



Modern British Values (MBV) Policy

This document needs to be read in conjunction with our Spiritual, Moral, Social and Cultural (SMSC) Policy and the long term planning established which ensure breadths, balance and relevance of all SMSC and PSHE areas. This policy is additionally supported by the school's behaviour policy, equal opportunities policy, the Religious Education (R.E.) policy and scheme of work and our e-safety policy.

Introduction:

Pupils at King George V Primary School come from all over the world and we aim to instil the British values outlined by our Government in all pupils, so that they all understand what the people of our society see as being important and what we feel is right and wrong.

At King George V Primary School, we actively promote a culture of mutual respect and tolerance, democracy, the rule of law, equal opportunities and freedom. British values permeate throughout the school curriculum and support the development of the whole child. It is, without question, everyone's duty to ensure they do not undermine these fundamental British values as detailed in the current Teacher Standards Part Two: Personal and Professional Conduct.

In 2011, the government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. This guidance was initially published to further strengthen the previous guidance published in improving the spiritual, moral, social and cultural development of pupils to ensure young people leave school prepared for modern life in Britain.

In November 2014, the government outlined that all schools must now have a clear strategy for embedding these values and show how their work has been effective in doing so. At King George V Primary School, we approach the promotion of fundamental



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British values in line with the Government's 'Prevent' theme of the anti-terrorist strategy 'Contest'. We promote these values through our own school values, curriculum delivery, and the school offer and enrichment activities.

Defining Modern British Values:

- Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.
- Rule of law can be described as all people and institutions are subject to and accountable to law that is fairly applied and enforced.
- Individual liberty suggests the free exercise of rights generally seen as outside Government control.
- Mutual respect is the proper regard for an individual's dignity, which is reciprocated.
- Tolerance can be described as a fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.

Aims and Objectives:

At King George V Primary School, we aim for our pupils to have:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law



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- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination.



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Evaluation Our Promotion of British Values:

In order to recognise the impact of these values through our work, we have identified key performance indicators to allow us to judge the effectiveness of our work through our curriculum offer, school vision statement and pupil code of conduct. This enables us to accurately evaluate our current provision enabling us to identify next steps to continue to drive improvement.

DEMOCRACY

Our key performance indicators:

- Provide pupils with a broad general knowledge of, and promote respect for public institutions and services.
- Teach pupils how they can influence decision-making through the democratic process.
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain.
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school.
- Organise visits to the local council and Parliament.
- Hold 'mock' elections so pupils learn how to argue and defend points of view.
- Help pupils to express their views.
- Teach pupils how public services operate and how they are held to account.
- Model how perceived injustice can be peacefully challenged.

At King George V Primary School, we provide:

- We have an elected School Parliament; this is used as an opportunity to promote and teach about democracy (views of others) and the electoral process (data handling).
- The work of the School Parliament is high profile and involves regular meetings where representatives share student concerns and discuss issues that affect the students.
- Emergency service visits to school.
- The School Parliament promotes and demonstrates voting and debating.



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- The School Parliament discusses how to obtain the views of others through surveys, class visits, site visits and meetings with Governors and staff/visitors across each school settings.
- The School Parliament is involved in pupil-related decisions.
- Visit from local MP to be arranged.
- Elections to School Parliament held annually where the whole school is involved in the voting.
- Current affairs covered during PSHE.
- Clear agenda items and minutes are published; The Student Parliament reports and makes students' views and requests known to the Governors annually.
- Books available in the library and book corners which promote public services.
- Black History Month activities to promote equality of opportunity both historically and in modern society.
- Scenarios of perceived injustice set up for School Parliament to discuss.
- SMSC curriculum is established throughout the school; SMSC audits are conducted regularly.
- Democracy is also promoted through the maths curriculum with a focus upon statistics enabling the students to strengthen their key concepts/skills of obtaining views of others and through humanities where students learn about other societies, faiths and ways of life and learn about the development of democracy in Britain.

