



British Values and SMSC

Approved	/ /
To be reviewed	/ /
Signed (Chair of Governors)	
Signed (Proprietor)	

British Values

Our Values Statement

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

The curriculum in all phases offers broad and balanced opportunities.

'British Values' have been identified as:

Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active School Council.

Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large. Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with students from other schools, coaches, theatre groups etc. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events. Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'. Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at LKS are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Spiritual, Moral, Social and Cultural (SMSC)

Little Kinvaston School has a strong commitment to the personal and social development of all pupils. The school vision and values, put together by all the staff, supports spiritual, moral, social and cultural characteristics in all pupils.

What is SMSC – Spiritual, Moral, Social and Cultural development?

Here is a summary to explain SMSC – it is personalised for all our students at LKS.

Spiritual development is when we:

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral development is when we:

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social development is when we:

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural development is when we:

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

In our school pupil's SMSC development is seen for example in:

- Taking part in a range of activities regarding social skills

- Developing an awareness and respect for diversity
- Developing and appreciation of theatre
- Developing an understanding of right and wrong.
- Developing the communication skills to make choices about likes/dislikes in school then in wider community visits.
- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.

SMSC is embedded throughout the curriculum at LKS. This integrated approach ensures that aspects of SMSC are considered in all subject areas. The senior leadership team audits SMSC and Governors monitor it across school.

Beyond the Curriculum

We are also committed as a school to developing SMSC beyond the curriculum. This is done through:

- Arts, Music and Cultural Specialists visits to school over the year
- Assemblies give pupils an opportunity to explore aspects of SMSC

Impact

In order to reflect further on the impact of all our work on SMSC:

- We engage governors, families and community
- Hear our student voice
- Observe staff and pupil interactions
- Support Social Behaviour
- Complete learning walks reflecting on resources and practices.

Violence Prevention Programme

<https://violencereductionalliance.co.uk/>

Staffordshire and Stoke-on-Trent's Violence Reduction Unit (VRA) is a multi-agency partnership aiming to work together to strengthen the visibility, early identification and partnership response to prevent violence and its associated harms.

Overall crime rates within Staffordshire and Stoke-on-Trent are well below national and regional averages; however, to improve our position through early intervention and prevention the Staffordshire Police, Fire & Rescue and Crime Commissioner formed the VRA in March 2021.

The VRA works in partnership with a broad range of agencies to understand the causes and consequences of violence, focusing on early intervention and prevention and informed by evidence and evaluation of interventions.

National Context

Serious violence is a national priority due to its prevalence and impact. Between 2014-2018 there was a rise in serious violence, with increases in homicide, knife and gun crime in virtually all police force areas. Serious violence figures have seen a small steady decrease since 2018. COVID-19 impacted on figures throughout 2020/21 where all levels rapidly lowered (both nationally and locally). Since the removal of

restrictions violence figures have seen a return to higher levels; with 2022 having marginally higher figures than usual. However, recent figures are now returning to previous patterns of lowering year-on-year. Serious violence is often gang related and the association with drugs markets, particularly crack cocaine, is evident. Too frequently, children are the victims of gun crime, knife crime and exploitation, in many cases by organised criminal groups running 'county lines'. In response, the Government published 'Ending Gang and Youth Violence: Community Engagement' in 2014, and its Serious Violence Strategy in 2018. Both documents advocate an end-to-end approach, from prevention and early intervention to law enforcement, and a strengthened partnership response involving statutory and non-statutory partners, including the local community and businesses. The Government has since supported this approach further through the implementation of the Duty. Introduced as part of the Police, Crime, Sentencing and Courts Bill, the Duty is a key part of the Government's wider programme of work to prevent and reduce serious violence, taking a whole system approach to understand the causes and consequences of serious violence, focused on prevention and early intervention. The Duty requires organisations (police, fire and rescue, integrated care boards, youth offending services, probation and local authorities) to work together to plan, share data, intelligence and knowledge, to generate evidence-based analysis of the problem and solutions to prevent and reduce serious violence in local areas.

Local Context

In line with national rises and timeframes, Staffordshire and Stoke-on-Trent observed a steady increase in serious violence. We witnessed increases in the use of weapons (such as knives) in violent gangs, organised crime groups (OCGs); and in the severity of violence used or inflicted. This led to sustained and high levels of demand across partner agencies, growing in seriousness and complexity – particularly the increasing numbers of vulnerable children involved in serious violence (such as 'county lines' drug dealing) and the linked children's safeguarding concerns. Local data highlights serious violence accounted for less than 2.5% of all crimes within the Staffordshire Police Force area from 2018 to 2022. However, the distribution of where serious violence occurs and who is impacted by this is not evenly spread through the geographical areas. The data tells us that there are specific cohorts that experience, or are more at risk of becoming involved in violence such as under 18-year-old males, individuals at risk of exploitation and victimisation, 18 to 25-year old males, those with family links to criminality, children excluded from education, children with Special Educational Needs (SEN), children and young people with complex needs and children, young people and young adults living in areas of deprivation. It is predicted that serious violence and exploitation of the vulnerable will continue to grow and remain a challenge for local services. However, Staffordshire Police Force area does not experience the same levels of serious violence as many other areas and, as such, it is important that we take this opportunity to continue to improve this position through intervention and prevention.

