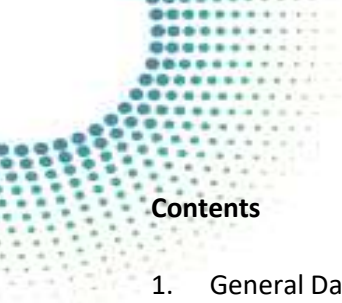


SMSC Policy

Adopted by the Board of Trustees

Date: April 2020

Trustee Reviewers: PDBW Board



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1. General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

2. Our Current School Situation

Local Area and Context

The Beech Academy is situated in Mansfield, North Nottinghamshire. Across two sites, we cater for pupils from 11-18 years of age with a variety of special educational needs with the majority of the pupils having a primary diagnosis of Autism Spectrum Condition and their learning needs in most cases are moderate. Additional to the pupil's learning disabilities, associated Social, Emotional and Mental Health difficulties are also part of the make-up for many of our pupils. All pupils who attend the Beech Academy are in receipt of a statement/EHCP.

The number of pupils on roll has risen significantly with the PAN being increased to 100 from 70 students. We currently have 82 pupils across both sites. This will be increasing to 95 pupils in September 2020. Pupils that attend the Academy are of mainly White English heritage with no pupils classified as EAL. There are 41 pupils in receipt of Pupil Premium funding, 4 pupils who are classified as LAC and for the first time in the Academy's history, there are 11 students in year 7. The new KS3 nurture provision which started in January 2019 allows us to have a fluid curriculum for students to access learning from both sites based on needs, anxieties and ability.

3. Academy SMSC Ethos and Development

Curriculum Intent

The vision of the curriculum at Beech is underpinned by giving students the combination of knowledge and skills for life with enriching experiences to assist them in becoming contributing citizens to society but also provide social mobility for a group of pupils who are already disadvantaged. Our curriculum wants to support the pupils to turn I can't in to I can!

SMSC plays a huge role in the education of our students. The majority of students at Beech Academy come from Mansfield or the surrounding area. This is an area of social deprivation and many of our pupils come from disadvantaged backgrounds. The population of the area is predominantly White British with over 90% of the population either Christian or no religion. The delivery of SMSC across the Academy is vital to opening the minds of our young people and helping them appreciate the culturally diverse world we live in.

Beech Academy has a Values led ethos which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each student to her full potential.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they adopt.

4. Current Priorities and Aims

For a more detailed analysis of current priorities and aims, please see the current SMSC T2T document.

Our current priorities as and Academy are:

- To ensure that the Beech curriculum and Learning Journey is fully embedded and effectively delivered, particularly in relation to SMSC
- To be acutely aware that more needs to be done to address the cultural and spiritual dimension and that this needs to be done more rapidly.
- To establish targeted quality assurance activities that rapidly identifies actions, which address areas for development, and ensures that the delivery of the SMSC dimension is effective and results in the curriculum intent being fully realized
- To ensure that the implementation of the curriculum intent follows through on the explicit and effective delivery of the SMSC dimension.

As a school for students with challenging social, emotional and behavioural needs, we believe that provision for the social, moral, spiritual and cultural development of our students is integral to curriculum planning. Our curriculum will:

- Promote mutual respect and tolerance.
- Promote individual liberty.
- Promote the rule of law.
- Ensure that everyone connected with the school is aware of British values and principles.
- Ensure that everyone connected with the school is aware of our own values and principles.
- Ensure a consistent approach to the delivery of SMSC issues.
- Ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Ensure that students know what is expected of them and why.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable students to develop an understanding of their individual and group identity.
- Enable students to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- Give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

5. Fundamental British Values (FBV)

Fundamental British Values are promoted throughout daily life at the Academy. From the election of our student council (who play an active role in everything from recruitment of new staff to choosing the companies who provide the school dinners) to the use of assemblies throughout the year, FBV are a part of daily life at Beech.

