

THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL

Social Responsibility Policy



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Article 28: 'Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.'

Article 29: 'Education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.'

1. Key Staff Involved

Role	Name(s)
Executive Headteacher	Nys Hardingham
Deputy Headteacher: School Continuity, Wellbeing and Safety	Matt Hutton
Senior Leader: Personal Development	Julia Wisbey

2. Governing Body Statement

The Governing body will ensure that:

All students will experience a rich and diverse curriculum that enables them to develop their understanding of social responsibility and global citizenship.

Admiral Lord Nelson School aims to be a socially responsible organisation in all aspects of its operations and activities. The school is committed to embed our core principles into all policies and practice to the benefit of staff, students, parents and carers, as well as the wider community.

3. Overview

Admiral Lord Nelson School is a GOLD UNICEF Rights Respecting School. Our curriculum is designed to ensure students gain the skills knowledge and understanding they need to lead healthy, independent lives and to become informed, active and responsible global citizens. Everyone takes part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, students learn to recognise their own worth, develop a sense of their own identity and the ability to take their place in the community as well as respect and work with others. Students are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual social, moral and cultural issues that form an intrinsic part of growing up.

4. The Curriculum

Our curriculum aims to enable all students to:

- develop lively, creative, enquiring minds, studying a full range and breadth of subjects and specialising at Key Stage 4.
- acquire knowledge and skills relevant to adult life and a world of rapid and continuous change, following an appropriate pathway to ensure students achieve their very best.
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life and a true understanding of social responsibility.
- develop an understanding of the world in which they live.
- appreciate human achievements and aspirations.
- experience success and celebration of their achievements.
- take their place in society as informed, confident and responsible citizens. (ref: Curriculum policy)

5. SMSC

We recognise that the development of students, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our whole curriculum and beyond. (ref: SMSC statement)

6. Restorative Practice

We are proud to be a restorative practice school. We aim to treat others respectfully, and genuinely empower everyone to make their own choices and find solutions whilst recognising why this is important and beneficial. This ensures we foster a true culture of mutual respect and understanding throughout the school. (ref: behaviour policy)

7. Rights Respecting Schools Award

We are a GOLD level UNICEF Rights Respecting School. This means at the heart of our school is the UNCRC (The United Nations Convention on the Rights of the Child) To become a GOLD school we uphold the 3 criteria that put being Rights Respecting at the centre of a school so we are committed to:

- Ensuring the whole school community learns about the UNCRC through the curriculum and beyond.
- Developing and promoting the school's rights-respecting ethos.
- Empowering students to become active citizens and learners.

We achieve these 3 strands through lessons that include reference to the UNCRC where appropriate, we promote the UNCRC through our student ambassadors, include it in assemblies, Personal Development programme and are an ambassadorial school. The Rights of every child around the world has become part of ethos at ALNS as we promote Global Learning. Our young people learn about their rights through every aspect of school life.

8. Personal Development Programme

9. Lessons

10. Aspiring Futures

Key Stage 3 : Once a fortnight the Humanities team deliver a one-hour lesson of Aspiring Futures (PHSEE) These lessons follow a clear of SOL and are designed to raise aspiration and support our students in developing their learning skills focusing on the following 5 strands:

- Resilient Learner – not giving up and finding alternative ways of doing things.
- Responsible Learner – planning ahead and showing consideration for others.
- Resourceful Learner – adapting ideas and being creative.
- Reasoning Learner – gathers evidence to reach conclusions.
- Reflective Learner – Reviews progress and sets new targets.

The course is always changing to reflect current world issues but also explores Safety, Relationships and Sexual health, Anti-Bullying, British Values, Prevent, Politics, money, physical, careers and emotional wellbeing and revision techniques.

Key Stage 4: Aspiring Futures is delivered in KS4 once a week and lessons are designed to build a 'community of enquiry in which students are encouraged to think critically, caringly, creativity and collaboratively'. They explore a wide range of issues within these lessons which are often current events. The core curriculum covers such issues as War, Human Rights, Ethics, Sex and relationships as well as exploring the statutory careers education Relationships and Sex Education and wellbeing.

11. Personal Development Days

We have 11 days throughout the year where the usual timetable for the WHOLE SCHOOL is suspended and Year groups follow a different curriculum designed to develop students Personal Learning and Thinking skills (PLTs). They are planned by Curriculum teams and cross-organisational teams and include trips, off site visits, outside experts in school, Global learning and International visits. These days are focused on the Spiritual, Moral, Social and Cultural education of all members of our school community. These days explore a wide range of topics including Human Rights, World Book Day, STEM day to name a few. Personal Development Days also enable the school to work with the wider community and students meet a wide range of different people ranging from careers advisors to refugees.

12. British Values

At Admiral Lord Nelson School we recognise not only the importance of allowing students to flourish academically but we also embrace our wider role in preparing them for their adult life beyond the formal examined curriculum. Part of our role in that preparation is ensuring that we promote and reinforce British values to our students.

