

Beckfoot Trust



SMSC Policy

Our core purpose is 'To inspire Beckfoot Upper Heaton learners to believe that anything is possible within a caring community where learning is exciting and engaging. Students are confident, aspirational learners, outward looking and thrive in an ever changing world.'

Our ambition is that at Beckfoot Upper Heaton our thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them all to thrive.

The following quote about our school was made by the Schools Linking Network in January 2017:

'The thoughtful professionalism with which staff are approaching their current work on culture and ethos and their commitment to find new ways to have to impact on students SMSC is impressive. Staff knowledge and understanding of SMSC including British values is at a very high level. Wide ranging commitment to the development of students' spiritual, moral, social and cultural skills is at the heart of the school. This is a school that is translating a vision into practice with pace. '

School Aims, Vision and Ethos

At Beckfoot Upper Heaton we are equally committed to personal development of all students and their academic success- our ethos underpins all aspects of school improvement. We believe that it is our duty to create great people. Our school motto, 'Enjoy - Learn - Succeed' reflects this. We aim for all Beckfoot Upper Heaton learners to enjoy school, become independent learners and to expect success. We aim to equip every Beckfoot Upper Heaton learner with the skills and qualities needed to be successful in an ever changing world. This is communicated to students through our vision:



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 with and socialise with students from different religious, ethnic and socio-economic backgrounds 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, mutual respect and tolerance of those with different faiths and beliefs including 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 the classroom this will manifest itself in the following ways:

- Strong classroom culture, 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, leadership skills and self-reliance

Key Strategies that promote SMSC development at Beckfoot Upper Heaton

SMSC is seen in many aspects of Beckfoot Upper Heaton in equipping students to be **thoughtful, caring and active citizens in school and in wider society**: After school provision, competitions, debating, tutorials, assemblies, behaviour expectations, inclusive practices, student voice and leadership, decision-making opportunities, development and other school features.

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 pastoral managers for each year group. 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 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.

Curriculum

We offer a broad and balanced curriculum for all students with wide ranging opportunities for enrichment that include visits, visitors, leadership opportunities and after school clubs.

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. 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.

Assemblies (Collective Worship)

Year group assemblies are held weekly. 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. Some examples are:

- The value of education
- The power of self-belief
- Characteristics of the Beckfoot Upper Heaton learner, which are sometimes led by students.

Tutorial Provision

Students access tutorial up to five times a week 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.

School Clubs

All students are encouraged to take part in extracurricular activities during break time and after school. These activities include a broad range of sports and performing arts activities and provide social and cultural opportunities to participate with others. The school actively monitors participation in these clubs.

PSHE and Citizenship Provision

PSHE is provided via a forty-minute session each week led by form tutors. It includes SRE, citizenship, careers education and health and wellbeing. This is detailed in the Citizenship and PSHE Policy and Guidelines Including Drugs Education and Sex and Relationships Education and Healthy Lifestyles. Deeper learning days also provide PSHE. This work contributes strongly to our SMSC and Safeguarding provision is ongoingly reviewed and revised to ensure we meet and respond to local needs.

Student Leadership and Volunteering

Student involvement is a key feature at Beckfoot Upper Heaton developed from Year7 involvement in the first open evening through to Year 10 BUHSL representation. Student consultation is at the heart of all decisions.

Leadership and Monitoring of SMSC

SMSC is led by a member of the leadership team and is developed by all members of the school community.

Training is delivered to all staff in understanding SMSC development and the school ethos and vision and is part of new staff induction.

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.

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

- Ongoing lesson observations.
- 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).
- 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.
- External auditing by the Schools Linking Network

Appendices

The following observations are a few of the many points made during a Schools Linking Network visit in November 2016 about the impact of the school on the spiritual, moral, social and cultural development of students. These observations continue to inspire our work:

Areas of strength

Strength of commitment to building strong SMSC as core to the school

Evidence: Jan 16 SMSC Training for all staff, attendance at Leading SMSC training for SMSC lead, full curriculum audit process, Autumn 16, ongoing student audit, clarity of direction and action plan for forward progress in SMSC.

'SMSC is not separate, it is the heartbeat of the quality curriculum we are developing.' SMSC Lead AHT.

Staff -Student relationships and behaviour systems are working.

Evidence: Behaviour records and systematic records of behaviour for learning show progress and are finely tuned.

There is now a procedure.' 'School looks after you, like in the canteen.'

