



Milford School

British Values Evidence and Impact Statement 2019-20

Fundamental British Values are introduced, discussed, taught and lived out throughout the school. These are intertwined with the values of the school as set out in our school's Vision Statement and Milford School Values. We take very seriously our responsibility to prepare our pupils for life in modern Britain.

All curriculum areas provide a vehicle for furthering understanding of these concepts.

Pupils embrace these concepts with enthusiasm and demonstrate an understanding of the impact of these in their lives.

We make considerable efforts to ensure pupils have exposure to a wide experience beyond their local community, during which these concepts are shown through sporting events, educational visits, visiting speakers etc.

Our strong-rooted values-based understanding gives our children a solid platform for embracing difference.

Value	Statement	Evidence	Impact
Mutual respect and the tolerance of those with different faiths and beliefs.	<p>Respect is a fundamental value in our school which is pivotal to much of the day to day work of the school.</p> <p>We develop this mainly through our RE and PSHCE curriculum, through history and geography topics in the new curriculum as well as through assemblies which develop overall SMSC qualities. We undertake to teach pupils about festivals and beliefs from a range of faiths across Britain today and these are planned into our yearly calendar.</p>	<p>Assemblies</p> <p>Values leaves in classrooms related to respect.</p> <p>Star of the week awards linked to 'respect' – newsletter references</p> <p>RE Curriculum – in EYFS/KS1 religious festivals of various faiths form a basis for topic learning; each year group study a religion other than Christianity in more depth as part of their annual RE curriculum – Judaism; Islam; Buddhism etc.</p> <p>Topic Work in the curriculum – e.g. Chinese New Year; Diwali; Eid, Holi etc.</p>	<p>Pupils can articulate why respect is important, how they show respect to others and how they receive it from others.</p> <p>Pupil behaviour demonstrates their understanding of this value.</p> <p>Pupils can talk about different faiths and cultures, asking questions and showing respect for other faith groups and religions.</p>



<p>Respect for self and others – individual liberty</p>	<p>Assemblies have focussed on respect – both for self and others. E.g. Autumn 2nd half series of assemblies on what makes us unique, showing respect and linked to Remembrance.</p> <p>These ideas are developed through a weekly circle time lesson.</p> <p>Intervention groups are sometimes set up, as and when required, to help pupils improve their self-esteem, self-respect and understanding of others – ELSA (Emotional Literacy Support)</p> <p>Pupils celebrate success in a weekly Star of the Week assembly. This is a whole school celebration recognising success during the week. This might celebrate progress, good work, improved behaviour, excellence, living/displaying our value of the half term (or any of our Milford Values).</p>	<p>School council and Eco-council minutes, Behaviour logs and analysis</p> <p>E-safety training</p> <p>PANTS workshop</p> <p>Intervention groups to develop self-esteem, self-respect and understanding of respect for others – ELSA</p> <p>Buddie’s NSPCC workshop/fundraiser and assembly</p> <p>Behaviour policy Rewards –stickers; rainbow/pot of gold; Milford Star of the Week (newsletter), Headteacher ‘Pot of Gold’ certificates.</p> <p>Support for charities – local, national & international – Number 5 (a local homeless charity/food bank) at Harvest; Clockhouse and Dower House visits to elderly resident homes – harvest, Xmas, Easter to perform and take gifts; Comic Relief; Children in Need ; Poppy Appeal; Water Aid; responding to international disasters eg floods in Pakistan; earthquakes in Japan/Haiti etc.</p> <p>Pupils are taught about respecting feelings through sport/PE, including outside of school events through Confederation sport.</p>	<p>Pupils are developing their understanding of basic human rights.</p> <p>Pupils are able to accept responsibility for their actions and consequences are discussed with them. We introduced a restorative school approach within our Behaviour policy</p> <p>Pupils take pride in receiving awards, certificates.</p> <p>Pupils enjoy the days we collect for charity. They appreciate the fact that they are more fortunate than many others and take great pride in helping to load the van for homeless charity at Harvest time.</p> <p>Pupils increasingly show age appropriate respect for each other and themselves when playing games and competing in sporting events.</p>
<p>Democracy</p>	<p>Pupils see the fundamental principles of democracy and fairness exercised on a day to day basis in the running of the school. They meet this when discussing fairness and respect as part of the school council elections.</p>	<p>School Council Elections</p> <p>School council involvement in events – Christmas Fair; Writing competition; Fund Raising, safeguarding, being involved in the consultation for conversion to Foundation School (Co-op trust) etc.</p>	<p>School council’s views were documented and included as part of the process in our school moving forward with the change of status and formation of a Co-op trust in Godalming.</p>



