

# Beckfoot School SMSC Policy

## Core Purpose

Our core purpose is 'To inspire Beckfoot learners to embrace learning in all its forms and to use their educational experience to make a real difference to their own lives, and to the lives of others.' Our ambition is that at Beckfoot our thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them all to thrive. The SMSC development of every student is at the heart of our work as a school..'

## School Context

Beckfoot is a large school with over 1,600 students. We are collocated with Hazelbeck School and are the lead school in a Multi-Academy Trust comprising of three secondary schools, two primary schools and a special school. We are a fully comprehensive school with students from a range of socio-economic, ethnic, religious and cultural backgrounds. Our pupil population is stable and the majority of our students perform above national levels of progress. This is true for all groups of learners including students in receipt of the pupil premium.

## School Aims, Vision and Ethos

At Beckfoot we are equally committed to personal development of all students and their academic success- our ethos underpins all aspects of school improvement. Our core purpose is 'To inspire Beckfoot learners to embrace learning in all its forms and to use their educational experience to make a real difference to their own lives, and to the lives of others.' We do this through an engaging curriculum at the heart of learning, constantly reviewed to ensure it is meeting the needs of all our pupils. Our school motto, 'Enjoy - Learn - Succeed' created by our students, reflects this. We aim for all Beckfoot learners to enjoy school, become independent learners and to expect success. We aim to equip every Beckfoot learner with the skills and qualities needed to be successful in an ever-changing world. This is communicated to students through our vision:



## SMSC in practice at Beckfoot

Our aim is to impact on our students' **spiritual** development so they are creative in the way they approach challenges and are critical and reflective of their outcomes; are inquisitive and enjoy their learning and are accepting of others and embrace the wide range of cultures amongst our population.

Our aim is to impact on our students' **moral** development so they can recognise the difference between right and wrong; are respectful of each other; are willing to debate and are able to discuss moral and ethical issues openly.

Our aim is to impact on our students' **social** development so they develop highly effective social skills including collaboration and resilience; are happy to work and socialise with students from different

religious, ethnic and socio-economic background and take an active part in running the school. Student voice is central to every big decision we make. Supporting the development of democratic values and active citizenship is at the heart of our work so that we prepare pupils positively for life in modern Britain and promote the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Our aim is to impact on our students' **cultural** development so as they are excited to investigate their own and other's heritage; participate in a wide range of extracurricular activities and understand, accept and respect diversity in practice locally, nationally and globally. In all that we do we aim to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of non-faith), races, genders, ages, disabilities and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community. In our teaching and our actions we are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

In the classroom this will be seen in the following ways:

- Strong classroom culture and ethos and relationships between adults and learners
- Teaching that encourages participation, collaboration, creativity, reflection, independence and seizes opportunities to impact on students own spiritual, moral, social and cultural development.
- Teaching that champions equality, challenges prejudice and stereotyping and provides comprehensive meaningful understanding of diversity.'
- Assessment and feedback that values pupils' work and effort
- Activities that develop teamwork, self-esteem, resilience, leadership skills and self-reliance

### **Key Strategies that promote SMSC development at Beckfoot**

SMSC is seen across all subject and areas of the school in equipping students to be thoughtful, caring and active citizens in school and in wider society: Volunteering Opportunities, SPA, After school provision, competitions, debating, sixth form ethos and volunteering through school by sixth formers , Tutorials, Enrichment Week, Assemblies, Behaviour expectations, Inclusive practices, Student voice and leadership, Decision-making opportunities, development and other school features (e.g. use of the atrium, choices available to students, links with Hazelbeck, School Linking, national accreditation including World Class Schools.)

Areas for development of SMSC in the school are listed in the SMSC action plan.

### **Pastoral Development, Behaviour and Welfare**

Pastoral Care is a key element of our provision of moral, cultural, social and spiritual development of all students, building strong relationships between staff, students and their families. We have a strong child centred pastoral structure with both year leaders and pastoral managers for each year group (see separate document for a diagram of this structure). This structure allows issues raised by students and staff to be dealt with quickly by staff who know the students well. Our Positive Learning Strategy (see separate document) guides staff when dealing with issues within a classroom. This document also provides students with a clear set of expectations and consequences if they choose not to follow rules. Students who need extra care and attention are placed on our range model (see

appendix). This has been in place for several years now and is a highly effective tool for tracking and communicating the extra provisions provided to support these students. These models are discussed weekly at a matrix meeting of year leaders and leadership team members.

