



CAMERON HOUSE SCHOOL

4 THE VALE, LONDON SW3 6AH

POLICY FOR SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSC)

This policy has due regard to KCSIE 2018. In order to prepare pupils (**for all classes including the EYFS; Reception Class**) for the opportunities, responsibilities and experiences of adult life, our aim is to produce individuals who:

ISI Regulations Paragraph 5 - The Proprietor and Headmistress will:

- (a) actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- (b) ensure that principles are actively promoted which—
 - (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - (vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- ...the proprietor... (c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
- (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—
 - (i) while they are in attendance at the school;
 - (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
 - (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.

At Cameron House School, we value:

The Self

- recognise self-respect and self-discipline
- make responsible use of their talents, rights and opportunities
- strive for knowledge, wisdom and understanding
- take responsibility for their own lives
- have the independence of mind to question and seek to improve themselves and society
- exercise self-discipline and self-reliance in the face of growing social pressure

Relationships

- value relationships as fundamental to the development and fulfilment of themselves and others and the good of the school community
- respect and care for others and exercise goodwill in all dealings with them
- earn loyalty, trust and confidence
- respect the privacy and property of others
- promote responsible attitudes in dealings with others
- recognise the rights and responsibilities of all citizens

British Values

Cameron House actively promotes fundamental British Values. Evidence of this includes our PSHE schemes of work and termly planning, lesson plans and records for assemblies and presentations, schemes of work in other relevant curriculum subjects, work of a school council, educational visits, visitors to school and pupils' work. Discriminatory or extremist opinions or behaviours should be challenged as a matter of routine. Any teaching about religious law should make clear the difference between state law and religious law.

How Does Cameron House School demonstrate British Values?

Democracy: We have a School Council where pupils are invited to share their views; we host mock elections, enabling pupils to experience the process of voting through to electing for themselves.

Rule of Law:

Pupils are taught the rules and expectations of the school. Pupils are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws and rules are broken. Awards and sanctions are given appropriately.

Individual Liberty: We celebrate personal achievement and encourage independent learning. The staff educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education.

Mutual Respect: Pupils are expected to treat others as they wish to be treated. Manners and courtesy are held in high esteem and are prevalent throughout the whole school.

Tolerance of Others and their Beliefs: We celebrate festivals of a range of religions and educate our pupils about different cultures and religions in RE and assemblies. We accept that our friends may have different beliefs to us and we respect others' differences and beliefs.

Society

- value the rule of law, freedom, justice, human rights and collective effort for the common good
- respect for the civil and criminal law of England
- respect for others' cultural traditions and non-discrimination against protected characteristics
- respect and appreciate religious and cultural diversity
- support families in raising children and caring for dependants
- respect and appreciate the institution of marriage
- recognise that the love and commitment required for a secure and happy childhood can also be found in families of different kinds
- promote participation in school activities for the community
- make truth, integrity, honesty and goodwill priorities
- recognise the rights and responsibilities of all in the school community
- know the difference between making the right and wrong choice and how to respect school rules
- pupils to acquire a respect for public institutions and services

Children should develop:

- 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 well-being 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 hold other faiths and beliefs is protected in law;
- An acceptance that 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.

The Environment

- value the natural and man-made environment as a source for wonder and inspiration
- understand the place of human beings within nature
- accept their part in the responsibility to sustain the environment for future generations

Child Protection (KCSIE) - Please refer to Child Protection for the full policy

Rationale

Being in “loco parentis”, the school’s main desire is for the happiness and welfare of every child. It is the school’s intention to investigate further any child that causes them concern. These concerns could be for physical, sexual, mental or neglectful reasons (Children Act 2004).

Purposes

The school is concerned to address the needs of any child.

Aims

1. To ensure that all relevant agencies are informed of a concern.
2. To keep records and observations centrally in the confidential file for each child in the school to maintain confidentiality and continuity. To seek parental discussion, unless this may put a child at risk, as early as possible to clarify concerns.
3. To be aware of the cultural differences but not to condone behaviour that hinders the child’s full development or puts a child in danger.
4. To be knowledgeable of the inter-agency child protection network.
5. To ensure professional knowledge and levels of competence in the identification of children at risk
6. To monitor attendance and punctuality of children. Where applicable, notes will be kept on the after-school arrangements made for individuals.

Strategies

1. The welfare of the child will be considered when planning lessons. Opportunities for discussion, role-play and reflection are valuable tools and should, where appropriate, be used for the child’s personal development.
2. The teacher should be sensitive and sympathetic to the individual circumstances and demands made by individual children.
3. The teacher’s observational and listening skills need to be used to understand the whole child and their situation.

DSL’s Role

1. To liaise with parents, teachers and external agencies (where appropriate)
2. To liaise and support staff with their concerns and to support them.
3. To review the ‘Children at Risk’ file termly
4. To liaise with the Headmistress when individual children’s cases are reviewed.
5. To be aware of new initiatives and procedures in children protection and disseminate these to all members of staff.
6. To ensure that all staff are aware of and have access to supporting literature.

Reviewed by: Dina Mallett and Suzanne Haigh September 2018

Next review: September 2020