

Eccleston C.E. Primary School
Let Our Light Shine

Spiritual, Moral, Social and Cultural (SMSC) and British Values Policy
Pupil Welfare and Safeguarding Committee

Reviewed: Autumn 2018

Approved by Pupil Welfare and Safeguarding Committee: Autumn 2018

Approved by Full Governing Board: Autumn 2018

Signed by Chair of Governors:

Review Date: Autumn 2021

ECCLESTON C.E. PRIMARY SCHOOL
Spiritual, Moral, Social and Cultural (SMSC) and British Values Policy

This policy is a revision of, and replacement of, the previous Community Cohesion Policy (March 2015).

This policy has been developed in line with, and should be read in conjunction with, the following documents:

- Keeping Children Safe in Education (July 2018)
- Promoting fundamental British Values as part of SMSC in Schools (November 2014)
- Guidance on promoting British Values in Schools (November 2014)
- Prevent Strategy (2011)
- Prevent Duty Guidance - Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.
- Public Health England- Promoting children and young people's emotional health and wellbeing (March 2015)
- The Education and Inspections Act (2006)
- The Children Act (2004)

This policy should be read in conjunction with the following school policies:

- Safeguarding
- Acceptable Use (Adults and Children)
- Cyberbullying
- Antbullying
- Behaviour and Discipline
- Collective Worship
- E-Safety
- Healthy Eating

Statement

There is a duty for schools to promote SMSC and British Values. Maintained schools have obligations under section 78 of the Education Act (2002), which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This guidance relates specifically to the requirements to actively promote fundamental British Values in schools.

Lord Nash (Guidance on promoting British Values in Schools, November 2014) said that, "We want every school to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs." These values were first set out by the government, in the 'Prevent' strategy in 2011.

The Education and Inspections Act (2006) states that, 'the governing body of a maintained school shall, in discharging their functions relating to the conduct of the school:

1. (a) promote the well-being of pupils at the school, and
2. (b) in the case of a school in England, promote community cohesion.

In this section 'well-being' in relation to pupils at a school in England, means their well-being so far as relating to the matters mentioned in section 10(2) of the Children Act 2004, which include:

- physical and mental health and emotional well-being;
- protection from harm and neglect;
- education, training and recreation;
- the contribution made by them to society;
- social and economic well-being.

In 2015, and following consultation with governors, staff, parents and pupils, Eccleston C.E. Primary School has defined its core Christian values as: trust, thankfulness, forgiveness, friendship, joy & celebration, and love.

Provision

At Eccleston C.E. Primary School, we take very seriously our responsibility to prepare children for life in modern Britain. We value the ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate and explore these alongside other cultures in our country.

At Eccleston C.E. Primary School, we do this by introducing, discussing and living out the fundamental British Values through the ethos and work of the school, in particular through our Religious Education, PSHE and Citizenship lessons alongside our daily Act of Collective Worship. These provide excellent opportunities to deepen and develop understanding, developing the spiritual, moral, social and cultural understanding of our pupils.

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, a range of visits and visitors, strong links with the church and our residential trip to an outdoor education centre. Their strong rooted values based understanding gives them an excellent platform for embracing difference.

At Eccleston C.E. Primary School, we value the voice of the child and promote democratic processes such as our school council whose members are voted for by the children. Ideas and events are planned and discussed with a chance for debate and putting forward points of view.

The introduction of mindfulness teaching in order to improve clarity of thought for effective learning, and, to safeguard mental health by highlighting emotional wellbeing. Examples include: Year 6s 'imagining success' prior to SATS and the Science week (6-10 July) focusing on 'Healthy Bodies and Healthy Minds'. Also, a member of staff has been trained as an Emotional Literacy Support Assistant (ELSA). This is currently Wendy Bowler.

Through effective SMSC provision, by embedding British Values, and through child protection and safeguarding procedures, we are safeguarding pupils from vulnerability to extremism and radicalisation.

The Designated Safeguarding Leader is Miss Katie Cade. The Designated Safeguarding Governor is Mr. Nayland Southorn.

Monitoring, Evaluation and Review

- This policy will be reviewed by governors in autumn 2021 or sooner, if required.
- By monitoring SMSC and British Values, we are safeguarding pupils with due regard and assessing the risk of pupils being vulnerable to extremism and radicalization. The term 'due regard' in the Counter-Terrorism and Security Act 2015 is used to mean that 'authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism'.
- The Head Teacher, Miss Katie Cade, also undertakes a specific risk assessment to establish how vulnerable Eccleston C.E. Primary School is to extremism and radicalization.
- The effectiveness of SMSC and British Values provision is measured by wellbeing, which can include evaluation of:
 - Attendance
 - Curriculum achievement and attainment
 - Pupils' contribution to the community (within school, locally, nationally or globally).
 - Behaviour and child protection concerns
 - Health
 - Happiness
 - Parent, pupil and staff voice

Any poor indicators of wellbeing can be an indicator that a pupil is vulnerable to extremism and radicalisation.