'I would tell people from Year 6 in my old school to come here.'

'We don't have boundaries between Y7 and Y11.'

Impact of the leadership of the Headteacher on student belief in the schools' development

Evidence: *He has changed the overall attitude to our school, we feel more like a big group.'*

The school is very committed to seizing opportunities to broaden student experiences as part of the curriculum.

'There are even more trips. I've been to an open day at university and people came to talk to us.'

"We got revision guides sooner, not waited till April.'

'Like football clubs, want to have more activities at lunch time and more gym.' 'Everything is more organised.'

Highly effective assemblies are being used to have a powerful impact on sharing the school ethos and vision.

Evidence: A new clear policy document has been written. An intentional approach to developing the students' SMSC was seen in a WW2 Remembrance assembly. *'Assemblies are good. You learn more about different places.'* *'The assembly by the boy who stuttered was inspirational – need to see ordinary people who have done something great as well as famous people.'* *'Other schools might just care about England – not here they care about everyone (comment following an assembly about Remembrance which incorporated many Commonwealth countries).'* *'Assembly makes you feel something, like from the heart. It made us think about people before us and reflect about the future.'*

Teaching and learning

Evidence: *'Teachers explain as best they can.'* *'The new teachers are experienced.'* *'Displays were hanging around, now they care and are cleaned up.'* *'We show pride in our work.'* *The Headteacher motivates us. 'The super learning day helped with revising. Flash cards helped in science. After school clubs have also helped'.*

Girls- *They have plans in place and they always keep an eye on us. We go 5 minutes early for lunch. Miss Armitage ask you how you are doing.*

Rapid Focus on establishing Tutoring

Evidence: investment of time in writing new tutorial material in collaboration with Beckfoot; high quality clear policy on Tutoring, PSHCE & Assemblies - *'Tutor time is different. We can complete extra homework.'* *'In the election everyone had a voice.'* *'It's good because you need to know what's going on around you. Tutor times helps with how we see the world today.'* *'we talked about Brexit, some people were upset and annoyed and we could talk.'* *'Tutor time is really helpful; you can discuss your learning.'*

English text choices are strategically built around SMSC concerns

'Trash was chosen to explore morality discussing how something may be legal but is it moral?', *Refugee Boy by Benjamin Zephaniah was chosen to develop empathy; 'Of mice and men' kept in Year 9 as it explores so many important issues.* In an interview the English Faculty Leader was clear about the powerful and intentional contribution that English can make to students' SMSC development.

The meaningful development of the Beckfoot Upper Heaton ethos and learner is known and can be explained by students, including pupils, all staff and stakeholders.

Staff, students and stakeholders all worked in July 2016 to create the Upper Heaton Beckfoot Learner which describes the attributes in students the school aspires to build together - resilient, tolerant, happy, respectful, creative, enthusiastic, inquisitive, confident, independent, reflective, aspirational and leaders.

Faculty Leaders Audits and SLT Audit demonstrate that there is knowledge and understanding of SMSC is in place in wide ranging areas of the schools' work and a clear sense of knowledge of meaningful next steps to put in place. SMSC is widespread and seen as important by staff.

Evidence- Staff training for all staff on SMSC & British values has taken place and all faculties have had a faculty meeting to identify opportunities they offer students to develop SMSC. All faculty leaders made time to work with and discuss their faculty contribution to SMSC and were highly professional and engaged in the process discussing openly strengths and priorities for action. This evidenced a wide ranging commitment across the school to the journey to transform the schools' culture and ethos. E.g. statement of strengths written by music evidences the leader's depth of understanding of British values in practice and how it can impact on students

Audits completed by all faculty teams demonstrate their knowledge of the opportunities that the curriculum presents.

Audit documentation and areas of development identified by SLT are very strong with clear evidence on ethos and self-assessment of priorities – particular priorities the school has identified training to challenge pupils' views, realistic recognition that many systems are still in their early stages but that the systems chosen are strong and tested.

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

*'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)

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)

'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 characteristics¹), through their words, actions and influence within the school and more widely in the community' (Ofsted outstanding statement from the Leadership & Management evaluation schedule)

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)

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)

Defining Spiritual, Moral, Social and Cultural Development including British values at Beckfoot Upper Heaton:

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.

The Education (Independent School Standards) (England) Regulations 2003 state that schools need to: (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

Our 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; and
- an understanding of the importance of identifying and combatting discrimination.

Taken from DfE Guidance British Values November 2014