Links to school curriculum/offer

- English - Understanding and Speaking.
- Maths (statistics).
- SMSC - Social, Moral.
- Lesson activities - Effective participators, Creative thinkers, Reflective learners, Independent workers, Team workers.
- School Parliament.

Impact

- Students' voice is recognised and listened to.



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- Agenda items underpin the developments of the school improvement plan.
- Behaviour and safety of the school further informed.
- Governance of the school further informed.
- Pupils actively engage in the democratic process (e.g. School Parliament elections).
- SMSC outcomes addressed in an informed way; personalisation of learning remains at the heart of provision/all students at King George V Primary School make progress within SMSC.
- Long-term planning curriculum pathways map provision for all students within King George V Primary School; curriculum offer provides equality of opportunity for all learners.



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RULE OF LAW

Our key performance indicators:

- Ensure school rules and expectations are clear and fair.
- Help pupils to distinguish right from wrong.
- Help pupils to respect the law and the basis on which it is made.
- Help pupils to understand that living under the rule of law protects individuals.
- Understand the importance of the Police and their role to maintain a safe and secure society. Include visits from the police in the curriculum.
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws.
- Develop restorative justice approaches to resolve conflicts.

At King George V Primary School, we provide:

- We have high expectations of students' conduct and this is reflected in our Behaviour Policy.
- Behaviour Management Strategies support to guide learners in identifying ways they can moderate their behaviour and act towards others.
- Personalised targets address behaviour for learning in a consistent and informed way.
- Good behaviour and consistent demonstration of our values by staff.
- Home-school agreements.
- Clearly displayed classroom rules.
- Clear systems in place for rewards and sanctions.
- Consistent behaviour system in place across the school.
- High-quality weekly R.E./PSHE lessons which address the issue of morality.
- Police visits into school to be arranged.
- Worry boxes placed in each classroom.



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- Anti-Bullying Week - range of lessons and activities.
- Recognition of students' positive behaviour through such things as 'Star of the week' and merits in weekly school assembly.
- Postcards/notes sent home to parents/carers to identify positive behaviour.
- Annual awards assembly held to recognise students' effort, positive behaviour and contribution to the school
- Governors scrutinise behaviour data at full Governor meetings each term.
- Through our behaviour code and assemblies students are taught how to earn trust and respect and supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult.
- Through our safeguarding policy and Tier 2 and 3 safeguarding training (whole staff).

Links to school curriculum/offer

- PSHE/R.E. - Relationships scheme of work.
- Behaviour Management Strategies.

Impact

- Behaviour policy and associated behaviour management strategies identify triggers and de-escalation techniques to assist students in changing their own behaviour towards others.
- Anti-bullying policy identifies nature of learners; succinct record keeping enables staff to determine alternative strategies for the management of behaviour.
- Parents/carers help determine IEP targets; strengthened vision statement.
- Students celebrate achievements throughout the school; peer assessment embedded within weekly timetable of assemblies and reward systems.
- Whole school celebration of citizenship in assemblies, special events and awards evening that recognises students' achievements by awarding 'Star and Learner of the Week'.
- Behaviour and safety within the school further strengthened through robust staff training and protocols.



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INDIVIDUAL LIBERTY

Our key performance indicators:

- Support children to develop their self-knowledge, self-esteem and self-confidence.
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights.
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence.
- Challenge stereotypes.
- Implement a strong anti-bullying culture.
- Follow the UNICEF rights respecting schools agenda.

At King George V Primary School, we provide:

- Through our school values, students are taught about personal responsibility, choices, ambition and aspiration.
- Students' aspirations are recognised, and promoted within the wider aspects of our curriculum.
- All classes display class rules which provide meaning and relevance for each learner.
- Peer and self-assessment encourages students to determine what went well and how improvements can be made in all aspects of learning (e.g. marking policy and 'I can...' statements).
- Students are encouraged to take opportunities to follow their aspirations/ interests through our curriculum and extra-curricular activities.
- Individual liberty explored in whole school assemblies.
- Weekly achievement assemblies.
- Birthdays celebrated in class.
- Regular opportunities for children to work in groups and share their learning through presentations, drama, roleplay and hot-seating etc.
- Personal targets focussed on behaviour.