## **Curriculum**

We offer a broad and balanced curriculum for all students with wide ranging opportunities for enrichment that include visits, visitors, leadership opportunities, SPA provision at morning break, after school clubs. Students are guided and supported at all key decision stages so they are aware of the importance of their decisions as well as the opportunities available to them.

Provision for spiritual, moral, social and cultural development runs through all curriculum areas with each department contributing significantly to SMSC development across the school, and details of provision in each area can be found in individual SMSC audit maps. Our curriculum fosters the debate, discussion and independent thinking that provides protection from and challenges all forms of extremism and develops clear moral values. Ofsted June 2014 says: 'Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.'

## **Assemblies (Collective Worship)**

Year group assemblies are held weekly. This includes Sixth Form Assemblies. Each week a different speaker leads the assembly (either staff members, students or external speakers). Assemblies are key to delivering moral, social, spiritual and cultural messages to all students including developing meaningful understanding of modern democratic values and current affairs. Some assembly examples include awareness events (e.g. Genes for Jeans, Children in Need, Remembrance day), Human rights awareness (e.g. refugee crisis, elections and fair trade), embracing multi-culturalism and tolerance (e.g. anti-bullying) and preventing extremism (e.g. Manchester attacks).

## **Sixth Form**

In the sixth form we have a policy of encouraging all year 12 students to model what it means to be an active citizen and serve as positive role model for younger members of the community. Our sixth form students partake in the V-Inspired nationally accredited awards for young volunteers for which they commit to 30-100 hours of community volunteer work of their choice (see V30-100 booklet). Examples include in KS3/4 tutorial support, paired reading, leadership of clubs, Student Leadership. We monitor the personal development and volunteering undertaken by Sixth Form and this supports their SMSC development and is a crucial element of supporting their future.

## **Tutorial Provision**

Students access tutorial three times a week for 25 minutes as a form class. Tutorial is led by form tutors and focusses on providing students with the skills they need to progress in their spiritual, moral, social and cultural development. It provides all students with opportunities to investigate and discuss current affairs and take part in debating topics; supports the pastoral system; encourages social participation through communication about opportunities and encourages student leadership including leadership of assembly planning and delivery. Sixth Form students volunteer to support tutorial provision.

### **SPA and After School Clubs**

Key stage three students are encouraged to take part in extracurricular activities during tutor time and after school. These activities include a broad range of sports and performing arts (SPA) activities and provide social and cultural opportunities to participate with others. The majority of students access this at some point in the year and the school actively monitors participation to highlight students who do not opt to take part in any voluntary activity over the year to ensure the equality of opportunity in accessing provision that is key to our 'Enjoy, Learn, Succeed' vision for Learners.

### **Enrichment Week**

Students at Key Stage three access a week of enrichment activities ranging from trips abroad to outdoor activity camps to in school sports and activity experiences. Some projects involve links with local employers and all focus on the development of the spiritual, moral, social and cultural skills and qualities expected of 'Beckfooters' (see our vision statement) .

### **PSHCE and Citizenship Provision**

PSHCE is provided via a 25 minute session each week led by form tutors. It includes Character education, Local and Global Citizenship (including resilience to radicalisation), Careers education, Relationship Education as well as Health and Wellbeing. (This is detailed in the Citizenship and PSHCE Policy and Guidelines including Drugs Education and Sex and Relationships Education and Healthy Lifestyles.) These sessions explore sensitive or controversial issues, and equipping students with the knowledge and skills to understand and manage difficult situations. The subject is used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They are also encouraged to develop effective ways of resisting pressures, including knowing when, where and how to get help.

Deeper learning days also provide PSCHCE. These events develop positive character traits, such as resilience, determination, self-esteem, and confidence. This work contributes strongly to our SMSC and Safeguarding provision which is regularly reviewed and revised to ensure we meet and respond to local, national and global needs.

### **Student Leadership and Volunteering**

Student involvement is a key feature at Beckfoot developed from Year7 involvement in the first open evening through to Year 12 volunteering strategy and includes BSL, consultation groups, and subject leadership group. Student consultation is at the heart of all decisions.

### **National Accreditation Schemes**

We have four national accreditations which provide students a chance to access further enrichment activities across the year. Eco schools, Arts Mark, Fair Trade and World Class school award.

We are working towards reaccreditation for the International Schools award.