According to Ofsted, British values are:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Beech Academy has a British Values assembly rota which can be seen below and is updated yearly:

The Beech Academy- British Values 2019-20

	Belonging	Literacy	High aspirations	Teamwork	Self knowledge, Self-esteem and self-confidence	Democracy	Mutual respect and tolerance	Rule of law, Right and Wrong	Individual liberty	Healthy lifestyles	Thinking of others	Rules, boundaries, equality, behaviour
Assembly												
Welcome back - core values	X		X	X			X					X
Attendance rewards	X		X	X				X		X		X
Jeans for Genes Day				X	X					X	X	
Recycle Week/European days of languages			X		X		X	X			X	X
Hate crime and British values	X		X		X	X	X	X	X		X	X
Black History Month		X	X		X	X	X	X	X		X	X
World Food Day/Anti slavery day						X	X	X	X	X	X	X
National parliament week/stress awareness day	X				X	X	X	X		X	X	X
Remembrance Day	X			X		X	X				X	
Anti-bullying week	X			X	X		X	X	X		X	X
Thanksgiving	X				X		X				X	
International day of persons with disabilities	X				X	X	X		X		X	
Human rights day	X				X	X	X	X	X		X	X
Christmas	X			X							X	
New Beginnings	X		X	X	X							
Big schools Birdwatch				X			X		X		X	
Burns Night						X			X			
Holocaust memorial	X				X		X	X	X		X	X
LGBT month	X				X		X	X	X	X	X	X
Valentine's Day	X								X		X	
World Book Day (1st March)		X										
Summer trip election	X		X	X	X	X	X					X
World sleep day			X		X					X		
Comic relief		X		X	X						X	
World Autism day (2nd)	X				X		X			X	X	
Shakespeare day	X	X				X			X			

Space day	X			X								
Europe Day	X			X			X	X			X	X
Mental Health awareness week			X		X		X			X	X	
Cultural Diversity day	X				X		X				X	X
World Environment Day	X						X			X		
London festival of architecture					X							X
Refugee week	X					X	X	X	X		X	
Windrush day/World drug day	X		X			X	X	X	X	X	X	X
Wimbledon Tennis championships										X		X
World Population Day	X				X		X				X	X
Tour de France										X	X	
End of Year Celebration Assembly	X		X	X	X							

How we promote British Values at The Beech Academy

- Include age and stage -appropriate material in the curriculum on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain in comparison to other forms of government in other countries
- Make sure that all pupils within the school have a voice that is listened to
- Demonstrate how democracy works through actively promoting democratic processes, such as an elected school council
- Organise visits to local councils, Parliament and places of worship, and encourage contact with those in political or local office
- Use opportunities such as general or local elections to hold mock elections to teach pupils how to argue and defend points of view
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths
- Consider the role of extra-curricular activities, including any run directly by pupils, in promoting fundamental British values

6. What is SMSC

OFSTED Guidance

SMSC is defined in the Ofsted School inspection handbook August 2019

Spiritual, moral, social and cultural development

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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

Provision for the social development of pupils includes developing 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 of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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. This is shown by

their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Spiritual	Moral	Social	Cultural	British Values
<p>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.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Use of imagination and creativity in their learning willingness to reflect on their experiences.</p>	<p>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.</p> <p>Understanding of the consequences of their behaviour and actions.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p>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.</p> <p>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p> <p>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 socioeconomic groups in the local, national and global communities.</p>	<p>Understanding of how citizens can influence decision-making through the democratic process.</p> <p>An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.</p> <p>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.</p> <p>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p> <p>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; and an understanding of the importance of identifying and combatting discrimination.</p>

SMSC & British Values

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

Ofsted puts SMSC 'at the heart' of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

7. SMSC Provision

How the Academy promotes SMSC and Fundamental British Values

Development in SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Class discussions will give students opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own thoughts and beliefs, even about difficult events.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and