- Please refer to Appendix 1: An Audit of British Values at Eccleston C.E. Primary School (which includes SMSC).
- The DfE Governors' Handbook (January 2015) under section 3.8.5 states that the governing body of schools 'designated as having a religious character is responsible for making sure that the content of the school's act of collective worship, and any denominational religious education provided for pupils, is inspected every five years (a 'section 48 inspection'). These aspects of the school's provision will not be included in the section 5 inspection

arranged by Ofsted. The governing body may also arrange for the section 48 inspection to cover the spiritual, moral, social and cultural development of pupils at the school.'

- In addition, as part of a section 5 inspection, Ofsted inspectors must consider pupils' spiritual, moral, social and cultural (SMSC) development when forming a judgement of a school.
- Previous SIAS reports and future SIAMS reports. (The 2016 SIAMS report rated our school as outstanding.)
- Training for safeguarding and safer recruitment is undertaken.
- DBS checks are undertaken, when required.

Key Contacts:

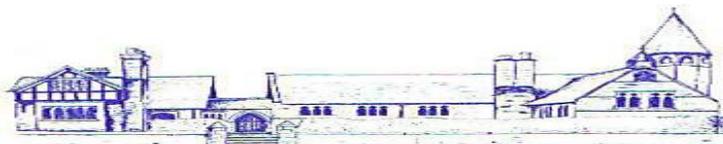
Safeguarding governor: Mr. Nayland Southorn

Designated Safeguarding Lead: Mrs Katie Prescott

Single Point of Contact (SPOC): Mrs Katie Prescott

ELSA: Wendy Bowler

CWAC website for child protection: www.cheshirewestlscb.org.uk



Appendix 1: An Audit of British Values at Eccleston C.E. Primary School (which includes SMSC)
February 2017

British Value	Statement	Evidence	Impact
Mutual respect and the tolerance of those with different faiths and beliefs	Respect is a fundamental school value around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE and SMSC curriculum. Respect is a school value which is discussed in the context of school, family, friends and other groups; the world and its people; and the environment.	Circle time, PSHE lessons, Collective Worship plans, RE curriculum and workbooks, Wednesday 'Class' assemblies, incidental discussions. Empire Day, visits to Church and other places of worship, visiting speakers from the Church and from other faiths. Y6/Reception class buddy system promotes mutual respect between our youngest and oldest pupils.	Children at Eccleston can articulate why respect is important; how they show respect to others and how they feel about it themselves. Children's behaviour (judged to be outstanding by Ofsted) demonstrates their good understanding of this value. Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions. Our School Ethos Group works specifically around promoting tolerance and respect towards all faiths, including Christianity.
Democracy	The children at Eccleston CE Primary School see democracy as being an essential component of successful team	The establishment of a new School Council each year models the democratic	Children are able to work co-operatively in pairs and in groups as well as a whole class. They

	<p>working. Democracy is a school value that children meet when discussing respect and fairness.</p>	<p>process. RE planning and workbooks. Collective Worship plans. Children are constantly reminded to take turns and to play fairly. All classes operate a marble jar where the class have to work together as a team to earn a child selected treat. Pupils are regularly canvased for their ideas and views on school through questionnaires which are always acted on by staff, School Council suggestion box is well used by children and ideas are regularly discussed at staff level. Pupil Premium and SEND children are consulted as to how they are progressing and want to be supported. Our Chair of Governors conducts detailed staff interviews to monitor staff</p>	<p>understand about taking turns and respecting the views of others.</p>
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		voice and ideas	
Rule of law	Children at Ecclestone are positively involved in the creation of their class rules and understand the need for rules in all walks of life. They are familiar with the concept through the discussion of values, and, through RE lessons in particular, the idea that different religions have guiding principles. Children are used to debating and discussing how laws and rules are applied in a variety of situations.	Children are able to show independence in learning and in general school life. Ofsted report. SIAS report. Our Traffic Light behaviour system emphasises the importance of good behaviour and the consequences for wrong choices.	Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by school rules. They are able to discuss and debate issues in class as part of their everyday learning across the curriculum. Children are well prepared for the next stage in their school career.
Individual Liberty	At Ecclestone Primary School, our lessons across the curriculum strongly encourage children to develop individuality in their own learning and to think for themselves. Difference and diversity are celebrated.	Behaviour policy. Ofsted report. SIAS report. As part of Internet Safety Day, all children attended a whole school assembly on this subject which was followed up by a piece of homework to be completed alongside parents. An innovative and child centred piece of drama is currently being developed	Children understand the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action.

		around internet safety.	
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