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- 'Good to be Green' behaviour management system in place.
- School Parliament provides a model for freedom of speech.
- Gender and family stereotypes challenged routinely across the curriculum.
- Annual focus on anti-bullying during Anti-Bullying Week.
- Anti-bullying policy.
- Regular PSHE lessons explore bullying and develop pupils understanding of the differences between bullying incidents and relationship conflict incidents.
- Lessons focus on children's rights delivered across the curriculum and discussed in whole school assemblies (focus on the right to a childhood including protection from harm, the right to be educated, the right to be healthy, the right to be treated fairly and the right to be heard).
- Students' achievements are celebrated in assembly, displays, on our web site and the school newsletters.
- Students are taught how to keep themselves safe through the PSHE and the Relationships curriculum delivered throughout the school; they learn about how to keep safe by teachers reminding them about the safety rules in a range of curriculum areas.
- The school has a high profile approach to e-safeguarding as recognised in our e-safety policy, protocols and posters.

Links to school curriculum/offer

- E-safety.
- PSHE/R.E. - Relationships scheme of work.
- Life Skills and travel training.
- Citizenship.
- SEAL themes explored in class and in whole school assemblies.

Impact

- Students' voice obtained to determine outcomes for destination planning; destination fully informed.



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- Curriculum offer identifies appropriate personalisation which encourages engagement; students continue to make progress over time.
- Class rules help inform behaviour outcomes.
- Learning environments are conducive to well-being; learning environments continue to support students' progress over time (use of work stations and calming areas).
- Students enjoy their time at King George V Primary School (see pupil questionnaires); curriculum interest/aspiration led.
- Students' learning celebrated by whole school community.
- Relationships curriculum (safety) identifies learning outcomes which are fully differentiated to support informed progress over time.
- E-safety protocols embedded throughout the school.



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MUTUAL RESPECT AND TOLERANCE

Our key performance indicators:

- Promote respect for individual differences.
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Challenge prejudicial or discriminatory behaviour.
- Organise visits to places of worship.
- Develop critical personal thinking skills.
- Develop links with faith communities.
- Develop critical personal thinking skills.
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers.

At King George V Primary School, we provide:

- We have high expectations about students' behaviour and this is reflected in our Behaviour Policy.
- Our anti-bullying policy demonstrates an understanding of students' difficulties in communication and in making their needs known.
- Bullying is recorded and triggers a review of the Behaviour Management Strategy where further strategies and approaches are identified to address issues.
- Through our behaviour code, PSHE lessons and assemblies students are taught to respect each other, to be cooperative and collaborative, to be supportive and to be understanding of differences.
- The staff at King George V Primary School treat all students with mutual respect; staff assist all students on a daily basis in the development of their behaviour and personal skills through the implementation of the class rules.
- Through our wider curriculum we study ways we can help others (e.g. whole school charity days).
- We support a range of charities such as 'Comic Relief', 'Children in Need' and 'Sport Relief'.



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- We use Bible stories and drama to promote Christian values, tolerance and respect within our RE curriculum and in assemblies.
- We use stories and drama to promote a wider understanding of the beliefs of others through our RE curriculum and assemblies (SACRE LA agreed syllabus) identifying when such areas will be addressed through our long term planning for this subject area.
- During our culture days/foreign language days we celebrate a range of different cultures and their faith/belief.
- Mutual and self-respect is also promoted through class rules, PSHE lessons and assemblies.
- We have high expectations about student conduct and this is reflected in our Behaviour Policy and Equal Opportunities Policy.
- Tolerance of different faiths and beliefs is promoted through the Locally Agreed Syllabus for Religious Education; Students learn about different religions, their beliefs, places of worship and festivals; Students' work is often displayed in the classroom and within the school environment.
- Long term planning identified practical opportunities for students to learn about their own and others beliefs. This is supplemented by visits from local religious representatives (class and whole school), where students are provided with opportunities to learn about significant religious festivals such as Ramadan, Diwali and the Jewish and Islamic New Years.
- Whole school culture days (e.g. diversity week).
- Social, Emotional Aspects of Learning (SEAL) taught across all year groups as part of the PSHE curriculum.
- Positive relationships encouraged and modelled.
- Inclusive ethos.
- High-quality weekly R.E. lessons taught in every class following the locally-agreed syllabus which includes the study of all major faiths.
- Anti-bullying week marked annually.
- Anti-bullying information for parents and children.
- Active School Parliament.