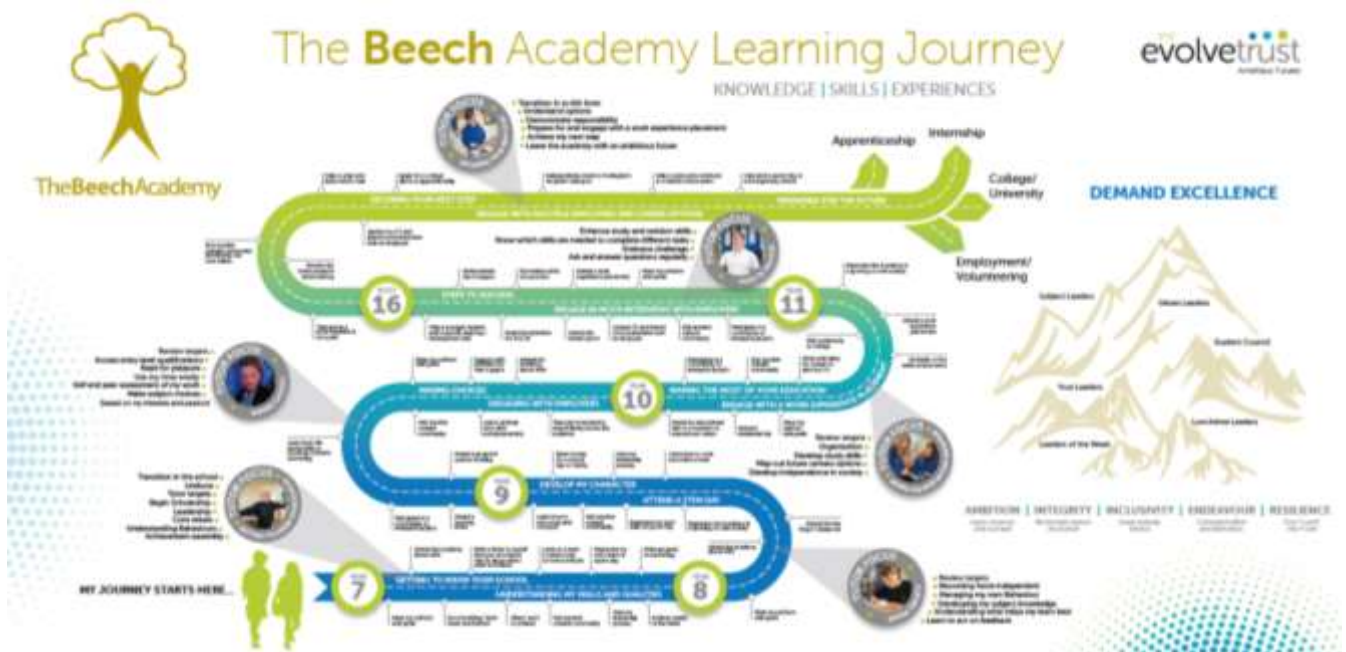
culturally – e.g empathy, respect, open mindedness, sensitivity, critical awareness.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co---operatively and collaboratively.

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home---school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Students will be taught to appreciate their local environment and to develop a sense of responsibility to it.



**In Practice:
Spiritual**

- A Religious Education study programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;
- A PSHE programme and Scholarship which utilises tutor times to involve all years in opportunities for themed discussion, reading (both fiction and non-fiction) and competitive quizzes to encourage learning and develop an awareness of our core values as soon as students arrive;

- An assembly programme (see FBV section) to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation;
- Educational enrichment trips, creative partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world;
- A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it;
- An enrichment reward system developing student self-esteem through certificates, postcards home, values and attendance awards;
- Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;
- The use of school council to involve students in the life of the school. For example, student council members who helped with the recruitment of new staff and contributing to the selection of our school dinner providers
- PSHE programme for Years 7-13.

Moral

- Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons in line with our Values
- Robust restorative practice throughout school
- Themed tutor time and discussions from assemblies based on moral issues, where appropriate, across the school community
- PSHE programme for Years 7-13.
- Assembly themes on moral issues, developed and reinforced during tutor time.
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- The use of students in teams across the school: Student council; Literacy Leaders
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues
- Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour during tutor times as and when such issues arise

Social

- Interact with all staff in school and with external partners of the school in an appropriate manner
- Elected school council representative to feedback views, ideas and concerns to their tutor groups and to the senior leadership team.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study.
- PSHE programme for Years 7-13.

- Experience excellent IAG in school through pastoral and career advice in which all staff are involved throughout the year. Subject specific advice is given at certain milestones of a student's life at the school

Cultural

- Educational visits to experience other cultures and ways of life as part of individual subjects but also as part of the Beech Scholarship
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life.
- PSHE programme for Years 7-13.
- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: Divali, Hannukah.
- Topic work across the school which explores “culture” in all its various forms in relation to specific subject areas.
- Access to the Internet in order to explore cultures and activities as extension learning

8. Monitoring and Evaluation:

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Attendance data
- PDBW Scores
- Pupil engagement with discussions about other religions / cultures
- Scholarship tracking
- Monitoring of lesson plans and teaching and learning, by the DHT Quality of Education
- Regular discussion at staff meetings
- Sharing of classroom work and practice.

This information is fed back to the SMSC Lead termly. It is then used to improve the SMSC provision throughout the academy and target any specific areas to develop. This continuous cycle of improvement ensures the impact of SMSC across all members of the academy.

9. Actions for the upcoming year ahead

Leadership of SMSC Responsibilities

Responsibility for SMSC is given to the DHT for Quality of Education.