Staffordshire and Stoke-on-Trent's VRA brings together Public Health, Police, Education, Youth specialists and academics to support and advise on evolving and developing effective practice. Place and community setting are an important aspect

of the work. Contextual safeguarding is rooted in understanding safety and risk in local neighbourhoods.

The VRA and partners have worked with the PSHE Education Service to develop locally produced, age-appropriate, quality PSHE education resources in line with the local PSHE education framework including:

Comic Books

The VRA and the PSHE Education Service have produced four comic books targeted at primary school students around bullying, harassment, personal space awareness and photo sharing.

The PSHE Education Service has further produced an issue to help raise awareness of County Lines which is aimed at secondary school students.



Knife Crime & PSHE Education Pack

The PSHE Education Service has developed a Knife Crime and PSHE Education Pack to support education providers to deliver quality PSHE education around knife crime.

The education pack includes:

- Best practice principles
- Links to PSHE curriculum (Primary, Secondary & Youth Work)
- Spotting the signs that a young person may be carrying a knife
- Contextual safeguarding
- The law around knife crime
- Bladed weapon guidance from Staffordshire Police

Virtual Reality

The VRA has purchased two Virtual Reality (VR) PSHE programmes to help educate young people on the risks and consequences of carrying a knife, gang culture, criminal exploitation and anti-social behaviour.

Developed by [Round Midnight](#), Virtual_Decisions enables young people to make different decisions and illustrates the impact of their choices.

The PSHE Education Service will be taking a targeted approach to the delivery of the VR programmes to ensure we are reaching the young people who would benefit the most.

We are working in close partnership with the Staffordshire and Stoke-on-Trent's Violence Reduction Alliance (VRA) to fully embed the core principle to develop a public health approach that understands and addresses the root causes and risk factors that can impact on an individual's vulnerability and susceptibility to becoming a victim into the LKS Curriculum.

Staffordshire and Stoke-on-Trent's VRA brings together Public Health, Police, Education, Youth specialists and academics to support and advise on evolving and developing effective practice. Place and community setting are an important aspect of the work. Contextual safeguarding is rooted in understanding safety and risk in local neighbourhoods.

Within a school model, we will develop and deliver targeted education and prevention programmes to those more vulnerable to, or at risk of violence delivered within PSHE lessons. The Literature Review evaluating the impact of PSHE on students' Health, Wellbeing and Academic Attainment highlighted the body of literature on the relationship between behaviour and academic outcomes.

Beelmann & L'Osel looked at social skills training focusing on crime prevention, especially anti-social behaviour and social competence. Their results show significant reduction in anti-social behaviour due to intervention. Wilson's Meta-analysis focused on universal school-based intervention for aggressive and disruptive behaviour, finding that *'the format and execution of the intervention is key to overall success.'*

'The role of school-based health education in adolescent spiritual, moral, social and cultural development' drawing upon the 2014 World Health Organisation Health Behaviour in School aged Children (HBSC) study for England concluded that *'positive perceptions of PSHE were significantly associated with increased spirituality among young people, reduced engagement in both fighting and bullying perpetration and increased general self – efficacy.'*

DfE Statutory and Curriculum links	Staffordshire and Stoke-on-Trent's (VRA) Core Values
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Keeping Children Safe in Education (statutory guidance) RSE (statutory guidance 2020) Sexual violence and sexual harassment between children in schools (DFE Guidance May 2018 schools and colleges)	Develop and deliver targeted education and prevention programmes to those more vulnerable to, or at risk of violence Young people led approach These could be gender based, online, bullying or violence in various forms. Trained mentors lead open dialogue sessions to challenge stereotyping, violence and abuse.
Keeping Children Safe in Education (statutory guidance) RSE (statutory guidance 2020) Sexual violence and sexual harassment between children in schools (DFE Guidance May 2018 schools and colleges)	Partnership approach Empowering young people to overcome the challenges, risks, vulnerabilities through education, and wider partnership building.
New OFSTED framework judgement 2019 - Behaviour and attitudes -Personal Development	Active Bystander Approach Empowered bystanders can learn to safely challenge, support and shape compassionate schools and communities. This builds upon their cultural capital of knowledge, values, attitudes, and behaviour.
New OFSTED framework judgement 2019 - Behaviour and attitudes -Personal Development	Developing Character and Leadership Mentors to become influencers and positive peer role models in their schools and communities. They are able to develop their leadership skills of confidence, empathy, and resilience and keep themselves mentally healthy.