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- Assessment for Learning.
- Links with local schools.
- Stories from world faiths and cultures shared across the school.
- Workshops (e.g. African drumming).
- Curriculum (e.g. Foundation Stage/Year 1: Chinese New Year).
- Reflection opportunities in Assemblies.
- Visits to a range of places of worship & visitors (ideally one per year).
- Equalities Policy and Accessibility Plan.

Links to school curriculum/offer

- RE curriculum and scheme of work
- SMSC provision embedded within the school curriculum.
- Whole school charity days.
- MFL.
- R.E. curriculum
- Creative Arts (Art, Design and Music)
- RE and History
- D&T - Food Technology

Impact

- Staff CPD further strengthened to inform all policy, protocols and strategy throughout the school.
- Students at King George V Primary School remain safe; students are equipped with strategies that make their needs known to staff.
- Staff able to guide students into making good choices through planned intervention which is outcome led.
- SMSC outcomes firmly embedded throughout the school leading to students' making good progress over time.



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- R.E. curriculum provides appropriate breadth and balance for all learners throughout the school.
- School offer provides opportunity to pursue learning through a common approach to learning.
- Visiting professionals and organisations, the police, the fire brigade, piano lessons, careers advisor etc. underpin our school offer by creating opportunities to maintain students' interests and curiosity.
- Behaviour data is scrutinised for potential trends over time.
- Governance of the school further informed; Governors are provided with termly opportunities to monitor behaviour and challenge the data presented.
- R.E. curriculum provides breadth and balance for all cohorts of learners.
- School environment celebrates learning and students' achievements.
- Schools' community further strengthened in an informed through newsletters etc.
- Students continue to enjoy their learning and the opportunities it brings; students fully engaged within the teaching/learning process, evidenced by observations and self-evaluations.

Monitoring and Evaluation:

The Senior Leadership Team and named Modern British Values co-ordinator will be able to scrutinise the whole school strategy outlined within this document and challenge its effectiveness by examining the impact on our learners. Additionally, through visits to the school, Governors can measure the impact of our provision and monitor all planned development identified. Through our well-established self-evaluation cycle, we will be able to identify strengths and areas for development which will enable us to continue to monitor/strengthen this area.

Tracking Our Modern British Values Provision:

At King George V Primary School, we recognise the fundamental importance of embedding Modern British Values within our school and our curriculum. We believe it is at the heart of what education is all about - helping pupils to grow and develop as people and



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effective participants in modern Britain. As a result, we believe that a rigorous and robust system of monitoring and tracking is necessary in order to ensure that we are providing the very best provision.

In 2019, we will be introducing 'SMSC GridMaker' as a method for tracking and monitoring our SCMS and Modern British Values provision. This online system enables class teachers to log activities which provide evidence of our Modern British Values provision. Activities can include assemblies, class projects, competitions, lessons, performances, sporting events, staff training, theme days and trips. This will not only provide us with a whole school record of our activities but also enable us to closely monitor our Modern British Values provision, ensuring that we have an accurate and realistic view of our achievements. Crucially, we will also be able to identify gaps and areas for development for individual classes and the school as a whole.

We will monitor the activities logged using 'SMSC GridMaker' each half term, providing constructive feedback to class teachers as part of an ongoing cycle of professional development.

Evidencing The Impact Of Our Modern British Values Provision:

At King George V Primary School, we use interviews and questionnaires to see the impact on our pupils' development. We also look at their R.E. books which they can use for R.E., PSHE and reflection work. We also give questionnaires to staff about how it impacts on the children's development to give us the whole picture from different points of view.

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