that inclusion for all pupils will be achieved by ensuring the learning environment, resources and activities are appropriate to each child. All staff are committed to inclusion and plan lessons that dispel stereotypical attitudes and discrimination.

The Health and Safety Policy is adhered to in everything we do. The learning environment, resources and activities are planned by staff to take account of this. Children are encouraged to be safety conscious and contribute to the risk assessment process themselves.

The Special Educational Needs Policy stipulates that pupils will be assessed and provided or as an integral part of every lesson. Staff are experienced in effective differentiation and provide opportunities for children to work on their Individual Education Plan targets in all areas of the curriculum.

The Gifted and Talented Pupil Policy ensures that children who are on the register are encouraged to reach their potential through extension activities and problem solving challenges.

The Partisan political views policy- ensures that under no circumstances a member of staff express opinions and views in the pursuit or promotion of partisan extremist views.

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Internet Acceptable Use Policy - In common with most technologies, Internet use presents risks as well as benefits. Pupils could be placed in inappropriate and even dangerous situations without mediated Internet access. The head and ICT coordinator will pass on current information and recommendations to parents re internet safety. Teachers will use CEOP's "ThinkUKnow" website with children in every class to ensure they understand the dangers of some internet use and are able to make the right choices themselves. Parents will be encouraged to access these materials at home with their children to embed these important safeguarding principles.

Whole School Safeguarding and Child protection Policy

The purpose of Al-Khair School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to;

Protect our children / young people from maltreatment

Prevent impairment of our children's / young people's health or development

Ensure that our children / young people grow up in circumstances consistent with the provision of safe and effective care

Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

Behaviour Policy at Al-Khair Primary School we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self esteem and work with parents to ensure children grow up with a positive sense of self worth, aware of their rights and responsibilities in a community.

THE EQUALITY ACT 2010

Under the Equality Act 2010, new duties on schools and other public bodies will come into force in April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It will apply to school policies for tackling prejudice based bullying.

Anti-bullying Policy

At Al-Khair Primary School will not tolerate any form of bullying. We believe that pupils and staff have the right to learn in an affirming and safe environment which promotes positive personal growth and self-esteem for all.

Signed:

Date reviewed: 27th September 2021

Date to be Reviewed: 27th September 2022