	<p>All pupils have the opportunity to be elected to the school council each year and this group contributes towards decision making in the school.</p> <p>From their first days at school pupils experience and learn about fairness and turn taking every day both in the classroom and on the playground.</p>	<p>Class based activities such as Circle Time; Talk partners; allowing children to work cooperatively in a group or pairs as well as the whole class. Allowing them to take turns and respect the views of others.</p> <p>Study of major historical events such as the World Wars through our Remembrance assembly– where children taught briefly and age appropriately its importance and how it was a threat to democracy.</p> <p>Class strategies – lolly sticks with pupil names on to choose a random pupil to answer a question.</p>	<p>Pupils are able to work co-operatively in pairs, groups and in whole class situations.</p> <p>Pupils are developing an understanding of their rights and responsibilities and increasingly give their views about things related to the school (ie playtimes and lunchtimes).</p>
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<p>Rule of Law</p>	<p>Pupils at Milford are familiar with this concept through the use of school rules.</p> <p>This concept is developed in individual classes and on a whole school basis through assemblies.</p> <p>Pupils are taught about the rule of law in the curriculum. E.g. class charters, Police visits to EYFS and KS1, NSPCC visit – Speak Out, Stay Safe.</p> <p>Pupils are taught about Road Safety and the Highway Code in class and through visitors, including ‘Parksmart’</p>	<p>School Rules – assembly about these being non-negotiable – the Milford way.</p> <p>Displays around school.</p> <p>Assemblies about rights and responsibilities.</p> <p>Pupils are taught about Road Safety and the Highway Code in lessons given by the Road Safety Team/PCSOs and when completing their cycling/scooter course in Y2 – ‘Pedals’ (hopefully in place 2019-20).</p>	<p>We articulate our school rules as “At Milford we...”</p> <p>This means that the rules are simply the way we do things.</p> <p>Pupils are aware of outside influence and dangers present in their community and know who to speak to if they are worried or concerned about anything.</p> <p>Pupils know how to cross the road safely and in Y2 are taught the skills to ride safely and responsibly on their bikes/scooters.</p>
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Audit / Questions	Yes	No	In Progress	Evidence/Impact
Is our curriculum broad, balanced and relevant? Does it provide opportunities for pupils to develop the attitudes and skills they need for life in modern Britain?	x			British values are incorporated into the curriculum and where appropriate, assemblies are linked to British values. School values further promote tolerance and respect in school.
Do we ensure that pupils value and respect different faiths and beliefs? How?			x	Visitors to assemblies who discuss different faiths and religious practices. Visits to different places of worship. Children are made aware of a variety of religious festivals.
Is there a member of staff with specific responsibility for SMSC and British values? What do they do to ensure this work is embedded across the school?	x			The Deputy Headteacher has responsibility for SMSC and British Values. Assemblies touch upon British values and SMSC. Milford Values further support the promotion of British values.
Do staff understand when to make referrals when there are issues concerning radicalisation and/or extremism?	x			Within the induction of the PREVENT programme, staff are able to discuss when it would be appropriate to make a referral. All staff are trained on annually on Prevent and records kept.
Do we check attendance and exclusions data to ensure that pupils are being monitored for any early signs of absenteeism or behaviour that could be linked to radicalisation?	x			Although children from different religious backgrounds have a right to certain holidays outside of school holidays, every child is carefully monitored to ensure that they are not having excessive periods out of school without there being due cause.
Do we monitor and review patterns of bullying, and respond to all types of prejudice-related incidents and derogatory	x			Termly review of incidents in HT report to FGB.