The government set out its definition of British values in the 2011 Prevent Strategy and considered them to be democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At Admiral Lord Nelson School these values are reinforced in a pervasive manner and permeate the school community.

13. Democracy

At Admiral Lord Nelson School the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community through Student Voice, elections and voting on key decisions.

14. The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police are regular parts of our calendar and help reinforce this message.

15. Individual liberty

Students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety in computing and the Personal Development Programme.

16. Mutual respect

Respect is at the core of our school ethos and is modelled by students and staff alike. The school promotes respect for others and this is reiterated through our classroom and learning environments. In line with our commitment to democracy students are always able to voice their opinions and we foster an environment where students are safe to disagree with each other. Mutual respect is embraced throughout the curriculum from the concept of 'fair play' in PE to vertical tutoring which promotes mutual respect and support between students across different year groups within the school.

17. Tolerance of those of different faiths and beliefs

This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community. We also run a number of trips abroad throughout the academic year from which our students gain valuable experience of other cultures and languages.

Additionally, students are actively encouraged to share their faith and beliefs within the school. Our RE/Ethics curriculum provides a broad and balanced education on a range of faiths, religions and cultures.

18. British Council International Schools Award

We have been awarded International Schools Award which recognises the school's commitment to ensuring our students are Global Citizens and develop their understanding of the world that we live in. This is an ambassadorial role which means we run events on Global Learning for other schools in the city to share our good practice as well as working with schools in other countries.

In order to maintain our status, we demonstrate a commitment to:

- Providing opportunities for international visits to every student.
- Working with international partner schools in both Gambia and Ethiopia.
- Providing high quality opportunities for learning about the wider world.
- Being an ambassadorial school for International learning.

19. Student Voice and Leadership

Admiral Lord Nelson School puts student voice at the heart of the school. The Student Council is a large and active body of enthusiastic young people who are also involved in a City wide student voice programme (Council of Portsmouth Students).

The Student Council has four sub-groups: Social Responsibility, Wellbeing, Student Leadership and Extra-Curricular, all of these groups are run by the Senior Prefect team – by students for students. All Curriculum areas within the school have Subject Ambassadors, these are students who represent that area through events, Curriculum input and Leadership. There are also Anti-Bullying ambassadors who meet each week and lead the school's commitment to ensuring that school is a safe place for all students and an active group of SMSC ambassadors who contribute to the planning of SMSC within the school.

20. Global Sustainability and Fairtrade

Admiral Lord Nelson School is a Fairtrade School. We promote the values and principles of fair trade within our school and the wider community through:

- Teaching about Fairtrade through Personal Development Days.
- Buying Fairtrade products for school use.
- Holding events for Fairtrade fortnight to promote awareness.

Admiral Lord Nelson school is committed to educating the whole school community about the United Nations Sustainable Development Goals and ensuring that our school is sustainable. We do this through:

- The World's Largest Lesson week every September when all lessons focus on one of the goals.

- Assemblies that address one of the goals each fortnight.
- Eco Club where students work to make our school more sustainable at a practical level.
- A commitment to reducing the use of plastic.
- Recycling.

21. Charity

At Admiral Lord Nelson School, we are committed to supporting a number of charities. We have awareness raising days to learn about different charities and issues. Personal Development Days are supported by the Red Cross and the One Campaign. We also run charity fund raising events to make money for causes we believe in. The charities we support vary each year and are decided through the Rights Respecting Ambassadors and the Student Council. Student Voice determines the charities we support. We fundraise through:

- Six non-uniform days throughout the year.
- Cake sales.
- Admirals Got Talent.
- Christmas Bazaar.
- Sponsored events.
- Soccer Aid.

We support a number of local, national and international charities and we have two long term commitments to two African Projects: Kabifita Upper Basic School and the Yankuba Bojang Memorial Nursery, The Gambia and IHA-UDP, a charity working in the slums of Addis Ababa, Ethiopia.

22. Gambia

Admiral Lord Nelson School is proud to be committed to working with partner schools in the Gambia. We regularly fund raise for our Gambia schools through a wide range of events. We are committed to an annual visit to the Gambia for staff and students and we run the Gambia project as a cross-curricular project for all of Year 7 which culminates in a celebration evening where work is shared from every curriculum area.

23. School of Sanctuary

In January 2020 Admiral Lord Nelson became the first School of Sanctuary in the city. A School of Sanctuary is a school that is committed to being a safe and welcoming place for all, especially those seeking sanctuary from any vulnerable group. This could be people whose lives were in danger in their own country, who have troubles at home or are just looking for a space of safety.

“A School of Sanctuary is a school that helps its students, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the school community. It is a school that is proud to be a place of safety and inclusion for all.”

Admiral Lord Nelson is committed to supporting other schools in the city on their journey towards becoming Schools of Sanctuary through supporting a programme of training.