



## Compass Learning Centre

### Compass Values Statement 2025-26

<b>Statutory Policy:</b> NO	<b>Governor Action:</b> NO			
<b>Governors' Committee Responsible:</b>	Teaching & Learning Committee			
<b>Link Governor:</b>	Chair of Committee			
<b>Link SLT:</b>	Deputy Head			
<b>Person Responsible:</b>	Deputy Head			
<b>Date Reviewed:</b>	October 2025			
<b>Next Review Date:</b>	October 2026			
<b>Key Link Policies / Documents:</b>  <i>This list is not exhaustive and further policies / documents may also need to be consulted in addition to these dependent on circumstances</i>	Student Behaviour Policy Anti-Bullying Policy			
<b>Policy Suite:</b>				
HR	Curriculum	Student Behaviour & Welfare	Finance	Premises & Health & Safety
✓	✓			

*Inspire, Transform, Excel and Succeed*

Signed: *Alison Glazier* Headteacher Date: 01/10/25

Signed: *CMK* Link Governor Date: 27/11/25

## Equality Impact Assessment – initial screening record

What area of work is being considered?	Compass Values Policy & Statement																																						
	All students and staff																																						
Upon whom will this impact?	How would the work impact upon groups, are they included and considered?																																						
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Does the initial screening highlight potential issues that may be illegal? <b>No</b>																																							
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;">         Further comments:-      </div>																																							
Do you consider that a full Equality Impact Assessment is required? <b>No</b>																																							
Initial screening carried out by																																							
Signed: Mark Fisher		Dated: 29/09/25																																					
Comment by Headteacher:																																							
Signed: Alison Glazier		Dated: 29/09/25																																					

All students at Compass Learning Centre consider 'Compass Values' as part of their formal and informal curriculum.

## **Democracy**

- The school processes are democratic for staff and pupils alike.
- Pupil's voices are heard and have an appropriate influence on the life of the school.
- Teachers are consulted and included in the decision making process.
- Pupils have capacity to explore democracy itself and debate it as a value and as a political system.

## **The rule of law**

- The appropriate and relevant school rules are applied to all pupils and staff
- Pupils have the chance to reflect on why rules exist and how fairness is attempted through systems, both in a classroom setting and across the whole school.
- Pupils encounter representatives of the fire Service, Police, health professions and others to learn about the reasoning and purpose behind community rules, such as road safety.

## **Individual liberty**

- Pupils are given opportunities to make choices and respect others.
- Pupils are given the opportunity to explore and consider the balance between rights, responsibilities, diversity and belonging that make up daily life in a diverse country like Britain.
- Pupils learn about the historical circumstances that led to the value of individual liberty and the liberal state.

## **Mutual Respect**

- The Compass behaviour policy and ethos is based on mutual respect.
- All staff model respectful behaviour towards each other, parents and pupils.
- All staff model respectful behaviour of the school environment. All staff and pupils are expected to take litter seriously;
- Displays celebrate students achievement,
- The environment is warm and welcoming
- Expectations for all pupils are extremely high when it comes to respect; they are encouraged to behave respectfully towards each other, all adults and the school environment.
- Rewards and consequences are developed with a view to creating and sustaining a respectful environment.
- All curriculum areas call for respectful attitudes in order to learn effectively, especially PSHE, PE, Arts and Humanities subjects. These subjects are supported and celebrated around the school.

## **Tolerance of those of different faiths and beliefs**

- Pupils will learn about the notion of tolerance first in terms of interpersonal behaviour in the classroom, which is part of learning to live with each other.
- Pupils reflect on how they function harmoniously as a group, thinking about cooperation, sharing and being kind and generous to one another.
- Pupils learn about the history in Europe of the value of tolerance through studying the wars of religion, religious intolerance and positive examples.
- Pupils consider the value of tolerance as a factor of interpersonal relationships, relating this to questions about human rights and freedoms.

- Pupils debate the value and limits of tolerance and consider its relationship to acceptance, mutual understanding, warmth and love.
- Curriculum areas which offer the opportunity to learn about and explore the value of tolerance are supported and celebrated around the school.

### **Evidence of practice**

- Staff and students contribute to the Compass Values statement of intent and SMSC matrix which identifies what curriculum opportunities are used to explore these themes.