### **Leadership and Monitoring of SMSC**

SMSC is led by a member of the leadership team and is supported by other members of SLT and a named governor. The SMSC leader keeps up to date with national expectations connected to SMSC in schools and audits the school provision and impact against these expectations. This includes clear descriptors outlined in the inspection Handbook Sections: Overall Effectiveness, Leadership & Management, Behaviour, Safety & Welfare and Teaching and Learning. This includes auditing the promotion of British values, the Duty to promote Community Cohesion, the Equalities Act, the Prevent Duty and aspects of Safeguarding.

The SMSC leader ensures that professional development is ongoing for all staff to support best practice in provision and impact for SMSC development including British values and positive curriculum approaches to protection from extremism. Training updates keep staff aware of the most recent requirements in relation to SMSC and make connections between ethos, curriculum provision for SMSC, equalities and Safeguarding including the Prevent Duty. Training to support staff in handling controversial issues in the classroom, in-order to provide students with a safe space to discuss controversial issues, is a priority.

Monitoring of SMSC is led by a member of the school leadership team and includes:

- Ongoing lesson observations which include a comment on SMSC provision in the lesson
- The provision of SMSC is audited by mapping of provision by staff with responsibility for each area of school including each curriculum area and whole school provision such as behavior and safety, quality of teaching).
- Learning walks and pupil interviews which are used to evaluate SMSC development.
- Careful monitoring of behavior logs to connect ma
- Monitoring and analysis of participation of students in optional activities by all groups to check whether there are groups of students who do not engage with any additional provision.
- Careful monitoring of Sixth Form volunteering in order to support all students to maximize their opportunities for future success.

## **Appendix: Definitions of Spiritual, Moral, Social and Cultural Development including British values**

### **Ofsted Guidelines**

*The **spiritual development** of pupils as shown by their:*

- *ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them*
- *use of imagination and creativity in their learning*
- *willingness to reflect on their experiences.*

*The **moral development** of pupils as shown by their:*

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England*
- *understanding of the consequences of their behaviour and actions*
- *interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.*

*The **social development** of pupils is shown by their:*

- *use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds*

- *willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively*
- *acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.*

*The **cultural development** of pupils is shown by their:*

- *understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others*
- *understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain*
- *knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain*
- *willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities*
- *interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.*

**Ofsted School inspection handbook August 2016**

### **Education (Independent School Standards)**

(5a) 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

(5b)

- 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 Equality Act 2010; and
- vii. encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

**Education (Independent School Standards) (England) Regulations 2003**

### **DfE Guidance British Values**

Work on SMSC includes the promotion of British values and *policy is actively designed to 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. We pay particular regard for protected characteristics as identified in the Equality Act 2010. We promote the understanding and knowledge expected of pupils in relation to:

- an awareness 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 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.

**Taken from DfE Guidance British Values November 2014**

## Appendix

The following observations made during an Ofsted inspection May 2014 about the impact of the school on the spiritual, moral, social and cultural development of students continue to inspire our work in this area:

- Students' SMSC development is exemplary.
- Teaching provides them with a wealth of opportunities to explore moral dilemmas and develop a sophisticated understanding of other cultures
- Sixth-form and older students are excellent role models for others displaying self-regulation and concern for others
- This is supported by a strong focus on developing students' whole experience and as a result students develop into intelligent independent thinkers with compassion and a clear-eyed understanding of their responsibilities as members of the local, national and international community
- Leaders use the 'Beckfoot Learner Model' to promote students outstanding SMSC. There are exemplary opportunities for students to develop leadership skills, volunteer and take part in charitable events
- A strong moral purpose permeates the school allowing all members of the school to thrive and flourish

**Ofsted School Inspection Handbook statements connected to spiritual, moral, social and cultural development including British values.**

- (1) *'The school's **thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development** enables them to **thrive**.'* (Ofsted outstanding statement from the Overall Effectiveness evaluation schedule)
- (2) The school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith ' (Ofsted outstanding statement from the Leadership & Management evaluation schedule)
- (3) 'Leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual

orientations (and other groups with protected characteristics<sup>2</sup>), through their words, actions and influence within the school and more widely in the community' (*Ofsted outstanding statement from the Leadership & Management evaluation schedule*)

**(4)** *Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.* (*Ofsted outstanding statement from the [Quality of teaching, learning and assessment](#) evaluation schedule*)

**(5)** ***Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.*** (*Ofsted outstanding statement from the [Quality of teaching, learning and assessment](#) evaluation schedule*)

Policy written by Thomas Darling June 2017 to be reviewed by June 2018

---